

Henry Ford College - MI

HLC ID 1327

STANDARD PATHWAY: Mid-Cycle Review

Review Date: 11/18/2019

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Context and Nature of Review

Review Date

11/18/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

Henry Ford College (HFC) in Dearborn, Michigan, is a public community college serving the Dearborn School District. The College offers certificates and associate degrees in addition to a bachelor's degree in Culinary Arts in Its district that is uniquely governed by an elected Board of Trustees who also serve as the Board of Education for the P-12 public school system. Since the last HLC comprehensive visit to HFC in 2015, the College has undergone additional changes in leadership. In response to comments from the 2015 visiting team, the most recent reorganization instituted by the former president included the creation of four schools and changes to the committee structure involving the creation of the Continuous Process Improvement Committee. That president retired in 2017, and under an interim president, the revised committee structure was placed on hiatus. The current president, hired in 2018, "inherited" the four-school model and has been holding "Listening Sessions" with various constituents to determine if the current structure is, in fact, a good fit for advancing the mission of the institution. Despite the turnover in executive leadership, faculty and staff at HFC report that they have great confidence in the current president's leadership, embrace the fact that he comes from outside academia, and appreciate his desire to not only solicit their feedback but also to welcome constructive criticism. They are optimistic that the President and his leadership team will make decisions in the best interest of the College and will usher in an era of stable executive leadership.

Interactions with Constituencies

Accreditation Committee Co-Chair

Accreditation Committee Co-Chair/ Assurance Argument Writer

Accreditation Project Manager

Adjunct Faculty – Sociology (2)

Adjunct Faculty, Allied Health and Member, ILO

Administrative Systems Analyst

Articulation Agreement Manager

Assistant Director, Advancement

Assistant Director, Enrollment Services

Assistant Director, Foundation

Assistant Director, IT

Associate Dean of Business, Entrepreneurship, and Professional Development

Associate Dean, Counseling

Associate Dean, School of Health and Human Services (HHS)

Associate Dean, School of Liberal Arts (SoLA)

Board of Trustees Members 3

Budget Coordinator

Business Intelligence Systems Analyst

Career Coach, Career Services

Chair, Board of Trustees

Coordinator of Black Men & QUEENS Focus Group

Coordinator, Talent Acquisition/HR

Database Administrator

Database Administrator Services, ITS

Dean, School of Health and Human Services (HHS)

Dean, School of Liberal Arts (SoLA)

Dean, School of Science, Technology, and Mathematics (STEM)

Designer, Web Software

Director of Athletics-Student Affairs

Director, Academic Services

Director, Accreditation Services

Director, Financial Services

Director, Honors Program & Arab Cultural Studies Program

Director, Information Technology Services

Director, Institutional Research and Reporting

Director, Network and IT Infrastructure

Division Secretary, Academic Services

Division Secretary, Unspecified

Early Alert Manager (Retention)

E-Learning Manager

Executive Director, Enrollment Services/Registrar

Executive Director, Financial Services & Financial Aid

Faculty Chair, Fine and Performing Arts

Faculty Chair, Health Career

Financial Aid Associate and Operations Council Chair

Full –Time Faculty, English and Co-Chair, CASL

Full-Time Faculty and Athletics Director

Full-Time Faculty and Department Chair, Telecom Faculty

Full-Time Faculty and Faculty Lead, Interior Design and Co-Chair, CASL

Full-Time Faculty, Arabic World Languages Program

Full-Time Faculty, Biology

Full-Time Faculty, CIS/CISCO

Full-Time Faculty, Computer Information Systems

Full-Time Faculty, Developmental Education/Reading

Full-Time Faculty, Director of Student Activities

Full-Time Faculty, Engineering and Representative, Institutional Learning Outcomes (ILO)

Full-Time Faculty, English (2)

Full-Time Faculty, English and Co-Chair, Committee for the Assessment of Student Learning

Full-Time Faculty, English and Co-Chair, Institutional Learning Outcomes

Full-Time Faculty, English and Member, Committee for the Assessment of Student Learning

Full-Time Faculty, English and Representative, Institutional Learning Outcomes (ILO)

Full-Time Faculty, English Language Institute and Representative, Institutional Learning Outcomes (ILO)

Full-Time Faculty, English/Accreditation Committee Co-Chair/Assurance Argument Writer

Full-Time Faculty, Health Careers; Chair, Health Careers; and Member, Committee for the Assessment of

Full-Time Faculty, Interior Design

Full-Time Faculty, Interior Design and Co-Chair, Committee for the Assessment of Student Learning

Full-Time Faculty, Learning Lab

Full-Time Faculty, Math and Co-Chair, Institutional Learning Outcomes

Full-Time Faculty, Mathematics (2)

Full-Time Faculty, Nursing (4)

Full-Time Faculty, Nursing and Member, CASL

Full-Time Faculty, Physical Therapy Assistant Program (2)

Full-Time Faculty, Political Science

Full-Time Faculty, Political Science and Member, ILO

Full-Time-Faculty and Chair, English

General Counsel and Vice President of Legal Services

Interim Director of Facilities

Lab Associate, Learning Lab

Lab Technician, CIS Department

Librarian

Manager of College Budgets

Member, Collegiate Student Advisory Task Force

Payroll Manager

President

President, Local 71 Administrators' Association

President, Support Staff Association

Project Manager, Academic Affairs

Project Manager, IRPA

Public Relations, Office of Marketing and Communications

Registrar and Executive Director, Enrollment Services

Representative, American Federation of Teachers Local 1650

Senior Systems Administrator, ITS

Software Developer

Student Activities Officer

Student, Biology and Member, Arab Student Union and PTK

Student, Business

Student, Civil Engineering

Student, Community Leadership/Honors Program and Member, PTK, Black Males and QUEENS, Next

Student, Computer Science & Member, Student Council and Yemen Student Association and Arab

Student, Criminal Justice/Cybersecurity and VP, National Society Student Leadership and Success

Student, Culinary Arts and Member, Hawks Nest

Student, Cybersecurity

Student, Engineering

Student, General Studies

Student, General Studies/Lactation and Honors Program

Student, Liberal Arts

Student, Liberal Arts/Honors Program and President, Student Environmental Association and PTK

Student, Member of Student Council

Student, Nursing

Student, Nursing, and Member, Student Council, PTK, Black Male and QUEENS Focus Group, and

Student, Office Administration and Member, National Society of Leadership and Success

Student, Pre-Education and FULL-TIMEA Member

Student, Science

Student, Undecided

Supervisor, Admissions and Recruiting

Vice President- IR, Planning, and Accreditation Committee Co-Chair (C1 & 2

Vice President of Academic Affairs (C3 Co-Lead & C4 Lead)

Vice President of Financial, Facilities, IT, and Auxiliary Services (C5 Co-Lead)

Vice President of Institutional Advancement

Vice President of Legal Services/General Counsel

Vice President of Student Affairs (C3 Co-Lead)

Web Architect

Additional Documents

Academic Affairs Program Deactivation Procedures

Advisory Committee Meeting Minutes

Board of Trustee Audit Committee Meeting Minutes: 10/21/19, 6/17/19, 6/18/18, 6/19/17

Board of Trustee Finance Committee Meeting Minutes: 10.21.19

Board of Trustee Onboarding and Training Process Document

Board of Trustees SEM Report: 10/21/19

Children and Families Program Self Study, NAEYC Peer Review Report, HFC Response

Finance Report of HFC 2019 Audit

Guiding Questions for New Degree and Certificate Programs Document

HFC's 2018-19 Institutional Update

Nursing Accreditation Report 2019

Program Reviews:

2016 Accounting, CIS Network Administrator, Pre-Engineering

2017 Management

2018 Arab Cultural Studies, Child Development, Children and Families, Environmental
Studies, Music, Welding

2019 Hospitality Studies, Nursing, Paralegal Studies, Pharmacy Technician, Respiratory
Therapist

Syllabi: ART 135, BSC 230, MATH 180, PCGL 126, RAD 214, TACG 130

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

Henry Ford College's (HFC) process uses a shared governance model in order to develop its mission statement. The Strategic Planning Committee (SPC) reviewed the current mission statement during the initial stages of the 2016-2020 strategic plan and determined that the current mission statement was still relevant even though the institution has added the culinary arts baccalaureate degree. The College recently revised language to more accurately represent the population changes occurring within the community, thus changing the word "tolerance" to "inclusion." Staff and faculty reported to the Team that the current President's attended the Black Male and QUEENS Focus Group meetings and students noted that they feel more connected to the institution than under previous leadership. During its May 2019 meeting, the Board of Trustees approved the current mission statement: "Henry Ford College transforms lives and builds better futures by providing an outstanding education. As a student-centered, evidence-based college, our success is measured by the success of our students. We empower learners through the development of independent, critical and creative thinking, and we foster diversity, inclusion, understanding, and acceptance to prepare learners to succeed in a global society. We anticipate and respond to the needs of our stakeholders, exceed their expectations and serve the public good."

During the Criterion 5 forum, attendees discussed how the mission statement is used as a guide within the institution to make decisions. The Dean of Liberal Arts articulated the budget process and how it aligns with the strategic plan, which ultimately aligns with the mission of the institution. The faculty noted how the mission statement has guided the innovative practices in the classroom (i.e. developmental education, and multiple measures). The College also has several grants that allow it to collaborate with individuals who might not be represented in the classroom, for example, the NIH funding that brings diverse faculty to the campus. The institution has a diverse student body, as seen

by the photos throughout Building L. HFC faculty make a concerted effort to include the mission statement within syllabi; however, it is not posted throughout the College, as it is in Building L and in the meeting rooms. The Team suggests that HFC consider posting the mission statement throughout the College.

The College offers an Arab Cultural Studies Associate Degree Program that aligns with the mission statement. The mission statement is also exhibited in the community through the Workforce and Professional Development Programs that address the needs of the business and industry partners of the institution. HFC also meets this criterion by participating in the Michigan Transfer Agreement (MTA).

The mission statement is also embedded within the work the institution does with the creation of the SAFE@HFC website. This website provides students, faculty, and staff with a list of Allies who can assist them during difficult times in addition to resources related to housing, food pantries, shelters, and human services that could assist them during these difficult times. During one of the open drop-in sessions, staff noted that the College initially authored a white paper focused on being a Sanctuary institution. This was later revised to focus on the college's becoming a welcoming institution. Finally, the Dean of Business, Entrepreneurship, and Professional Development identified the various community partnerships that bring individuals from urban areas to campus that will enhance their lives when they return to their lived experiences. Overall, the Team found the level and quality of academic support services exemplary. For example, the Learning Lab offers both face to face and online 24/7 tutoring through NetTutor.

The Team concluded that HFC programs, services, and academic programs align with the mission of the institution. The Institutional Learning Outcomes (ILOs) derived from the mission statement outline just how the College provides industries with highly skilled graduates who think critically, effectively communicate in oral or written form, and exhibit effective quantitative reasoning skills. The value statement offers a framework for how the College will accomplish its mission and purposes.

Testimony from students enrolled in HFC's programs demonstrated that they understand the mission, but they would like to see it more prevalent on campus. Faculty, when encountered throughout the visit, openly advocated for the mission statement and expressed professional pride in working at HFC. The Team determined that the academic programs are well-organized into four schools with a unique educational formula designed to prepare students for work in a variety of fields.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

Throughout the visit, the Team was able to view the mission statement posted throughout the L Building. The faculty noted the mission statement is used as a guide for the work they do in the classroom. The mission appears in the HFC Fast Facts (2015-16; 2016-17; 2017-18; 2018-19) and also in the 2019-2020 Planning Manual, the guide that will direct the College in developing future strategic plans. Based on conversations with staff, faculty, and staff, the Team recommends that the mission statement be added to the ILO bookmarks and/or posters as are the ILOs.

The College has been intentional in including the strategic plan on its website. The 2016-2020 strategic plan includes the mission, goals, and core values, and each goal has its own annually assessed implementation strategies. This past year, HFC revised its mission statement and changed the word *tolerance* to the word *inclusion*. The explanation provided by the co-chair of the SAFE@HFC Committee during the visit was that the institution seeks to align the mission with the changing demographics of the community in which it resides.

The mission statement is included in the Student Handbook, the College catalog and the framed pictures observed in many of the administrative offices. The new President informs both internal and external constituents of the mission via the Office of the President website. In the review of the college web page, the Team found evidence that the institution ensures the mission is embedded within the academic programs. Team conversations with staff and faculty confirmed that the Office of Institutional Research, Planning, and Accreditation provides the data necessary for the institution to make data-driven decisions that align with the mission statement.

The College's mission statement asserts that HFC will be a student-centered, evidence-based college that will transform the lives of students. Team conversations with HFC personnel and reviews of the HFC website confirmed that four values (passion, integrity, ingenuity, respect) outline how the mission serves stakeholders.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

HFC is committed to serving a diverse society. It proudly proclaims that it is aware of its presence in an ever-changing community. During the visit, the Team was informed that the President is aware of the changing demographics and seeks to create an environment of inclusivity. The College has generated professional development opportunities through partnering with community organizations to train allies. The College has a Diversity Taskforce that focuses on the campus environment and how students, faculty, and staff are treated on the campus.

The Assurance Argument contains the following passage: the hiring process has been overhauled. It now includes training modules on unconscious and interview bias, diversity questions are posed in every interview, and the Diversity Boost is used to advertise positions through more diverse publications and sites. To support this claim, the College implemented a process by which every candidate pool is confirmed as diverse. HFC addressed this by overhauling its hiring practices and constituting a task force.

The College President has also placed an emphasis on diversity and the importance of being an inclusive institution. He sends emails to students, faculty, and staff regarding sharing holidays of the various cultures. Students noted receiving these emails during their forum and stated how it has helped them understand the various cultures on the campus. The students did, however, express the need for more opportunities for them to engage with other cultures. Because the "Arab students often look down on the African American students" and that "there are more services and programs for Arab students than for African American students." The Team recommends that HFC consider ways to encourage the interaction of students from all cultures and races to further demonstrate its commitment to being a welcoming college.

Equally committed to embracing diversity, HFC's Board of Trustees approved the HFC is a Welcoming College document that is visible on the website. A team review of the college's webpage revealed that HFC's President frequently communicates with the college community about the importance of maintaining a civil educational environment. The College works closely with the Arab American Community Liaison to better understand the needs of the community and ways the College can collaborate to address these needs. In addition, The English Language Institute provides participants with the skills necessary to master the English language.

