

**HENRY FORD COLLEGE
OFFICE OF THE PRESIDENT**

BOARD REPORT

SUBJECT: Orientation at HFC – History, Improvements and Mandatory Orientation

The Orientation program at Henry Ford College has a history of driving change based on survey data and lessons learned. Orientation was selected as one of three Achieving the Dream (ATD) Grant initiatives in 2008 targeted to positively impact student success. The Orientation program was revised using several best practice models as a guide. The redesigned program was piloted in 2009. Over the next several years, modifications continued as a result of formative data collection and review. The final version of this program resulted in increased attendance and improved completion and retention rates.

Henry Ford College is now using this enhanced Orientation model to get students started in a meaningful manner. Lessons learned during early ATD pilots have been incorporated to infuse the program with a more dynamic, inviting and ultimately, successful approach.

Academic areas, including faculty and student services have collaborated to develop a cohesive, comprehensive Orientation program. The program has been scaled up from the first year and continues to show evidence of success.

Recognizing that some students require more support than they can receive in one program, a semester long peer mentoring program was developed. The *Inside Track* program was launched in the fall 2009 and has shown impressive results both in retention and long-term persistence.

With the opening of the Welcome Center and the development of the *7 Steps to Enroll* process, the content of in-person Orientation has continuously evolved and allows students to seamlessly complete their enrollment process in the Welcome Center following the Orientation program. The current process is individualized and allows students to focus on their unique situations. For example: those who have scored high enough on standardized tests can skip the Course Placement step; those who applied for financial aid can have those questions addressed in the enrollment lab; and those who need placement preparation can participate in a workshop, etc. The flexibility of the services and space in the Welcome Center have helped to create customized service extensions for the Orientation program.

In 2014 and 2015, additional and more specialized Orientation programs were developed which included dual enrollment orientation and a parent/family orientation. Additional orientation cohorts will be developed in the future. Ideas include Orientation programs targeted to veterans, transfer students, athletes, and those that are academic focused.

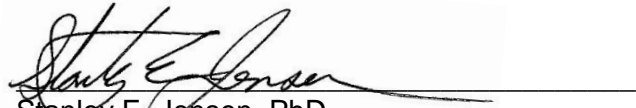
Based on the recommendations of ATD coaches, CPI teams, and additional input, an Orientation Committee was formed to explore whether or not to mandate orientation attendance among first time college students. It was decided that in order to mandate orientation, an online version of the Orientation program must be developed. In April 2014 an online orientation vendor was chosen and the new student online Orientation was created. A soft roll out occurred on November 19, 2014 for students attending during the winter 2015 semester. The Orientation is interactive

and includes video and quizzes. The online orientation option is available to students via a single sign-on in WebAdvisor allowing student participation to be tracked using their HFC ID numbers.

As the College keeps a laser focus on its retention and completion rates various initiatives are underway. These