HFC continues to work on diversifying its faculty, staff, and administrators to reflect the diverse body of students. Several processes and activities reflect the populations served. For example, HFC employees host the sponsoring of the Cultural Friendship Program. Students in the Black Male and QUEENS Focus Group discussed their participation in the Annual Black, Brown, and College Bound Conference. Upon their return, the students remembered the VP of Student Affairs' having a conversation with them regarding their experiences at the conference. In conversations with the Team, students noted how the President is visible and converses with them about their experiences with the institution. These actions, they noted, show that he is caring; however, they also expressed the need to have more faculty "look like them" in the front of the classroom.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

HFC demonstrates a commitment to the Dearborn community and the Detroit region. The Assurance Argument reads, "We [HFC] anticipate and respond to the needs of stakeholders, exceed their expectations, and serve the common good". Proof of this commitment is obvious in the increased wages of the students who complete their education at the institution. The College also supports community activities and student involvement in the community. Student nurses conduct Heart Health Clinics for community members. The student-operated restaurant, Fifty-One O One, is also open to the community. The restaurant is managed by students in the Hospitality Management Program. The Career Services office also offers to review community members' resumes as part of the five career fairs that are open to the public.

The College has taken action to fully engage the community in meeting the mission statement by inviting employers to serve on advisory committees (CIS/CISCO Advisory Board). These committees provide insight into proposed curricular changes and/or equipment and other resources necessary for the currency of academic programs. To gauge community impact, the College hired an outside consultant (EMSI). Team members reviewed findings from the resultant report, "Economic Impact and Return on Investment of Education: The Economic Value of Henry Ford College," and determined that they were indicative of the College's sincere commitment to and positive impact on the Dearborn community.

The College uses its 2016-2020 strategic plan to determine how it prioritizes the programs necessary for the community. The Discover Day allows area high schools the opportunity to learn about non-traditional careers. The College holds Annual Camp Henry Days for middle and high school students, and also responds to the community's needs through the Astronomy Education Program. The Debt Forgiveness Program is a collaboration among HFC, Wayne State University, Oakland University, and Detroit Regional Chamber.

To address the financial needs of the community, HFC works closely with the HFC Foundation to provide external scholarships for eligible students. The President engages with the community via his

“Listening Tours,” during which he listens to internal and external stakeholders about issues they would like HFC to address. According to the 2018 Economic Study Fact Sheet, HFC has a tremendous impact on the region’s economic impact. An example of this is the College’s annual impact on the community, including HFC dollars spent within the community totaling \$883 million.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

HFC's mission is reviewed in the context of the strategic plan and as a result, was recently revised to address the increased diversity and welcoming nature of the institution. The College is demonstrating its commitment to the community by the involvement of the President and individuals who serve on the advisory boards for the academic programs. The College is intentional about its relationship with the ELL and Arabic communities by offering opportunities for these populations to attend and succeed at the institution.

The College's mission statement is displayed on the website, outside of Executive Cabinet member's office walls, in the Student Handbook, and in Fast fact books. The Team believes that the mission is clear and readily understood by the faculty and staff. The College provided clear evidence that its community engagements (advisory boards, and industry partners) successfully align with the mission and needs of the local, state, and regional communities. Numerous examples of grant activities (external and college-sponsored) were provided in the Assurance Argument and referenced in team meetings with faculty, staff, and students. The College allocates its human, fiscal, and physical resources based on sound strategic planning, with the current plan covering 2016-2020. College leadership is solid, professional, and dedicated. Faculty are deemed subject matter experts who demonstrate genuine care for students. HFC may want to examine the programs and services for Arab students to ensure that all students of color have equal access and support throughout the College.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

Henry Ford College (HFC) has established and follows policies and procedures to ensure integrity in its financial, academic, personnel and auxiliary functions. Its 7-member elected Board of Trustees holds open meetings in accordance with the Michigan Open Meetings Act. By-laws and policies including the Michigan Freedom of Information Act and policies governing administration, finances, operations, professional staff, program(s), property, students, employment, and support staff are readily available on the HFC website at policies.hfcc.edu/about.

A team review of the website confirmed that intellectual freedom, privacy and confidentiality, budget management, personnel files, Institutional Review Board, academic dishonesty, conflict of interest, and many other policies are present and easily accessible. This increased transparency creates an atmosphere of trust and addresses recommendations made by the HLC team that visited HFC in 2015. HFC addresses items related to integrity in its on-boarding of new employees. Agenda items on the May 16, 2019, employee orientation agenda examined by team members included Strategic Planning, FERPA, Title IX Reporting, Assisted Learning Services, and collective bargaining.

Henry Ford College has demonstrated financial integrity in its recent audits. For the last three consecutive years, the College has received unqualified audit opinions, demonstrating that appropriate personnel and processes are in place to assure HFC's integrity in financial matters. Criterion 5A includes a more detailed discussion of HFC's financial practices.

The Team reviewed four autonomous collective bargaining agreements for full-time faculty, adjunct faculty, Administrators Association, and Support Staff Association, respectively. All included language emphasizing fair and safe working conditions, due process in discipline and disputes, and performance evaluation with opportunities for improvement. On-site conversations with constituents from each of the aforementioned categories confirmed that HFC follows policies set forth in its bargaining agreements.

Policies affecting students are also available on the website and in student handbooks and the

academic catalog. Policies regarding academic integrity, student behavior, due process, sexual harassment and misconduct, etc. are available at the "Student Policies, Rights, and Responsibilities" link. At the same link, team members read information about the ReachOut App, a free smartphone application that sends alerts regarding safety and security directly to students as well as shares guidelines on campus attire, the use of alcoholic beverages and illegal drugs, and attendance. The Team was impressed with the inclusiveness of the website and the easy point of access for students to learn about numerous policies affecting their day-to-day lives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

Disclosing a wealth of information about the College, the HFC website is well-organized and easy to navigate. Faculty and staff interviewed by the Team confirmed that the Office of Marketing and Communications, which manages all internal and external communications, is prompt and effective at disseminating information. On the Marketing and Communications website link, the Team located information about the mission and objectives of the Office along with its pledge to "represent Henry Ford College (HFC) to its stakeholders groups with enthusiasm, accuracy, consistency, and integrity and create effective and efficient communications to position the institution as an exemplary educational partner for business and industry in Dearborn, in Michigan, and [in] the surrounding region."

Specific links, as well as a prominently placed search option, assist different constituents in locating the information they need to make informed decisions. For example, cost and payment information, including tuition & fees and a net price calculator, is presented in a straightforward and transparent manner for students, parents, and the community to access and easily understand.

A "Programs of Study" page includes easily searchable and straightforward information for each of the degree programs. Photographs of actual HFC students, faculty, and staff (taken by an HFC graduate) enhance the attractiveness of the website as well as reflect the inclusive culture at HFC. In addition to HFC'S philosophy on general education, the 2019-20 College Catalog delineates transfer from career programs and includes a well-designed chart outlining the specific curricular and graduation requirements by degree type. Program requirements on the website and in HFC's catalog include information about the current four academic schools (Schools of Liberal Arts; Science, Technology, Engineering, and Mathematics; Health and Human Services; and Business, Entrepreneurship, and Professional Development).

Henry Ford is equally transparent regarding its affiliation with accrediting bodies. The institutional accreditation link not only includes the HLC logo, but also outlines the benefits of institutional accreditation, identifies the five criteria, provides links to the 2015 accreditation documents, and explains the importance of institutional accreditation. Similarly, specialized program accreditations appear at www.hfc.edu/accreditation/programs. The extensive list includes Automotive Technology, Children and Families, Culinary Arts, Lactation Consultant, Medical Assistant, Nursing, Ophthalmic Technician, Paralegal, Paramedic, Pharmacy Technician, Physical Therapist, Radiographer, Respiratory Therapist, and Surgical Technologist Programs. Direct links to the respective accrediting bodies also appear.

Regardless of the medium, detailed information about HFC is readily available for current and prospective students, current and prospective employees, and the general public. Programs of study, tuition and fees, campus and local events, accreditation affiliations, and the College's organizational chart are fully disclosed to both internal and external constituencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

By Michigan statute, Board members play a dual role/function, serving as both the Board of Trustees (BOT) for HFC and [as] the Dearborn Board of Education for P-12 schools." As stated in Bylaw 0120, "The Board shall have the general care and custody of the schools and property of the District." Additionally, the Board declares and affirms its philosophy and intent to "establish policies and make decisions on the basis of declared education philosophy and goals" and "act as a truly representative body for all citizens in all matter related to programs and operations" via Bylaw 0123. When asked about the potential conflict in "wearing two hats," one board member, who proudly announced that two of her children had graduated from HFC, proclaimed, "Because we oversee both the college and the public school district, we are a P-14 system, and this helps make it [students' education) seamless."

The Board is transparent in its role at HFC via the Open Meetings Act which "requires all these entities [governing bodies] to conduct their business at open meetings." A team review of the Board of Trustee link on the "About HFC" page confirmed that agendas and minutes are readily available to students, faculty, staff, and community. In a review of minutes from several meetings in the 2018-19 and 2019-20 academic years, team members discovered numerous examples of the Board's preservation and enhancement of the institution as well as consideration of all constituents. For example, the February 18, 2019 minutes reflect a Trustee's "inquiry about student representation on the [Campus Safety] committee and request that there be broad representation on the committee." The same minutes include President Kavalhuna's declaration that "both he and Trustee McDonald are both very sensitive to the fact that everyone has input in the process."

Additional evidence in the April 15, 2019, minutes demonstrates the Board's commitment to assuring that HFC stays true to its mission by approving a change in wording of the mission statement. To better reflect HFC's priorities and enhance its welcoming atmosphere, the Board approved the change in wording from *tolerance* to *inclusion* so that HFC's mission statement now reads as follows: "Henry

Ford College transforms lives and builds better futures by providing outstanding education. As a student-centered, evidence-based college, our success is measured by the success of our students. We empower learners through the development of independent, critical and creative thinking, and we foster diversity, *inclusion*, understanding, and acceptance to prepare learners to succeed in a global society. We anticipate and respond to the needs of our stakeholders, exceed their expectations and serve the public good." In conversations with the team, Board members reiterated their commitment to HFC's continued success in meeting the needs of its District.

By nature of the Community College Act of 1966, the Board members themselves are elected officials. To maintain the integrity of HFC and the transparency of the Board's actions, specifically as related to funding, Policy 3700 clearly states that "no federal appropriated funds will be paid by or on behalf of Henry Ford College or its employees to any person for influencing or attempting to influence an officer or employee of any agency.... If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency,...the College shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying." The Board is also subject to the Conflicts of Interest, Nepotism, and Outside Activities Policy. No instances of failure to adhere to these policies was discovered in a team review of several Board agendas and minutes available on the HFC website.

The HFC organizational chart delineates the administrative structure at the College with the President reporting directly to the Board. Bylaws and policies reviewed by the Team clarify that the President is responsible for the day-to-day operations of the institution, For example, Bylaw 1150 (Board-President Relationship) declares, "The Board of Trustees believes that, in general, it is the primary duty of the Board to establish policies and that of the President to recommend and administer such policies." In addition, Bylaw 1500 (Development of Administrative Guidelines) explicitly states, "The Board of Trustees delegates to the President the function of designing and implementing the guidelines, required actions, and detailed arrangements under which the College will operate." Team sessions with both the President and Board members indicated that the Board has a great deal of faith in the President's leadership. One Board member commented, "The Board has such trust in the President and we let him run the show."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

HFC is deliberate in assuring that its mission, vision, and value statements include terminology related to freedom of expression and diversity including a section of the mission that states, "We foster diversity," and statements under values identifying a passion for "exploring diverse perspectives and ideas" and show[ing] respect for one another when we celebrate diversity and inclusiveness." The Team found additional language to that effect on the college website at "About HFC/HFC is a Welcoming College" link under "Our Board Supports HFC as a Welcoming College." Specifically, this document states the following: "HFC will continue its commitment to welcome individuals to our campus from all walks of life....A robust community expressing all forms of human diversity, skills and talents, backgrounds and experiences enlightens our College community, contributes to its growth and provides a firm foundation for the development of tomorrow's leaders."

The Team was impressed by the pictures hanging in the hallway of the L Building in which most meetings were held while on campus. Not only had the pictures been taken by an HFC graduate, but also they were pictures of actual students (rather than stock photos) of many ages and in a range of colors. Additionally, pictures were concrete evidence that the current president is "out and about" campus in the midst of students. As one student reported to a team member, "We see the President all over campus. My class actually came to his office, and he took the time to pose in a photo with us when we asked if he would." Clearly, this was a meaningful experience for that student, and the Team believes that this type of encounter brings to life the words "welcoming college."

Team conversations with faculty and staff were enlightening and demonstrated the appreciation that employees have for the current President's sincere effort/belief that they may speak freely without fear of repercussions. Several reported that it had not always been that way with former presidents, and one attendee remarked, "It's nice to return to a culture of collegiality." Another stated, "At any given moment, we know there will be improvements made to make HFC smarter, greater, better for us and the students we serve."

Academic freedom protections appear in the faculty and adjunct faculty handbooks and in board policies reviewed by the Team. Expectations related to freedom of expression in the college environment are outlined in Administrative Regulations, and the HFC website makes it clear that the College welcomes diverse perspectives and diverse community groups on campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

HFC's Institutional Review Board ensures integrity of research at HFC. Student expectations are outlined in the Academic Misconduct Policy and the Technology Standards, which explicate the appropriate use of college technology resources (and the Code of Conduct process for addressing alleged violation of such standards).

Students are offered significant support and guidance as to responsible and ethical use of information. The library provides a robust array of programs and resources for faculty and students, including information literacy instruction classes, citation assistance and collaboration with classroom faculty to create lessons specific to a particular class research project. Additionally, the library hosts "research parties" and individual consultations that serve students at their point of need.

Among other student rights and responsibilities, the college catalog includes the following sections: "Copyright Act Compliance," "Copyright Regulation," and "What Students Should Know About Copyright." Expectations for academic honesty and integrity are also outlined in the Student Handbook and appear on class syllabi reviewed by the Team. This policy also lists the consequences for students in violation of the policy, including academic consequences, disciplinary sanctions, or a combination of both.

A team review of the Syllabus Checklist for English classes, along with a random review of actual syllabi, confirmed that all included the English Department's Policy on Plagiarism/Academic Integrity Policy with a bulleted list of what constitutes plagiarism along with the following cautionary statements: "Students who plagiarize may fail the course and be reported to the Registrar's Office so that the college can take disciplinary action. A student who fails a class for academic dishonesty may no longer attend the class." In addition, students are directed to view HFC's complete Academic Policy online.

While the policies are clear and transparent (as noted above), the extent to which these policies are enforced is unclear. The Registrar's Office tracks the number of plagiarism occurrences by semester; the Academic Dishonesty Incidences Report for Fall 2015-Fall 2018 reviewed by the Team revealed a

range of as few as one incidence to as many as twenty-two. HFC may also want to track the type of plagiarism and the specific outcomes of incidences handled within the classroom as well as those referred to the Student Conduct Board. This would provide concrete evidence and valuable insight to determine if there is the need for additional instruction regarding specific types of plagiarism most frequently encountered on the HFC campus and perhaps reduce the need for classroom or Conduct Board enforcement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Henry Ford College demonstrates integrity in its financial, human resource, academic and auxiliary functions. Institutional/Board Policies are clear and transparent to all stakeholders via the HFC website. The proper checks and balances are in place to ensure fairness and consistency in application of Board/college policies. The College has received unqualified audit opinions for three consecutive years; bargaining agreements ensure that processes related to hiring, supervising, and disciplining of employees are fair and consistent; academic and auxiliary policies and procedures are in place and readily available to all constituents via the college catalog, student handbook, and HFC website. Identifying itself as a welcoming college, HFC offers numerous services to support ELL students, and several student clubs and organizations represent students from various ethnicities/cultures and sexual orientations. HFC's Board is transparent in its dealings involving the College and maintains checks and balances to ensure that all stakeholders are considered before decisions are made. The College values and enforces academic freedom and integrity and follows appropriate policies to ensure that HFC upholds both of these values.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met With Concerns

Rationale

HFC participates in the Michigan Transfer Agreement and reverse transfer agreements with colleges and universities which establishes college higher education standards. Partner High School programming, the application process and terms of agreements require appropriate credit awarded for HFC's college-level curriculum.

Faculty collaborate on course and program development. Course masters specify prerequisites, co-requisites, content, learning objectives, and assessment methods. Course masters provide a template for all course sections, instructors, and delivery methods and are reviewed every five years with the ILOs. The Team, in its review of a small sampling of syllabi, was unable to find sufficient evidence that oversight is occurring and that consistency exists across syllabi from the same course in different locations or modalities.

The Curriculum Management website and handbook provides information about curriculum and assessment with a standardized proposal process. Program review has new processes since 2015; therefore, few programs (in particular, general education programming) had been reviewed since the last HLC visit in 2015. Since that visit four years ago, several programs have been scheduled for annual review.

The College Catalog includes explanation of differences in credit requirements in degrees. Transfer and bachelor's degree programs require more general education credits (30) than the associate in applied arts or science programs or the Associate Degree in General Studies (15), which are designed to be terminal degrees. The total credit hours for certificate, associate degree, and bachelor's degree

programs reflects levels of learning in the catalog. In 2015-2016, the College Catalog began listing Program Learning Outcomes for degrees and certificates in response to concerns of the 2015 HLC reviewers, who identified vague certificate program requirements and description as issues. HFC designated the AGS degree as a terminal degree in 2018 due to low retention and completion rates. This change aligns with the state system and assists students in transfer and utilization of financial aid.

The College created “Success in 60” programs for the Associate in Liberal Arts, Associate in Science, and Associate in Business Transfer-oriented associate degree to minimize course duplication and prevent loss of credit for students pursuing bachelor’s degrees. Standards for calculating credit and contact hours are consistent regardless of location or delivery method at HFC.

The full-time faculty bargaining agreement establishes faculty authority over online courses (Article XII.B.1) Mandates are similar for on-campus and hybrid courses, and students evaluate online courses, using a similar evaluation tool. Under the previous organizational structure, each academic division was responsible for developing processes for its online curriculum, and only some divisions had implemented complete policies and guidelines. Currently the schools have specific procedures and criteria for offering and evaluating online courses and programs. Each school has a process, criteria for evaluation and proposal for offerings. Differences exist among schools, but the schools are working on developing a uniform process across schools as far as content, evaluation and online faculty training. The institution is encouraged to establish and enforce consistent standards for online course evaluation across all disciplines and schools to maintain high quality and meet the criteria for minimum standards.

Members of the visiting team also conducted a random sampling of syllabi for the same course to confirm consistency in student learning outcomes. They also requested and reviewed specific syllabi from different sections of the same courses and compared them to their respective master course syllabi. In many instances, student learning outcomes were missing altogether, incomplete, and/or out of alignment with those listed on the master course. The team therefore determined that there is insufficient evidence to confirm that course/program quality and learning goals are consistent across all modes of delivery, locations, and instructors and encourages HFC to develop and follow a process that not only remedies the current situation, but also prevents inconsistencies from occurring as the College moves forward.

Interim Monitoring (if applicable)

Monitoring report with documentation/evidence of consistent program/course quality and learning goals in all locations and modalities (for example, copies of syllabi with consistent student learner outcomes from the same course[s] taught in different locations and via different modalities).

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Rationale

HFC's conception of "general education" shifted in 2015. Inadequate integration and assessment of general education at the program level was noted by HLC during the last visit. The College needed to clarify and align requirements with the Michigan Transfer Agreement (MTA). Clarity of purpose and definition between general education and ILOs were targeted for the transition, led by an academic affairs task force and approved by the faculty organization and the President. Faculty at HFC have developed ILO rubrics to establish consistent standards across the college, and levels of student mastery are documented. The ILOs and rubrics are scheduled to be evaluated every five years. This recent shift and refocus on general education and ILOs will require additional assessment and implementation strategies to gather evidence within a review cycle and a clear and consistent documentation process.

The Committee for the Assessment of Student Learning (CASL) adopted a three-step process to identify outcomes, gather evidence, analyze and act on evidence to advance student learning. HLC expressed concerns in the previous review that the overall learning objective and the value of general education was neither effectively communicated nor understood, and integration of general education into degree and certificate programs was not evident. CASL addressed the concerns with goals to create a systematic formative and summative assessment plan engaging all faculty in assessment.

The College's ILOs meet expectations with corresponding skill sets aligned with HLC. Examples were provided to the Team in a sample of courses on how students apply skills determined by ILOs.

Progress has been made to enhance awareness and measurement assessing student learning in courses and programs through posting of ILOs in buildings on campus for student and staff awareness. The institution is in the beginning stages of assessment, review and feedback action in programs for the newly developed ILOs. Further and expanded assessment activities should provide opportunities to make the process systematic across the institution.

Several general education categories align with human and cultural diversity: Category 4— Social Sciences and Category 5—Humanities and Fine Arts. Also, the Civil Society and Culture—U.S. and Global ILO focuses on “social issues, patterns of diversity, or aspects of inequality.” Diversity is one of the Co-Curricular Learning Outcomes; however, the institution has not yet developed a process to measure this outcome. Study abroad opportunities in programming were cited for multicultural understanding. HFC has not yet established or implemented a measurement of intended goals. Diversity, equity and inclusion in the institutional culture could be expanded to include student support, recruitment of staff and faculty and enrollment management as well as removal of barriers to student application processes.

Non-classroom opportunities for faculty such as sabbaticals, lectureship, professional engagement, conferences and the pursuit of advanced credentials assist in teaching improvements and quality. Creative and scholarly works by students from the music and theatre programs were shared with the Team. Discipline-specific evidence of student scholarship and success was provided in engineering and design programs. The Black Male and QUEENS Focus Group students have presented at national and statewide conferences. The group attended the Black, Brown, and College Bound Summit, an annual conference focusing on persistence, retention, and graduation particularly of African American and Latino male students. Student conversations with the HLC team revealed that most were generally unaware of student groups on campus. Expanded communication by the College about opportunities for student engagement in clubs, organizations and college committees may enhance and support a culture of student participation in a shared governance model. HFC has taken important strides in welcoming, acclimating, and supporting students from the Arab community. The Team recommends that HFC replicate this outreach, programming, and support to students from all cultures, ethnicities, and socioeconomic statuses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met With Concerns

Rationale

Henry Ford College provides evidence of decline in enrollments aligning with faculty numbers. The number of full-time faculty decreased from 181 in 2015 to 164 in 2018, and the number of adjunct faculty decreased from 579 in 2015 to 518 in 2018. This decline coincided with a decline in enrollment. The full-time faculty bargaining agreement (Article IV.A) states the preferred minimum educational requirement for faculty. Faculty establish specific teaching requirements in their areas. They participate in screening and recommending academic and student support administrators. The Curriculum Development and Approval Procedure begins in departments, where faculty create course masters for new courses. The program creation process is similar to the course development process, including creation of a Program Master. Every five years, course masters are reviewed, updated, deactivated, or eliminated. Full-time faculty are required to participate in governance which is part of the full-time bargaining agreement. Article III.A of the Constitution lists examples and specifies faculty representation on relevant committees, task forces, and other working groups.

The College asserts that all HFC faculty members are appropriately qualified for their respective teaching assignments. Currently, each school documents faculty qualifications by course, and the Office of Human Resources maintains records of faculty credentials. Credentials for faculty teaching specific courses did not appear to be accurately reflected in the credentialing report provided during the visit, making it difficult for the Team to make a determination. The College also claims that high school teachers of college courses satisfy HFC's teaching qualifications. Again, the Team was unable

to view sufficient evidence to confirm that instructors of high school classes were appropriately credentialed.

In a review of HFC's faculty credentialing policy, the Team discovered that, in order to provide time for the College to receive the necessary documentation (typically official transcripts), faculty members are periodically placed in the classroom without confirmed credentials/qualifications. Then, if credentials and qualifications cannot be verified during the initial semester of appointment, the instructor is not retained to teach the following semester. It is therefore possible for an unqualified teacher to remain in the classroom for a full semester, impacting the quality of education of HFC students and ultimately the validity of HFC's programs. Unless there are serious extraneous circumstances, it is imperative that *all* faculty, regardless of the location, student population, or delivery mode (including Early College courses) are fully and appropriately credentialed before placement in the classroom. Otherwise, HFC cannot truly guarantee the quality of its courses and programs, and this jeopardizes accreditation.

The Team urges the College to rectify the current situation and determine a more efficient and effective process for obtaining appropriate credentials before faculty are assigned to courses and maintaining complete faculty files moving forward. Many colleges maintain faculty files in a single repository, for example, in the Academic Affairs or Human Resources Office, and this may be a viable option for HFC. This is especially important for instructors teaching general education courses on the Michigan Transfer Agreement, many of which are Early College courses.

The Assurance Argument asserts that the number of courses taught in the high schools for dual high school and HFC credit is intentionally low. Many high school students are integrated into courses taught on campus, but it was unclear to the Team how many students are on campus and how many are at the high school. Impressive integration of Early College Programs contributes to HFC's enrollment growth. Reviewing the Board of Trustee minutes from the October 21, 2019, meeting, the Team discovered that high school student enrollments are quite large with increased credits over the previous year at 13,720, ten percent of the total enrollments with unduplicated headcount of 12,672. These considerable numbers serve as additional evidence of the importance of HFC's employment and verification of appropriately credentialed faculty. While documentation of faculty credentials was an issue, the Team did view sufficient evidence demonstrating that high school students enrolled at HFC meet the same admissions and placement standards for college courses as other students.

In addition to checking teacher qualifications, the Team reviewed the process for evaluating teaching and learned that during the four-year probationary period, full-time instructors are evaluated on teaching performance in the first 2½ years; in the remaining 1½ years, they are also evaluated on their participation in governance (full-time faculty bargaining agreement, Article VI.B). Tenured faculty are also evaluated through the full-time faculty bargaining agreement, Articles XIII.B.9, XVII.A.1, XVII.A.2, and XVII.B). In the full-time instructor evaluation process, Peer Mentor Committees review the results of the class evaluations, which are anonymously reported, and evaluations that raise concerns are flagged. If an instructor is flagged for two consecutive semesters, his or her name is shared with the committee. The instructor then works with the committee on an improvement plan. Biennially, full-time faculty complete a self-evaluation, which is reviewed by the Peer Mentor Committees. Peer interventions with improvement plans occur as needed. During the probationary period adjunct faculty are evaluated by administration in their fourth and seventh semester. Upon successful completion of probation, they achieve senior adjunct status as discussed with the team by adjunct instructors.

Professional development is part of the faculty performance evaluation process. Instructors are

expected to remain current in their disciplines and teaching practices. In conversations with the Team, HFC faculty confirmed that the College provides financial and other types of support, including reimbursement for conferences and tuition, professional expenses such as membership dues, and teaching-related computer hardware and software. Adjunct faculty receive compensation for attending on-campus professional development activities. The Center for Teaching Excellence and Innovation (CTEI) is a primary resource for HFC's professional development. Faculty re-assumed their role as directors and reinvigorated the CTEI during the academic redesign. Collaborating with a faculty Advisory Board, the directors assess faculty needs and interests and plan events accordingly. Departments offer discipline-specific professional development.

Since 2015, federal accessibility standards for online learning and electronically shared content have required faculty training. The Academic Services Department offers training on the importance of accessibility and strategies for achieving it. Faculty have also trained through external resources. However, this training is recommended and not required in order for faculty to teach online. To ensure quality and consistency, the institution might consider requiring consistent minimum practices and standardized use of the LMS for all faculty to utilize best practices for teaching online.

Full-time faculty hold weekly, drop-in office hours (bargaining agreement, Article IX.B) listed in syllabi and posted on office doors and meet with students by appointment. Article IX.B states, "The teaching load shall also include two (2) announced, posted, and scheduled conference hours, during which teachers shall be regularly available to students, for each three (3) contact hours in the teacher's contractual assignments". Such conference hours shall be posted on each teacher's office door at the beginning of each semester or term. While adjunct faculty are not required to hold office hours, their bargaining agreement requires that they have resources to meet with students (Article VI.D), and their contractual responsibilities include availability for student consultation (Article VII). Email, chat, discussion forums, and other feedback tools in the Learning Management System also facilitate faculty-student communication. Some instructors hold virtual office hours. A consistent practice (and a set minimum for academic supervisors) to hold faculty accountable through faculty evaluation would improve access for students who may struggle with contacting instructors. Students shared with the Team during the visit that not all faculty are equally accessible for meeting and consultation.

All full-time and part-time counselors must have a minimum of a master's degree in counseling, psychology, social work, or related area, must be Licensed Professional Counselors (LPCs) through the State of Michigan, and must have three years of experience, including teaching in higher education. One exception is the Limited Licensed Professional Counselor supervising the Inside Track Mentoring Program.

Academic advisors and student success navigators help students with course placement, scheduling, planning, graduation, and transfer. Currently, all have master's degrees. Counselors' and advisors' professional development occurs through state, regional and national conferences. Advisors' and student navigators' degree concentrations vary, giving them expertise in their assigned programs of study. More faculty involvement with academic advising will assist the College with higher retention and completion rates. Interacting with new students during orientation and setting course schedules within program can assist with strong connectivity between faculty and students. Since the Navigators Program is fairly new to the institution, the College has not yet identified how best to have navigators interact with faculty and academic advisors. The Team suggests that HFC begin tracking and/or interviewing students to determine the best way for these student support and instructional personnel to interact in order to most effectively assist students.

The Student Activities Office staff organizes and supervises student clubs and activities and facilitate initiatives such as voter registration drives and volunteerism. Student Activities personnel serve students and staff complete online training on topics and appropriate topics.

The Learning Lab has three types of tutors: Peer Tutors, Professional Tutors, and Faculty Tutors. Their qualifications are consistent with the type of tutoring they provide. While Professional Tutors do not receive professional development through the College, they are oriented to the Learning Lab by faculty and receive a tutoring and guidance on the handbook. Peer tutors have a similar orientation within the Learning Lab and assist both faculty and professional tutors. Full-time Faculty Tutors are similarly oriented but receive support for professional development through the full-time faculty bargaining agreement (Article XVI).

Financial aid administrators and staff meet qualification standards. Financial aid support staff members average 20-25 hours of annual training, and administrators participate in at least 12 hours of annual professional development.

Interim Monitoring (if applicable)

Monitoring report documenting receipt of all faculty credentials including official transcripts (following HLC's Guidance on the Determination of Faculty Credentials) and any tested experience exceptions to include full-time or adjunct faculty teaching on-ground, online, hybrid, dual credit, dual enrollment, contractual, consortial, and other modalities in all locations before faculty members are placed in the classroom. Report should include a systematic method for continuous record keeping, the institution's plans for offering professional development opportunities to bring current faculty into compliance, and/or the process for reassigning faculty to courses for which they possess the necessary credentials..

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

Students reported to the Team that they use the advising and counseling services in person or by appointment. Specific student populations such as veterans and special needs students have additional counseling and advising as observed by the Team during the facilities tour. The Challenging Athletes' Minds for Personal Success (CHAMPS) Program provides support services and special events targeting the athletes' college experience. In the Inside Track Mentoring Program, HFC students have peer mentoring for new students. HFC participates in the Detroit Promise Path (DPP), a year-round program that combines financial incentives and student support services to increase access and success of Detroit's under-served populations. Financial support is provided for various grants and career services for students at the institution.

The College has targeted wrap-around services with personal and academic support such as campus coaches with the DPP program to expand. HFC's International Student Services assists students with F-1 visas, and the Cultural Friendship Program pairs international students with HFC students, staff, and faculty from the United States. The Hawks' Nest food pantry addresses food shortages, as does the Black Male and QUEENS Focus Group (BMQFG), which also serves as an academic and social support network.

HFC students have negotiated tuition discounts at several local child care and early education programs. Off campus students have access to online student support services. HFC Self-Service provides an online evaluation of a student's progress toward a certificate or degree which includes student planning tools, the log-in screen of the Learning Management System links to support services, and NetTutor offers free, online tutoring 24/7. According to student feedback with the Team, it may be beneficial to consider career and counseling access for off-campus students within services offered through the LMS

Mandatory student orientation for new students targets specific groups. Special orientation programs exist for parents and veterans, and an online orientation is in the development phase for dual enrollment students. Enrollment Services' Seven Steps to Enroll focuses on proper course placement. In conversations with the Team during the site visit, students shared their frustration about the difficulty maneuvering through both the placement and registration processes. One student stated that she received advisement from staff at the welcome desk, and another stated that he got "different answers from different people." Perhaps lessening the steps or streamlining the process would provide students with improved placement and registration experiences. HFC personnel reported to HLC team members that the SEM team is currently reassessing the Seven Steps of Enrollment to determine ways to clarify and simplify the current registration, placement, and academic advisement processes. Progress in this endeavor should be made available to the next HLC visiting team.

Multiple measures are used for student placement which includes placement tests proctored by the College, Accuplacer and English as a Second Language (ESL) course placement test, CaMLA. Since HLC's 2015 visit, the Math Department added International Baccalaureate results as a means of placement and began factoring high school GPAs into Accuplacer test results (a GPA of 3.0 or higher increases the Accuplacer score by 10%). It is unclear how the implementation of multiple measures has impacted accurate placement of students resulting in increased course and program completion. The College might consider tracking the various measures for placement to compare success in student course and program completion.

Academic Advisors and Student Navigators assist students in program selections aligned with academic and career goals and course sequencing. The Career Services Office offers the published Career Planner, a comprehensive guide for setting goals and securing employment. Faculty reported that Guided Pathways' complexity increased when alignment with the Michigan Transfer Agreement became a factor. Since 2017, the Michigan Guided Pathways Project's focus has shifted to redesigning academic advising.

College 101: College Success is mandatory for Early College students and strongly recommended for dual enrollment and first-time college students. To improve student persistence and success, the Redesign Mathematics Project was developed by faculty to provide students with a modular, self-paced, computer-mediated format for developmental work. In April 2017, HFC entered into an agreement with Dearborn Public Schools to reduce the number of students needing developmental Mathematics courses. Through this agreement, students who meet certain standards of completion of Dearborn High School's College Concepts Math course may waive the MATH 080 (Beginning Algebra) requirement for college-level Math courses. Using a Competency-Based Education method, students work at their own pace through each chapter and must pass a test on it before proceeding to the next. Students who do not complete the course may enroll again, picking up where they left off.

The Office of Academic Services, in collaboration with the Faculty Senate's Instructional Technology Committee (ITC), is addressing online student needs. The ITC's development of an online learning orientation encountered obstacles, including disagreement over the orientation's scope, accessibility concerns, and changes in leadership. Under the leadership of the Director of Academic Services and the e-Learning Manager, faculty reported to the Team that they are making substantial progress and have started implementation Fall 2019.

The Capital Outlay Plans for 2016-2020, 2017-2021, 2018-2022, and 2019-2023 contain analyses of the relationship between instructional programming, infrastructure, and other resources. They include the creation of the Henry Ford College Entrepreneur and Innovation Institute/Technology

Building Renovation and Addition project to support programs that embed “innovation, entrepreneurship, and small business skills development into lab spaces” and convert “low-utilization, single-function spaces into adaptable, integrated labs and classrooms to support student-led, instructor-assisted curricula” (2018-2022 plan). These plans will support academic and student success as they progress in career pathways and attainment of workforce goals within the community.

Learning resources exist for other career programs as well. In the Student Center, the Culinary Arts and Hospitality Management programs have a practice space, the student-run 5101 Restaurant, which is open to the public. All Health Careers Programs have labs. The Nursing Program has three practice skills labs and three simulation labs. The Surgical Technology and Respiratory Therapy labs have been recently updated. In the Power and Trades Pathways Program, DTE Energy and HFC have joined forces to train students for skilled trade careers in the high-demand energy industry. Within one year, students may qualify to enter a paid apprentice program.

Instructional technology is supported by the College's operating budget, the Technology Investment Fund (TIF), and Perkins grants. Students pay a technology investment fee of \$4 per credit hour, \$1.50 of which goes into TIF for faculty-proposed projects. The 2013-2018 Technology Plan proposes a strategy for maintaining and updating instructional technology given budgetary constraints.

The College consolidates into adjacent buildings four interdependent learning resources: Eshleman Library, the Writing Center, the Learning Lab, and the Media Center. The Fine Arts building is equipped for education and enrichment. The Sisson Art Gallery provides an exhibition space for curated exhibits of outside artists and for student multimedia art shows. The Adray Auditorium is the site for student dance and theatrical performances. Telecommunication provides hands-on training using a state-of-the-art Mac editing lab, fully functional TV control room, studio, and local cable channel, and a 24/7 FCC-licensed FM radio and internet station.

The Eshleman Library is the center for teaching information literacy skills across the disciplines. Students work with reference librarians available during the library's open hours and via email. Faculty may schedule in-depth instruction sessions and library tours and receive guidance on creating effective research-based assignments. The website links to citation guides. In 2017-2018, librarians formed the Public Outreach Team to serve students and faculty. In addition to collaborating with faculty on creating subject-specific LibGuides for HFC programs and providing bibliographic instruction, the team worked with a Dearborn Public Schools liaison to create LibGuides for the Early College High School. There are three Early College programs on the HFC campus. The Team visited one of the programs focusing on STEM, and along with the Vice President of Academic Affairs, also visited with the High School principal of that Early College Program. Impressive progress and increased opportunities for students exist within the campus culture and learning environment through Early College programming.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Rationale

Co-curricular offerings connect leadership skills with the College's mission through programming. The Building Leaders Program aligns most with the Community Leadership Program and the Political Science and Sociology concentrations of study. Student clubs that reinforce leadership skills and philosophies include the National Society for Leadership and Success and the Student Council. Student Activities conduct workshops on goal setting, negotiation, problem solving, and communication. The Challenging Athletes' Minds for Personal Success (CHAMPS) Program publicizes campus events such as the LGBTQ+ Speaker Series and workshops on leadership and voter registration. Theatrical, musical performances and radio and television productions are cited as valuable to students in the visual, performing, and media arts. The student-run *Mirror* newspaper and *Looking Glass* magazine supplement the Communications curriculum.

HFC plans to develop a means to track participation and measure success pertaining to claims it makes about contributions to students' educational experience through the fulfillment of the College's mission. Assessment or demonstration of claims the institution makes about student educational experience encompassing community engagement, service learning and economic development are in the infancy stages at the College. Over time, a more robust assessment process for and analysis of student co-curricular experiences will also support claims and document success more succinctly in student performances and campus events tied to curricular offerings.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Rationale

HFC has made substantial progress in the area of assessment with newly created institutional learning outcomes, criteria and processes. The clear definition, focus and meaning of general education enhances the College's focus and process for aligning learning outcomes with student success. The collaboration and success of the HFC's Early College in partnership with the local high schools is impressive. The potential for growth aligning early college with career pathways is an initiative that can assist the College in growing future programming and enrollments. The oversight with a Board of Trustees serving both the school district and the College enhances opportunities with these partnerships. Partnerships in Career and Technical education are also strong and have potential for growth as support for apprenticeships and internships are in place for partners in automotive, allied health sciences and culinary arts programming.

The new academic design has great potential to involve faculty with increased shared governance and transparent decision processes. Still in the implementation stages, the design will need to be tested with clear responsibilities delineated, especially for faculty chairs and program leads. The College will need to spend adequate time crafting job descriptions and assessing the reporting lines and responsibilities in order to make future improvements and adjustments.

HFC is poised to focus on continued improvement of the program review process. The College should move forward with a standardized, systematic program review process evaluated in cycles that will provide information important to improving programs and student learning. HFC may consider monitoring programs more frequently so that the College can be nimble and responsive to changes and requests from partners and the community. Each school is developing program review practices; however, a centralized and consistent process could assist in providing academic oversight aligning each of the schools for consistent practices critical for successful and valid reviews leading to improvements and action.

HFC personnel reported to the Team that, although the position of Coordinator of Program Improvement and Effectiveness is currently vacant, there are immediate plans to staff that position. Another area of improvement at HFC is the verification and documentation of faculty credentials. All faculty must be appropriately credentialed before placement in the classroom. The College needs to address this issue immediately as noted in Criterion 3.C.

The Team recommends that the College consider a single, consistent repository for access and confirmation of official faculty credentials. Documentation should be acquired *before* faculty are placed in the classroom. This is especially important in general education courses to be transferred to four-year institutions. HFC may choose to differentiate among credentials required to teach technical (non-transfer) courses and those to teach general education courses. Allowing faculty to teach before credentials have been verified places the student learning environment at risk and accreditation in jeopardy.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

Henry Ford College (HFC) has made progress in demonstrating responsibility for the quality of its educational programs. The College has outlined a practice of regular program review for all programs. Prior to 2014, a comprehensive program review process was nonexistent. Career and Technical Education (CTE) programs completed the Program Review in Occupational Education (PROE) every five years to maintain Perkins eligibility. However, many other programs were not required to perform a formal review.

In 2014, the College began to outline and develop an institutional program review process. In the winter of 2016, six programs were piloted (Hospitality Studies, Nursing, Ophthalmic Technician,

Graphic Arts, Interior Design, and Paralegal Studies). Program reviews scheduled for all other programs in upcoming semesters occur each on a five-year cycle under the College's review process. In Fall 2017, HFC revised its Program Review process to ensure that faculty had data necessary for decision-making and improvement plans, to improve efficiency, and to educate faculty and administrators on data analysis and use. The institution outlined a very detailed program review process in a 2018-2019 Program Review Handbook. The program review process is designed to assist (HFC) in systematically evaluating the effectiveness, efficiency, and quality of each program. Educational programs are reviewed on a five-year cycle. The review process outlined in the Program Review Handbook involves several factors, including program and student learning outcomes, enrollment trends, transfer and placement rates, labor market and employment outlook, employer satisfaction, program assessment results, retention and persistence data, quality and consistency of program offerings, and certificate and degree completion rates. HFC's Program Review Schedule outlines the program reviews completed to date or planned through the year 2021-2022.

The revised Program Review Handbook is comprehensive in nature and contains a wealth of information including timelines, action items and areas of responsibilities to assist faculty and administration in conducting systematic and continuous program review of all programs at the college. HFC is in its third year of implementing program review training; however, comments made during an open forum indicated that there are gaps in understanding. HFC may want to canvas faculty and staff to assure that all have participated in this training as well as offer additional training to those who request it. The Coordinator of Program Improvement and Effectiveness (position is currently vacant) is responsible for gathering data and sends documentation to program faculty and corresponding Associate Deans and Deans, the Vice President of Academic Affairs, lead faculty, program advisory committees, and another individual chosen by the faculty to read the final reports. HFC has made positive progress in demonstrating that the institution is committed to improving student learning, and to maintain this momentum, it is important for HFC to staff the vacant coordinator position as soon as possible.

HFC provided the following examples of changes made as a result of program review:

Telecommunication discovered weak transfer agreements and one year later, signed an articulation agreement with Wayne State University; in Nursing, improved mentoring and curriculum revisions increased student pass rates on the NCLEX (required for licensure) by 20% (2014-2015 and 2018-2019 reviews); the Pre-Engineering Program (2016 program review) tackled unsatisfactory enrollment and completion rates by identifying courses that students avoided or were unsuccessful in, creating Associate in Applied Science Degree options, revising the curriculum to include more project-based assignments, hands-on learning, and engaging students by providing more information about the field; and the Surgical Technologist Program Review included plans, implemented in 2018-2019, to promote tutoring and create performance improvement plans for struggling students, increasing retention from 56% in 2017-2018 to 71% in 2018-2019.

While on site, the Team reviewed additional samples of completed Program Reviews including Arab Studies, Pharmacy Tech, and Welding. In reviewing the program review schedule and tracker, HFC identified several program reviews that are either overdue or incomplete. The reviewers posited this concern during the Focused Assessment Forum but did not receive a direct response from college representatives in attendance.

HFC indicated that in 2019-2020, the review process will add a segment for reporting and evaluating the results of changes to better emphasize "closing the loop." In its 2015 report, the HLC Site team concluded the following: "So while HFC has not maintained a consistent and effective practice of

regular program reviews, processes are now in place to support meaningful review of all programs on a regular five-year review cycle.”

The Team acknowledges HFC's progress in improving the program review process at the institution; however, the College must assure that all reviews are complete and conducted as scheduled to document evidence of systematic, regular review of all college programs including general education. In preparation for its 10-Year Reaffirmation visit, the College must continue to offer professional development regarding best practices for program review, regularly review all programs, close the loop by making and documenting improvements/changes based on results, and regularly update the Program Review Tracker to document progress.

HFC has also just begun the process of developing co-curricular program reviews and has made progress on establishing relevant criteria. Like program review for academic and occupational programs, a systematic process for co-curricular assessment with results and a feedback loop is necessary as the College moves forward.

The Team determined that HFC assures the quality of credit it transcripts via clearly articulated guidelines for evaluating all the credit, including what it awards for experiential or other forms of prior learning. Included are College Level Examination Program (CLEP), Advanced Placement (AP), Credit by Examination, and use of the American Council on Education Guide for awarding credit for military training/experience. The institution has policies and practices in place to provide quality assurance for applying credit to educational experiences and alternative forms of prior learning assessments. Faculty determine policies for the academic credits that the College transcripts and determine acceptable placement tests and scores for credit for prior learning.

HFC's website provides information on the policy for awarding credit for prior learning or testing. The College also provides a flowchart to assist students in understanding the process for receiving credit for prior and experiential learning. The College clearly identifies the conditions that allow a student to receive college credit for prior learning. As an example, HFC requires that total credit for prior college-level learning plus total transfer credit shall not exceed 40 credit hours for an associate degree and 25% of the required course/credit for a certificate. In addition, Departments as part of the course master preparation and review, also establish policies for Advance Standing/Credit for Prior College-Level Learning (CPCLL) for the programs. For example, the Nursing Program accepts credit of Licensed Practical Nurses (LPNs) who seek to become Registered Nurses (RNs), and students in Trade and Apprenticeship may get credit for their journeymen's cards. CPCLL is also available for STEM courses through the International Baccalaureate program.

To receive Advanced Placement (AP) credits, a student must submit an official copy of the AP test score and meet identified AP minimum scores. HFC uses the American Council on Education recommendations to evaluate occupational and military training/experience. International students seeking admission based on secondary education outside of the United States have their transcripts evaluated by a service approved by the National Association of Credential Evaluation Services. College credits are individually evaluated. Secondary Career and Technical Education articulation agreements require a special application and documentation for faculty to evaluate.

Credit for experiential learning may occur through Cooperative Education courses. Faculty collaborate with the Cooperative Education Officer, Career Services staff, and employers to ensure that cooperative education is credit-worthy, and faculty determine the final course grades (Creating a Quality Co-op Experience). Lead faculty, Associate Deans, Deans, and the Vice President of Academic Affairs approve course substitutions.

On the HFC Transfer Resources website, the institution identifies options for transferring credit from another college or university. On this site, students may obtain access to transfer guides, review a list of articulation agreements, obtain information about course equivalencies among all Michigan colleges and universities, and obtain information about the MACRAO Transfer Agreement and Michigan Transfer Agreement. These agreements are designed to facilitate the transfer of credits to meet many (and in some cases) all of the General Education requirements at participating Michigan four-year colleges and universities. Students may also obtain information about reverse transfer agreements on this website.

Transfer policies are outlined on the college website and catalog. Faculty determine the transfer standards and course equivalencies. To maintain the integrity of an HFC degree, at least 30 credits for a bachelor's degree and 20 credits for an associate degree must be completed at HFC. The Michigan Transfer Agreement and reverse transfer articulation agreements also provide consistent quality assurance.

HFC asserts that it maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. HFC also asserts that it assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

A team review of supporting documents as well as conversations with academic leaders raised concerns about whether or not HFC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning and faculty qualifications for all its programs, including dual credit programs. The visiting team expressed concerns regarding faculty qualifications, alignment of the Early College courses to HFC's regular courses, and the absence of supporting evidentiary documentation substantiating HFC's claim that regardless of the delivery mode or location, HFC-approved learning outcomes with standardized components and appropriate HFC faculty qualifications apply to every section of a course offered.

HFC contends that faculty determine course content, sequencing, and performance expectations and participate in establishing faculty qualifications. Faculty within the discipline create and revise curriculum and participate in each stage of its review prior to activation. The Curriculum Management Handbook provides guidelines on prerequisites and co-requisites, credit and contact hour calculations, course topics and learning objectives, textbook selection, and alignment of measurable learning objectives, instructional strategies, and assessment methods. Mandatory course master review occurs every five years and ensures appropriate course content and rigor.

Additionally, HFC reports that course masters provide learning objectives and expectations across course sections, instructors, and delivery methods. Each course follows a course master that specifies prerequisites, co-requisites, content, learning objectives, and assessment methods. HFC claims that course masters and syllabi provide consistency across course sections, instructors, and delivery methods. HFC also states that dual enrollment students are held to the same placement, prerequisite, and co-requisite requirements as other students.

HFC asserts that the College maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources for all its programs, including dual credit programs. HFC also contends that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. Two HLC team members therefore reviewed a random sampling of

several course syllabi (including Early College courses) and compared them to course masters. Concerns arose due to the absence of learning objectives and expectations on many course syllabi reviewed. This is consistent with findings in Criterion 3.A.3., and recommendations are addressed there.

HFC also states that it maintains records and ensures that its faculty members are appropriately credentialed/qualified to teach their assigned courses, including dual credit courses. Team members reviewed a small sampling of qualifications of faculty files from across different areas of the College, including both full-time and adjunct faculty as well as those teaching Early College courses. Discrepancies in qualifications were identified based on the faculty evaluation summary sheet provided by the College during the site review. This is consistent with findings in Criterion 3.C.2., and recommendations are addressed there.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Rationale

Henry Ford College has stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. The College's assessment of student learning has become more comprehensive and actionable since the 2015 HLC site visit. The Committee for the Assessment of Student Learning (CASL) leads the assessment process and provided detailed information relating to the HFC's assessment processes and activities in the CASL assessment annual reports (2015-2016, 2016-2017, 2017-2018, and 2018-2019).

The primary charge of the CASL is to recommend policies and procedures to the Senate and Faculty Organization for the assessment of student learning related to Institutional Learning Outcomes and Program Learning Outcomes to inform and support the implementation of the policies and procedures by faculty and administrators. The Vice President of Institutional Research, Planning, and Accreditation or a representative participates as a member of the committee; however, the CASL Co-chairs, in conjunction with Academic Affairs, are responsible for producing reports and data required for assessment activities. The committee elects one chair, and the Vice President of Academic Affairs, who is responsible for working directly with faculty and administrators to provide information and support to the assessment process, appoints the other. The Committee is responsible for the coordination, supervision, and communication of assessment activities for the purpose of improving student learning and development. The committee oversees all activities that relate to formal assessment of programs and co-curricular activity outcomes.

In its 2015 Reaffirmation Review, the HLC expressed two primary concerns about assessment: (1) that the overall learning objective and value of general education was not effectively communicated or understood and (2) that coherent integration of general education into degree and certificate programs was not evident. The CASL has documented an increase in assessment college-wide, addressing HLC's concern in 2015 that general education assessment was limited, sporadic, and disengaged from programs. CASL has addressed these concerns in several ways.

In the 2015-2016 academic year, CASL was accepted to participate in HLC's four-year Assessment Academy. HFC participants (CASL co-chairs and other faculty members) identified three goals: (1) create a systemic formative assessment plan, (2) create a summative assessment plan, and (3) positively engage all faculty in assessment to build "a culture of inquiry into student learning." That same year, HFC hosted a mini-conference focused on assessment. Shortly after the mini-conference, the Committee for the Assessment of Student Learning (CASL) adopted a three-step model of assessment reviewed by the Team in the CASL Assessment Handbook, where the process is outlined in detail. The CASL Assessment Handbook clearly provides information and processes for assessing Institutional Learning Outcomes (ILO's), Programs Outcomes, Co-Curricular Outcomes, and Course Learning Outcomes. In addition, CASL members' roles and responsibilities are identified, academic year assessment timelines are articulated, and a glossary of terms is clearly defined. CASL has also created a program assessment handbook that provides detailed information about the five-year program assessment plan, five-year institutional outcomes plan, academic year assessment timelines, IDC mapping, program outcomes and institutional learning outcomes, and program annual reporting guidance and requirements.

Henry Ford College touts the quality of its educational programs by using clearly articulated outcomes and defined assessment processes of stated learning outcomes. The team found substantial evidence demonstrating the College's commitment to student success and the improvement of courses and programs with assessment. Program learning outcomes are articulated in the HFC catalog and on the website for academic programs. Course learning outcomes are published on the course master outlines and syllabi. The Team reviewed a sampling of course syllabi across different areas of the College and discovered that many course syllabi were missing course learning outcomes. The Team therefore recommends that the College institute an improved review process to assure that course syllabi across all programs and modalities include the required information as outlined in the Master Course Outlines. This recommendation is addressed in Criterion 3.C.

Publicized ILOs increase faculty and student awareness. Strategies include the following: a CASL presentation to the Faculty, maintenance of an internal CASL website for employees; an external website for the public; faculty training (on-campus assessment conferences in 2015, 2016, and 2017; ILO-focused discussions (e.g., oral communication and the Composition Conversation Series—working with ESL students and teaching source integration); Spotlight on Program Improvements in the CASL Annual Assessment Reports; introduction of ILOs and explanation of their significance at new student orientations; posters and bookmarks that summarize the outcomes and their lifelong significance for students; and the CASL's attendance at advisory committees to explain the ILOs and get feedback. In addition, the course masters and all syllabi should include measurable course learning outcomes. Furthermore, all instructors are encouraged to discuss the ILOs with their students. Timelines are articulated, and a glossary of terms is clearly defined.

HFC identifies five institutional learning outcomes- Civil Society and Culture U.S and Global, Communication, Computer Technology, Critical thinking and information Literacy, and Quantitative Literacy. Rubrics have been created for each of the five institutional learning outcomes. Levels of student mastery are documented according to the IDC model, where students are introduced to, develop, and become competent in an outcome. The ILOs and rubrics are reevaluated every five years.

Co-Curricular Learning Outcomes (CCLOs) reinforce the ILOs and are similarly assessed. HFC provided a few representative samples of assessment of institutional learning outcomes skills: in the Computer Information Systems (CIS) and Web Development areas, whereby students take CIS 294—

Software Engineering. The students complete a capstone project in which they collect data from an external client, develop requirements for the project, and present the prototypes based on their data analysis. The project uses an Agile-like approach to accommodate changes in requirements as the project proceeds. Students in BIO 152—Cell and Molecular Biology design and conduct an experiment, collect and analyze data, write a summary, and present the experiment’s process, results, and conclusions. In the Graphic Design Program, students rebrand a business by researching stakeholder and market needs, competitors, marketing strategies, and more. Students in the Telecommunication Program conduct a professional interview on a timely, engaging news topic. The interview must follow industry standards for airing on local media outlets. Finally, students in the Physical Therapist Assistant Program use information gathered from clinical sites and the literature to develop a progressive treatment plan for a specific patient and diagnosis and then present the plan to the class.

Institutional, programmatic, and co-curricular learning outcomes appear in the College Catalog, in course and program masters. Systematic assessment of ILO’s, PLO’s and co-curricular learning outcomes occurs. The program and course design process stresses measurable student learning outcomes, formative and summative assessment, and active learning. Assessment of ILOs occurs in both general education courses and programs. Rubrics for each ILO define introductory, developing, and competent learning achievement. HFC asserts that the learning outcomes and rubrics are assessed every five years. Therefore, in its 10-year Reaffirmation review, the College should be able to provide documented evidence that both learning outcomes and rubrics are assessed at least once during a five-year period and that a variety of factors, including lessons learned from participation in the HLC Assessment Academy, focused mini-conferences, workshops, and faculty feedback drive assessment.

Advisory committees provide another forum for feedback. A presentation on ILOs and guiding questions solicit their feedback (e.g., Pre-Education Program’s advisory committee meeting and Biotechnology Program’s advisory committee were two examples. Reevaluation of ILO’s includes feedback from advisory committees.

HFC has revised data collection and dissemination processes since its last HLC review. In 2015-2016, CASL began using the Strategic Planning On-Line (SPOL) software to gather, store, and share assessment data and to integrate assessment with other institutional planning processes. When CASL concluded that SPOL’s data entry parameters and formulas did not suit its purposes, it began to develop in-house options to standardize data collection and report content. CASL also created an online repository for assessment documentation, which is accessible by all faculty and staff.

All programs have developed curriculum maps and five-year cycle for assessing Program Learning Outcomes (PLOs) and ILOs. Over the past three years, the number of program faculty participating in the assessment process has increased. CASL co-chairs and Student Affairs representatives have formed a committee and identified four Co-Curricular Learning Outcomes (CCLOs) with sub-outcomes aligning with the College’s mission: Diversity, Intrapersonal Development, Communication, and Civic Engagement. Using the same process as ILOs and PLOs, assessment projects have been mapped to sub-outcomes for data collection and analysis. Nine Student Affairs areas are assessing CCLOs. Co-Curricular Learning Outcomes (CCLOs) reinforce the ILOs and are similarly assessed (Learning Outcomes Relationships)

Henry Ford College uses the information gained from assessment to improve student learning. All five ILOs have been assessed. Examples provided include a subcommittee that has developed supporting documents (“HFC Writes: Mini-Lessons”) for all faculty, launched the “Composition

Conversations” series of discussions on writing-related topics, partnered with the Center for Teaching Excellence and Innovation on workshops, and created an online writing resource sharing site; the Quantitative Literacy ILO (QLILO) assessment results were used to improve learning in math courses and in other disciplines. A subcommittee identified four QLILO sub-outcomes (rubric). The Mathematics Department’s curriculum committees created a sequence of topics that build from course-to-course.

QLILO representatives meet with faculty from various programs to assess students' quantitative literacy. For example, students in the Accounting Program had difficulty with percent and decimals. Math instructors developed support materials, and post-tests indicated improvement. The Accounting instructor then compared students in BAC 132 (an introductory course for both Accounting majors and non-majors) with students in BAC 231 (for Accounting majors) to see whether the more advanced students exhibited greater competency (2018-2019 QLILO/Accounting Program Summary Report). The results showed that students progressed from developing to 96% competency in BAC. Specific ILO’s, faculty analysis, students' strengths and weaknesses, recommendations for improving the assessment and student learning processes, and the action plan implementation were identified in the 2017-2018 Oral Communication ILO, 2017- 2018 Critical Thinking and Information Literacy (CTIL) and the 2016-2017 Civil Society and Culture ILO Reports, respectively.

Over the past three years, the number of program faculty participating in the assessment process has increased. CASL co-chairs and Student Affairs representatives have formed a committee and identified four Co-Curricular Learning Outcomes (CCLOs) with sub-outcomes aligning with the College’s mission: Diversity, Intrapersonal Development, Communication, and Civic Engagement. Using the same process as ILOs and PLOs, assessment projects have been mapped to sub-outcomes for data collection and analysis. Nine Student Affairs areas are assessing CCLOs. Co-Curricular Learning Outcomes (CCLOs) reinforce the ILOs and are similarly assessed (Learning Outcomes Relationships).

Programs have developed curriculum maps and five-year plans to assess Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). Data collection at multiple points throughout a program enable formative and summative assessment. PLOs are assessed using the same process as for ILOs, identifying courses assessing for introductory, developing, and competent (IDC) achievement. PLO assessment at the College has led to improvement plans related to course materials and teaching strategies, integration of student support services, and the assessment process itself.

HFC provided examples in the following programs: AAS in Interior Design (2016-2017, 2017-2018, 2018-2019); AAS in Welding Technology (2017-2018, 2018-2019); AAS Physical Therapist Assistant (2017-2018, 2018-2019); AAS in Architecture/Construction Technology (2017-2018, 2018-2019); AFA in Studio Art (2018-2019); AS in Environmental Studies (2017-2018, 2018-2019); AA in Telecommunication (2017-2018, 2018-2019); AA in Criminal Justice—Law Enforcement (2017-2018, 2018-2019); AA in World Religions (2018-2019); and AB in Supply Chain Management (2018-2019) AB in Accounting (2017-2018, 2018-2019).

HFC also provided to the Team examples of improvement plans based on Co-Curricular Learning Outcomes assessment. Co-Curricular Learning Outcomes assessment has led to improvement plans such as enhancing student collaboration, presenting information in chunks that are more manageable, fine-tuning assessment tools and procedures, and collaborating with academic courses. HFC provided examples in several areas including interpersonal communication, diversity, and civic engagement.

HFC continues to refine its Cultural Transformation Plan. HFC's Assessment Academy Mentor, Ranfen Li, observed in October 2017, "The institution has made great progress in creating a culture and a process of assessment of student learning assessment of student learning is happening in both academic and student affairs and involves faculty, students, and staff." HFC's Academy Scholar, Dr. Susan Murphy, wrote, "I applaud your work in measuring the ILOs across multiple disciplines/majors; this is work that will contribute mightily to understanding student achievement of the ILOs."

The Team commends Henry Ford College for its improved assessment processes. The institution's processes and methodologies to assess student learning reflect good practice. The College should continue to focus on increasing the number of participating faculty, adjuncts, and other instructional staff members.

The Team's review of assessment reports demonstrates that HFC utilizes information gained from assessment to improve student learning. Although much focus has been on assessment of student learning in courses and programs, HFC has also initiated the process for evaluating co-curricular learning outcomes on a regular basis. The institution should continue to improve its processes in the area of co-curricular assessment.

The Team believes that HFC has demonstrated an institutional commitment to improving student learning and educational achievement through its new assessment system. HFC has made progress in its institutionalization of the assessment processes, evidence documentation, and the use of multiple methods to assess programs and course outcomes. The institution has also made progress on improving the assessment processes for institutional learning outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Henry Ford College (HFC) has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. HFC's mission asserts, "As a student-centered, evidence-based college, our success is measured by the success of our students." Further, Goal 1.B of the College's 2016-2020 Strategic Plan stresses increased retention and completion rates.

HFC in its 2015 Assurance Argument noted that the College's approach to improving retention had undergone major changes and that the College was struggling to establish a consistent, specific goal-setting process. The institution has just recently established metrics and three-year targets for retention, completion, graduation, and number of degrees/certificates awarded.

In addition, the formation of a Strategic Enrollment Management (SEM) Team occurred in January of 2019. In the 2020 academic year, the SEM Team will unveil its formal SEM Plan and intends to increase the fall-to-fall retention rate to 60% and the completion rate to 15% within the next two years. Some specific programs have also established Retention, persistence, and completion goals.

Although the Team believes that HFC now has identified specific goals for student retention, persistence, and completion and the goals are attainable and appropriate, it is important that HFC focus on a concerted effort to achieve these goals. The institution collects and analyzes information on student retention, persistence, and completion of its programs, and the College uses multiple means to collect and analyze information on student retention, persistence, and completion. Some examples include the following: using IPEDS data to track completion (2015-2016, 2016-2017,

2017-2018, 2018-2019) and graduation rates (2015-2016, 2016-2017, 2017-2018, 2018-2019); comparing its completion and graduation rates to other, similar colleges; maintaining statistics on outcomes by program, customer service, and monthly use (2015-2018) of its functions; completing program reviews that obtain data on retention, persistence, and completion and using that information to improve program outcomes; and using data from Achieving the Dream and the 2018 Voluntary Framework of Accountability Outcomes reports to analyze measures of success.

Perkins-eligible Career and Technical Education (CTE) programs also collect the data. The Team reviewed additional documents that provide evidence of the College's efforts to collect and analyze information on student retention, persistence, and completion. HFC participates in the Community College Survey of Student Engagement and captures comprehensive data on students' intentions, experiences, and perceptions (every fall, a cross section of students completes HFC's student satisfaction survey). HFC has used a drop survey since the winter of 2016 to identify the top reason for dropping the course. The Student Orientation, Advising, and Registration program documents student participation, retention, and satisfaction, and academic support services such as Eshleman Library, the Learning Lab, and the Writing Center analyze and report relevant information. Also, special programs such as the Detroit Promise Path maintain data (Detroit's Promise program was designed to encourage college attendance among some of the nation's most underserved students).

HFC has also modified its application process to have students select a program, answer specific questions about the program, and to state the student's primary academic goal. This information is now being used to assess student retention and completion and to enrich the students' experience. Henry Ford Colleges uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

As reported in IPEDS, the College's retention rate for FTIAC full-time students increased modestly, from 2015-2016 (55%) to 2017-2018 (61.40%). HFC has undertaken many initiatives to raise the IPEDS completion rate from 6% in Fall 2015 to 15% by the end of 2020-2021. Some examples of initiatives include the following: the formation of a Strategic Enrollment Management (SEM) Team; participation in Detroit Drives Degree (D3) initiative (a collective impact initiative to improve the talent pipeline in the Detroit region with one of its areas of focus on boosting student success); participation in the Degrees when due-IHEP Project (HFC joined the first cohort for Degrees When Due in 2018. Thus far, through Degrees When Due and Detroit Drives Degrees, more than 5,000 eligible students have been identified for program participation. More than 600 of those students already qualify for an Associate in General Studies Degree based on previous credits earned.

In the winter of 2019, the Associate in General Studies (AGS) curriculum was changed from a transfer degree to a terminal degree (sub-component 3.A.2) because most other community colleges do not offer this degree as a transfer degree and because HFC students were not using it to transfer. The College aims to increase AGS degrees awarded by 30% within a year and by 50% of the current number a year after that.

During the winter of 2017, the College joined the John N. Gardner Institute's Gateways to Completion (G2C) initiative to analyze policies and practices that contribute to high rates of drops, failures, withdrawals, and incompletes (DEWI) and to investigate strategies for lowering those rates. The G2C Steering Committee identified two courses for the project: CHEM 111—Chemical Skills for Pre-Professional Programs and MATH 100—Basic Technical Mathematics. Both are introductory, prerequisite courses that may create substantial retention challenges. Key Performance Indicators (KPIs) were identified (CHEM 111 KPIs; MATH 100 KPIs). Course synthesis templates were completed, through which the G2C teams identified key findings and opportunities for

collaboration with other G2C colleagues (MATH 100 template; CHEM 111 and MATH 100 templates). Then KPI recommendations were made and prioritized (CHEM 111; MATH 100), and reports were written (CHEM 111; MATH 100). The plans to minimize the barriers for students will be implemented in Fall 2019.

The English Department started a pilot of the Accelerated Learning Program in 2013. In order to ensure that the program was meeting the needs of developmental writing students, a thorough evaluation, employing both qualitative and quantitative methods, was conducted in 2017. The study found that ALP students completed writing requirements at a slightly higher rate than their peers in the traditional developmental writing program and the students completed the requirements a full semester earlier than their peers. ALP students were far more likely to complete a general education class in Social Science, a leading indicator of increased graduation rates. ALP has been scaled up to 80% of the developmental writing classes and is expected to positively affect graduation rates.

In addition, HFC continues to pursue effective ways to anticipate and avoid student attrition. In Fall 2019, the School of Liberal Arts plans to pilot the SARS Early Alert product with full implementation expected in the winter of 2020. In 2016, the College also created positions for Student Success Navigators. HFC has also implemented an African American Male Student Retention Initiative. This cohort consists of African American male students participating in a developmental English/Developmental Mathematics learning community. The cohort received mentoring, counseling, advising, and tutoring. This initiative has been successful, achieving 81% retention from Fall 2017 to Fall 2018 (compared to 40% for African American full-time male students overall) and 69% Fall 2017 to winter of 2019 retention rate (compared to 36% overall).

HFC's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. The Office of Institutional Research, Planning, and Accreditation (IRPA) is primarily responsible for data collection, analysis, and reporting. HFC supports IRPA staff's professional development and participation in data collection networks to ensure that their methods reflect best practices.

IRPA submits data to and uses data from industry-recognized sources, including IPEDS, Perkins, the National Community College Benchmarking Project (NCCBP), National Community College Cost and Productivity Project, Student Transcript and Academic Record Repository (STARR), which is submitted through the Center for Education Performance and Information (CEPI), Achieving the Dream (ATD), the Voluntary Framework of Accountability (VFA), and professional accreditation bodies. Internally, reports generated through WebFOCUS analyze grade distribution and success rates.

The College gathers evidence directly from students from several sources. The Community College Survey of Student Engagement (CCSSE) was conducted in 2008, 2011, 2015, and 2018. The drop survey is sent to each student who drops a class after the drop deadline without receiving a grade. The response rate ranged from 4% to 11% and recently hit 20%, probably because of more reminders to students. Every fall, students in a representative cross section of course sections respond to surveys on their satisfaction with HFC.

In 2014, HFC completed a Data and Integrity Continuous Process Improvement Plan. Particularly concerning were inconsistencies in data and other information reported in different locations. The Process improvement team aimed to resolve and prevent such inconsistencies to improve College planning and decision-making and to improve public transparency. As a result of this team's work, a Data Integrity Oversight Team (DIOT) formed. The primary charge of DIOT is to assure the

integrity of all college data. Data dictionaries are developed.

College leadership regularly requests and reviews data comparing HFC to similar colleges, colleges in market proximity, and colleges with exemplary practices and achievements. Leadership regularly examines enrollment, cost, revenue, and services data in comparison to other institutions when reviewing College operations and policies. In January 2019, Tableau was fully implemented and accessible to end-users to bolster and expand college-wide analysis. Available data sets currently include enrollment dashboards, survey data dashboards, the Perkins Core Indicator Data dashboard, and dashboards on course wait lists and employee turnover.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

The Team reviewed evidence to confirm that Henry Ford College (HFC) has developed a culture committed to the assessment of student learning, the monitoring of student achievement, and the use of data to assess continuous improvement of student learning. HFC has made progress in demonstrating responsibility for the quality of its educational programs, yet pockets of inconsistency, identified in both Criteria 3 and 4 and addressed in Criterion 3 still exist. HFC has outlined a practice of regular program review for all programs; however, the Team strongly recommends that, in a timely manner (and before its next HLC visit), the College completes scheduled program reviews for all programs and update its tracking document.

The College has created and implemented a comprehensive college-wide outcomes assessment plan and provides the infrastructure to support ongoing assessment of student learning. The Team determined that HFC has demonstrated an institutional commitment to improvement of student learning and educational achievement through its new assessment system. HFC has made progress in its institutionalization of the assessment processes, evidence documentation, and the use of multiple methods to assess programs and course outcomes. The institution has also made progress in improving the assessment processes for institutional learning outcomes. It is essential for the College to take the necessary steps to ensure assessment of student learning is pervasive in all of its academic programs and co-curricular program throughout the college. Faculty from across all areas of the college must analyze and use assessment results as well as document improvements in student learning.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Rationale

The audit reports for the years ended June 30, 2015, 2016, 2017 and 2018 received unqualified opinions from the independent auditors. As stated, "In our opinion, the financial statements ... present fairly...in all material respects, the respective financial position ... and the respective change in its financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America..." These reports provide clear evidence of the College's ability to support its fiscal operations.

The College admits in its argument that it was "recovering from a financial crisis" in 2015. From 2015 to 2018, the College's audits show the recovery in its annual operations and cumulative fund balance, disregarding the GASB68/75 impacts felt by all public higher educational institutions. These "pre-GASB" numbers show a cumulative positive change in net position of \$3.1 million. During the same four-year period, the unrestricted fund balance (pre-GASB) increased from \$15.6 million to \$26.3 million. These upward improvements in financial position are evidence the College has fiscal resources sufficient to support its operations.

Between the 2015 HLC visit and the current one, the College initiated a major shift in cabinet level positions as reflected on its organizational charts. Since 2017 the vice president positions were reduced from seven to six. The Vice President of Administrative Services was eliminated, and areas of responsibility were redistributed among other vice presidents. Four vice presidents are new to their roles: The Vice Presidents of Institutional Research, Legal Services, Student Affairs and Academic Affairs, respectively. The College's realignment should provide sufficient human resource leadership needs to support its operations and programs, including areas of concern mentioned in Criterion 3. Meetings with constituencies confirmed this evidence.

The College's organizational charts and argument note that academic divisions were dissolved, and departments were grouped into new schools. Constituent meetings with administration, faculty and staff confirmed this realignment; however, it has posed many challenges. The new structure does allow adequate resource allocation to support the programs, however, offered by the College.

The College's Composite Financial Index (CFI) provides evidence that the College maintains fiscal resources sufficient to support its operations. The fiscal years for 2016, 2017 and 2018 show a CFI (pre-GASB) of .78, 2.17 and 2.68, respectively. This pattern of growth confirms the College has focused on and succeeded in improving its financial sustainability.

The College's HLC Institutional Updates between 2014-15 and 2018-19 show the student-to- faculty ratio moved from 24.00 (Fall 2104) to 20.15 (Fall 2018). During the same period the employee headcount decreased by 10% from 1210 to 1090. This decrease mirrors the percentage decrease in student headcount as reported in the Michigan Community College Data Inventory Reports. From 2013-14 to 2017-2018, the headcount decreased from 21,039 to 19,004, or 9.8%. This evidence shows the College adjusting its human resources to support its operations.

Based on employee data submitted under the HLC's Annual Institutional Update, the College managed its employee capacity as enrollment changed by decreasing the number of part-time employees. From Fall 2014 to Fall 2018, the number of full-time employees decreased from 460 to 452 (1.7% and all were faculty). The number of part-time employees decreased from 750 to 638 (14.9%), reiterating how the College managed its human resources to meet operational needs.

Members of the on-site visiting team noted the College's deferred maintenance issues during the facility tour. In response, the College does have a Capital Outlay Plan (FY2019-2023) that addresses deferred maintenance. One specific note from this plan noted, "The 2015 Facility Condition Assessment determined the Technology Building has a current replacement value of approximately \$50,000,000 and a 5-year projected deferred maintenance backlog of over \$8,700,000, the majority related to HVAC, electrical and lighting." Accordingly, the College developed a plan to renovate 18,000 square feet of the Technology Building, to improve and reconfigure existing laboratories, and to address deferred maintenance of building systems. This evidence supports the College's work to provide physical spaces to support its operations.

A physical review of campus facilities provided evidence of best facility practices such as well-maintained and clean facilities, parking lot blue-lights, accessible AED devices, and identification key-card access. Some additional items the College should consider would be expansion of security cameras and door access.

The Board of Trustees Policy 0120 "HFC Powers and Philosophy" clearly states, "The Board shall have the general care and custody of the schools and property of the District." In addition, The Community College Act of 1966, Section 389.123 Board of Trustees' powers states that the board of

trustees may have the care and custody of the community college property and provide suitable facilities, sanitary conditions, and medical inspection for the community college of the district. This evidence supports the College is not adversely subject to a super-ordinate entity. The 2015 through 2018 audit reports show no evidence whereby fiscal resources were arbitrarily reallocated to a super-ordinate entity, thereby disrupting the College's educational purposes.

In its Assurance Argument, the College states, "The College's 2016-2020 Strategic Plan consists of three achievable goals." A review of the evidence supports the realistic nature of these goals. In short, the goals are student success, enrollment sustainability, and collaborative culture. The implementation strategies are concise and apportioned among all college areas. The College Scorecard helps direct progress on these goals. In numerous team conversations with HLC team members, faculty, staff, administrators, and Board members reported that under the current president's leadership, a collaborative (and collegial) culture has been re-established; this is encouraging as HFC strives to achieve the other two goals.

The involvement of the various College bargaining organizations in the hiring process helps ensure individuals hired by the College are adequately qualified. The process established by the College involves the President, Cabinet, Human Resources and the bargaining organizations. This is evidence of a structured process to hire appropriately qualified individuals.

As noted in Criterion 3, a review of the faculty credentialing policy for the college shows that some faculty are placed in the classroom periodically without confirmed credentials and qualifications in order to provide time to receive official documents. If credentials and qualifications are not verified in the semester of initial appointment, the instructor cannot teach the following semester. This process raises issues with qualifications of employees. A best practice would be to ensure that all faculty be fully credentialed before placement in the classroom.

Evidence that supports the College's statement of having a well-developed monitoring process are the monthly reports to the Board of Trustees that compare the initial budget to actual, provide the midyear adjusted budget, and compare year-to-date actual numbers with the prior year. The Board minutes from February 19, 2018, document action taken to approve a mid-year budget adjustment, thereby giving evidence of the Board's active involvement in monitoring the College's finances.

In its argument, HFC states that "an upgrade to the ERP system, Budget Self-Service was implemented in FY2018 and allows budget managers to see their accounts activity, including total budget, actual amounts, and encumbrances in real-time." Constituents confirmed during various meetings that this access provides budget managers the knowledge they need to properly manage their budgets and adjust as necessary.

The College has a well-developed process for monitoring cash associated with its budget. A review of various weekly cash forecast reports depicts a clear process whereby the College actively monitors its multiple cash transactions (e.g. payroll, investments, working capital). These reports are part of the "President's Items" addressed during the Board of Trustees meetings, additional evidence of a well-developed monitoring process.

The College's budgeting process evolves from its operational planning calendar. A review of the 2020-21 calendar shows how the College effectively develops its budget between September and May. Steps in the process include reviewing the planning process with staff, gathering data to inform planning process, distributing data sets, creating the annual draft of Department/School Plan, submitting the Department/School Plan to the Vice-Presidents, reviewing of the plans by the VP's,

combining of Department/School plans and requesting revisions or additional information, approving initiatives from Department/School plans and combining them into Unit Plans, entering initiatives into SPOL, distributing the Unit Operational Plans to each Cabinet member for review, reviewing of the plans by the Cabinet and their recommending of initiatives for the 20-21 budget, incorporating approved initiatives into the 20-21 budget for Board approval, and the Board's approving planning requests and approving the 20-21 budget. This detailed and inclusive process is indicative of a well-developed budgeting process that integrates planning and strategy.

The HLC focus group meeting confirmed the active involvement of the campus community in setting budgets. For example, the academic departments provide information to their instructional learning team, the instructional learning team submits requests to academic affairs leadership council, the council provides information to the vice president, and then the vice president shares data with cabinet/president, who determine final budget.

One indication of a well-developed process for monitoring expenses comes from the January 2019 Board minutes that shows that mid-year budget adjustments were required in order to adjust revenue and expenses based upon actual activity for the first six months of the fiscal year. The budget was built with an assumption of a 2.0 percent decline in enrollment. However, fall enrollment was down by 5.4 percent and winter enrollment was projected to be down 5.1 percent. The loss of enrollment revenue was offset by improvements in bad debt collections, reductions in adjunct instruction, compensation decrease for open positions and general expense reductions. These actions allowed the College to retain a surplus and demonstrate that the appropriate processes are in place for HFC to properly manage its budget and adjust it as necessary.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Rationale

The Board of Trustees is governed by the Community College Act of 1966. This Act "define[s] the powers and duties of the board of trustees." The Trustees confirmed during their meeting with team members that the Trustees are knowledgeable about the institution and provide appropriate oversight in accordance with the Act. The Trustees demonstrated an understanding of their role.

The Board of Trustees minutes for the last two years support that the Board is knowledgeable about the institution. These minutes regularly report on College recognition and accomplishments, contain a President's report, require action items involving financial bids/contracts and human resource appointments, and provide board committee reports.

Based on on-site conversations, the Team is confident that Trustees are knowledgeable and passionate about the College, supportive of the College's mission, and understand their governance roles. While the Trustees may not have been actively involved in the development of Assurance Argument, they were clearly cognizant of its content and comprehended its importance to the future of the College.

HFC indicated that a shared leadership structure had been created in 2014. This structure involves a Faculty Senate reporting to the Faculty Organization, Academic Council, Coordinating Council, Operations Council and student leadership. These groups filter information back and forth with the President, who also shares information back and forth with the Board of Trustees. This structure attempts to engage its internal constituencies in governance. Team meetings with various constituencies confirmed portions of this shared governance process, such as the Operations Council, have demonstrated success. However, faculty and staff remain somewhat uncertain about the roles of some of the committees, such as the coordinating council. While groups acknowledge the challenges, they do not desire drastic wholesale changes. Many reported to the Team that they trust the current president to make deliberate decisions based on his ability to "sit back and listen and

watch before making drastic changes. The groups affirmed the success of the President's Listening Tour sessions, which have greatly enhanced the progress of shared governance.

The Team found that the student input in the Assurance Process was minimal. Students confirmed during meetings that they do not feel actively involved in College governance. While student participation is noted on the committees of Shared Leadership, Coordinating Council, Facilities Master Planning and Continuous Process Improvement, HFC students desire more consistent and active communication about the College's operations and actions.

The evidence demonstrates that, along with the President and Board of Trustees, faculty members play an integral role in setting academic policy. The Constitution for the Faculty Organization explicitly states, "The Faculty Organization shall be a deliberative body with powers to initiate, approve, amend, or reject recommendations relative to academic policy. All academic policy recommendations shall be vested in the Faculty Organization, subject to limitations ... addressing the authority of the Board of Trustees." In addition, the Organization "shall have the authority of approving and forwarding all academic policy recommendations to the President."

Similarly, evidence of the Trustee's participation in educational policy exists in the September 17, 2018, Board minutes. During the meeting, the Trustees addressed the Higher Learning Commission's written credit hour policy requirement.

In early 2018, the College's Faculty Senate approved the creation of a joint Senate-Administration task force to evaluate the academic reorganization. The survey results make it clear that most faculty, staff, and administrators are either neutral (approximately 45%) about the impacts of the academic reorganization or believe that there are problems and challenges (approximately 35%) that need to be addressed. A recurring theme in the comments was a concern about the addition of new layers and positions in the structure, which have created confusion among many employees. Another recurring theme in the comments is the problem of communication. The issues of confusion and communication were reiterated during the Team's open forums. The groups acknowledged the revised structures are relatively new, yet may have potential to become more effective and efficient.

In 2019, the Faculty Senate utilized the same survey from 2018 to evaluate the academic reorganization. The employees appear to have formed stronger opinions on the academic structure. Some of the largest increases in negative response were related to better service to students and collaboration. Communication also received more negative evaluations. The evidence indicates that faculty and staff continue to have significant concerns about the current organizational structure. However, they repeatedly expressed their full trust in the current president's ability to make informed, deliberate decisions that will positively impact HFC's internal structures.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

Team meetings with constituent groups supported the College's argument that it allocates resources in alignment with its mission and priorities. The groups communicated their direct involvement in setting initiatives for the strategic plan.

The Henry Ford College Strategic Plan 2016-2020 integrates the College's Vision, Mission, and Core Values into three goals requiring implementation of college action plans and operational plans that are measured by a planning scorecard and annual report. Plans are shared with constituents throughout the College. This evidence supports an effective process for aligning resources to meet College priorities.

In 2014, the College purchased Strategic Planning Online (SPOL), a software application with modules for planning, budgeting, assessment, and accreditation. Unfortunately, the software proved inadequate for assessment of student learning. In addition to being cumbersome, the system did not record data in a useful way. HFC's contract with SPOL expires in 2021. Other products or in-house solutions will be investigated. Meanwhile, planning and budgeting will continue to use the system. Determining the effectiveness of current software and deciding to make changes demonstrates the College's agility in evaluating the success of products/processes and altering plans as needed.

The College utilizes a "College Scorecard" as a means to link its evaluation of operations to strategic planning. The Fall 2018 scorecard addresses multiple metrics. Each metric is aligned to a strategic goal or resource. The Scorecard provides longitudinal data demonstrating that the College is working to link its processes.

In its Assurance Argument, HFC asserts that "the College acknowledges lack of a systematic annual review of non-academic departments." This has been an ongoing issue for the College. HFC plans to

pilot a new effectiveness initiative for non-academic departments; constituents confirmed this plan in numerous conversations with the Team. The 2015 team review reported "little evidence [that] showed the integration of the curricular and co-curricular programming to develop students' achievement of the general education outcomes." The College will need to execute on its new initiative to improve its co-curricular processes.

The Strategic Planning Committee provides evidence of how the College encompasses the institution as a whole and considers the perspectives of internal constituent groups. This Committee involves sixteen participants: 5 full-time faculty, 3 adjunct faculty, 7 administrators, and 1 support staff. This Committee also complies with the Faculty Organization Constitution Article III.A.5 which states, "Any College committee ... which is charged with developing proposals relative to academic policy within the purview of the faculty ... shall consist of at the least a number of faculty members, including at least one adjunct faculty member, equal to the number of non-faculty members serving on the committee" The Committee currently includes 8 faculty and 8 non-faculty participants, demonstrating a balance of constituent involvement.

The work of the Strategic Planning Committee directly exhibits how the College encompasses the institution as a whole. During two months, the Committee entertained focus groups involving adjunct faculty, full-time faculty, staff and administrators, during which they addressed such matters as mission, stakeholders, strengths, challenges, needed improvements, and internal/external views. The data accumulated was then presented to the Cabinet. Themes developed by the Committee from this data included achieving and sustaining appropriate enrollment, enhancing student success, increasing satisfaction/student experience, and building a collaborative culture. These themes were the genesis of the 2016-2020 Strategic Plan. The Plan was ultimately approved by the Board of Trustees in June 2016. This cycle of work demonstrates college constituencies' involvement in the planning process.

Based on conversations with attendees of the focus group meeting, the HLC Team concluded that the College has the opportunity to increase student engagement in its planning and budgeting processes. Many participants noted that students are not actively involved in the committees but passively involved via task groups and student food gatherings. Students confirmed this concern during their meeting with the Team. Students' ideas have the potential to impact the College's planning processes and should be solicited and considered in the future.

The public has the opportunity to comment on the College's operations as evidenced in the Board of Trustees minutes. At each meeting, the Board offers "Citizen Participation". For example, the June 17, 2019, minutes included an address from a community representative and students about religious accommodations at the College.

The perspectives of external constituents in the College's planning process are found in the November 2018 referendum to renew the one mill property tax for another five years. The voters approved the referendum, thereby providing \$4.2 million to support growth at the College. This evidence supports the public's input in the College's future and support of its mission.

The Team learned that the President has directed two Vice Presidents to evaluate and improve enrollment processes and, in the long-term, outcomes. The Strategic Enrollment Management Core Team was created to lead this effort. This initiative was addressed during the President's State of the College meeting. This process allows all to be engaged throughout the planning and implementation phases. The Core Team developed a communication plan to assure that all are informed and connected throughout the process.

The 2017-18 Michigan Community College Data Inventory Report and corresponding Data Book from 2016-17 show the headcount from 2013-14 to 2017-18 decreased by 2035 (10%) from 21,039 to 19,004. The FYES for this same period decreased 884 (9%) from 9,790 to 8,906. The impact of these changes is evident in the budgets and financial reports from the College. The data indicates that the College has anticipated these enrollment fluctuations in its planning processes.

The College developed a Budget Development Model to forecast projected revenue from 2018 to 2022. This model was provided to the Board of Trustees and verified in the board reports. This evidence of financial planning supports the college's overall planning processes.

The May 20, 2019, board report notes the SEM Team is assisting with a reassessment of the Seven Steps of Enrollment by providing data and recommendations from the Adult Student Population sub-team; the goal is to create enrollment instructions that are segmented by population. In the next academic year, the SEM Team will unveil its formal SEM Plan with three community forums in September as well as in a printed draft on the portal page. That document will provide the College with clear direction to complete the initiatives in its Strategic Plan. The team intends to increase the fall-to-fall retention rate to 60% and the completion rate to 15% within the next two years. This exhibits an appropriate planning process involving multiple constituencies and utilization of data in planning.

The economic impact study shows the College added \$102 million in income to the region during the analysis year of 2016-17 as a result of its day-to-day operations. The \$102 million in added income is equivalent to supporting 1,974 jobs. This is clear evidence demonstrating the College's impact on the region and the importance of the College in considering this fact in its planning.

In July 2015, the College initiated an "Environmental Scan and Program Gap Analysis". Data from this analysis shows a continual decline in population through 2024, job growth expected to exceed the national average, and the occupations with the highest number of average annual job openings for workers with some college or above occurring in sales, office, and administrative support, and healthcare practitioners and technical occupations. There were a total of 17 program gaps at the certificate level. This report was of significant importance in the 2015 accreditation process. The December 21, 2015, Board report confirms that the report was shared with Trustees and then identifies the actions proposed by the College in light of the report's findings. This is one example of the College's use of emerging factors – demographics, employment, etc. – in its institutional planning.

The January 2019 board minutes depict the Board of Trustees' receiving an overview of the 5-year Capital Outlay process which is required and due to the State by November 30 each year. The process to apply for funding for a capital project (which is optional) was also reviewed specific to the College's request for funding the Technical Building which was approved this year. This is direct evidence showing how the College is planning for emerging technology factors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Rationale

The annual audited financial statements provide direct evidence of the College documenting the performance of its operations. From 2014 through 2019, the College has received unqualified audit opinions, thereby supporting HFC's sustainability.

The argument notes the College's utilization of a "College Scorecard" to evaluate its success. A team review of the Fall 2018 scorecard shows it addressing such metrics as student access, market penetration, enrollment, student diversity, international students, academic preparation, student success, student performance, etc. Each metric is aligned to a strategic goal. Data is provided for five fiscal years (e.g. 2013-2018), demonstrating the College's development of processes and procedures to track its performance.

Relative to students, the College participates in the Community College Survey of Student Satisfaction and Engagement (CCSSE). Highlights from the 2018 survey (765 respondents) include results showing that 79% evaluate their overall educational experience as good or excellent versus results from the 2018 cohort at 86% satisfaction; 67% state the College "quite a bit" or "very much" provides the support needed to help students succeed at the College versus the 2018 cohort's rating of 75%. The College presented this information to the campus community as part of its data summit in early 2019. This evidence supports how the college documents its performance.

As part of its annual update with the Higher Learning Commission, the College reports on its cohort loan default rate. For fiscal years 2013, 2014, 2015 and 2016 this rate has been 19.50, 24.00, 20.60, and 21.80, respectively. When considering this rate along with the College's change in handling of bad debts, the evidence shows the College is actively documenting its performance and maintaining an acceptable default rate. As the College continues to address its bad debt process, it should plan to reduce the cohort default rate.

Following the 2015 accreditation visit, the College modified and altered many of its processes or procedures based on feedback from the accreditation team, external demographics and changes in campus leadership. These changes integrally involved data-driven decision making. A review of the evidence provided clearly demonstrates to the Team that the College is learning to improve its institutional effectiveness, capabilities, and sustainability.

The changes to the College's Information Technology structure and processes demonstrate how HFC is learning to improve technology capabilities and sustainability. The College engaged a third-party consultant to assess the IT support function and identify opportunities to promote and support more efficient, effective, and flexible delivery of information and instructional technology to enhance student success. The 2019-2024 Technology Plan can be considered a derivative of this process. As noted in the argument and confirmed with constituencies, the technology department adopted new measures to improve operations, reduce costs, and meet academic needs of the College.

During the open forum meetings, groups continually addressed how the College has progressed from its 2015 Higher Learning Commission site visit. Financial conditions have improved (see audits report), the governance structure has changed, and organizational structure has been modified. While the College is still experiencing growing pains, the groups noted that they are optimistic that, under the current president's leadership, HFC will continue to make any necessary changes without "damaging something of value."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Rationale

The College has improved its resources, planning and institutional effectiveness since the last HLC visit. The evidence identified throughout this criterion demonstrates that the College has maintained clean audit opinions, improved its CFI, grown its unrestricted resource base, and effectively monitored its progress. Throughout the visit, constituents indicated their knowledge of and involvement in the budgeting and planning process. While Henry Ford College has made great strides, it needs to continue on its trail of progression and transparency. Students greatly appreciate the College, however, voiced that their role in planning and progress seems disconnected and passively pursued. The College is set to embark on a new strategic plan that addresses enrollment and resources. Henry Ford College has focused genuine, serious attention on its past challenges and is poised to pay the same attention to its future.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met With Concerns
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

7/1/2020

Report Focus

Henry Ford College (HFC) will submit a monitoring report on or before July 1, 2020, to include the following:

1. documentation/evidence of consistency of program goals and course learning objectives in *all* locations, modalities, and programs (including Early College). Report must include identification of responsible party(ies), process for ensuring a systematic method of continuous record-keeping and program/course review going forward to assure alignment, and a plan for aligning programs/courses currently out of compliance.
2. documentation of receipt of all *required* faculty credentials including official transcripts and any tested experience exceptions (see HLC's Guidance on the Determination of Faculty Credentials) to include full-time and adjunct faculty teaching on-ground, online, hybrid, dual credit or enrollment (including Early College), contractual, consortial, and other modalities in all locations before faculty members are placed in the classroom. Report must include identification of responsible party(ies) and process for ensuring a systematic method for continuous record keeping of faculty credentials and tested experience, the institution's plans for offering professional development opportunities to bring current faculty into compliance, and/or the process for reassigning faculty to courses for which they possess the necessary credentials.

Conclusion

Over the last decade, Henry Ford College (HFC) has experienced numerous changes in executive leadership. Despite this, a dedicated and committed faculty and staff have succeeded in developing sound assessment plans and program review processes; the next step is to systematically implement and document those processes as HFC prepares for its 10-year Reaffirmation Visit.

A significant finding of the Team was inconsistent maintenance of records, particularly as it relates to faculty credentials, program goals, and course-level student learner outcomes. HFC was unable to provide the Team with sufficient evidence to support adherence to credentialing guidelines, consistency of program goals and course objectives, and adherence to college-wide policies regarding such. There was considerable confusion about who is responsible for maintaining this evidence and where the evidence is housed. The Team concedes that perhaps the evidence already exists, but no one from HFC seemed to know where to find all of it.

It is imperative that evidence regarding appropriate faculty credentials as well as consistency in program goals and course objectives be readily available to the next visiting HLC Team. Based on the faculty and staff's faith and trust in the current president, a collegial atmosphere conducive to implementing current plans, ensuring appropriate faculty qualifications, and improving record-keeping processes to maintain course and program quality at HFC exists.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Henry Ford College, MI
TYPE OF REVIEW: Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation
DATES OF REVIEW: 11/18/2019 - 11/19/2019

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates, Bachelors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016

Year of Next Reaffirmation of Accreditation: 2025 - 2026

Recommended Change: No change

Accreditation Stipulations

General:

Accreditation at the baccalaureate level is limited to the Bachelor of Science in Culinary Arts.

Recommended Change: No change

Additional Location:

Prior HLC approval required.

Recommended Change: No change



Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: No change

Upcoming Events

Comprehensive Evaluation: 2025 - 2026

Recommended Change: No change

Monitoring

Upcoming Events

None

Recommended Change

Interim report due 7/1/2020 on:

1. Documentation/evidence of consistency of program goals and course learning objectives in all locations, modalities, and programs.
 2. Documentation of receipt of all required faculty credentials including official transcripts and any tested experience exceptions to include full-time and adjunct faculty teaching in all locations and modalities before faculty members are placed in the classroom.
-

Institutional Data

Educational Programs

Undergraduate

Certificate	82	_____
Associate Degrees	102	_____
Baccalaureate Degrees	1	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

**Recommended
Change: No
change**



Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

None

Recommended Change: No change

Additional Locations

Henry Ford Community College – East , 3601 Schaefer Road, Dearborn, MI, 48126 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

- 03.0103 - Environmental Studies, Associate, Environmental Studies
- 09.0102 - Mass Communication/Media Studies, Associate, Telecommunication
- 13.1001 - Special Education and Teaching, General, Associate, Pre-Special Education
- 13.1202 - Elementary Education and Teaching, Associate, Pre-Elementary Education
- 13.1205 - Secondary Education and Teaching, Associate, Pre-Secondary Education
- 13.1210 - Early Childhood Education and Teaching, Associate, Child Development
- 13.1210 - Early Childhood Education and Teaching, Associate, Children and Families
- 13.1501 - Teacher Assistant/Aide, Certificate, Educational Paraprofessional
- 15.0503 - Energy Management and Systems Technology/Technician, Certificate, Energy Technology - Power/Building Engineer Advanced
- 19.0706 - Child Development, Certificate, Child Development
- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Liberal Arts
- 24.0102 - General Studies, Associate, General Studies
- 30.9999 - Multi-/Interdisciplinary Studies, Other, Associate, Arab Cultural Studies
- 31.0599 - Health and Physical Education/Fitness, Other, Associate, Fitness Leadership
- 38.0201 - Religion/Religious Studies, Associate, Religious Studies
- 43.0102 - Corrections, Associate, Criminal Justice - Corrections/Probation and Parole
- 43.0103 - Criminal Justice/Law Enforcement Administration, Associate, Criminal Justice - Law Enforcement
- 43.0103 - Criminal Justice/Law Enforcement Administration, Associate, Criminal Justice - Law Enforcement with Police Academy



Institutional Status and Requirements Worksheet

44.0201 - Community Organization and Advocacy, Associate, Community Leadership
46.0000 - Construction Trades, General, Associate, Building Construction Trades
47.9999 - Mechanic and Repair Technologies/Technicians, Other, Certificate, Energy Technology - Power Engineering High Pressure Boiler 3rd Class - Steam License Review Online
47.9999 - Mechanic and Repair Technologies/Technicians, Other, Certificate, Energy Technology - Power Engineering Low Pressure Boiler - Heating Plant Operator
47.9999 - Mechanic and Repair Technologies/Technicians, Other, Certificate, Energy Technology - Power Engineering Steam - Refrigeration (1st & 2nd Class) License Review
50.0402 - Commercial and Advertising Art, Associate, Graphic Design
51.3801 - Registered Nursing/Registered Nurse, Associate, Nursing
52.0101 - Business/Commerce, General, Associate, Business, General
52.0201 - Business Administration and Management, General, Associate, Business Administration
52.0201 - Business Administration and Management, General, Associate, Management
52.0203 - Logistics, Materials, and Supply Chain Management, Certificate, Industrial Distribution - Business Concentration
52.0207 - Customer Service Management, Certificate, Customer Service Professional
52.0399 - Accounting and Related Services, Other, Associate, Accounting
52.0408 - General Office Occupations and Clerical Services, Certificate, Office Skills - Fundamentals
52.0799 - Entrepreneurial and Small Business Operations, Other, Certificate, Small Business Management and Entrepreneurship
52.1101 - International Business/Trade/Commerce, Associate, International Business

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

None

Recommended Change: No change
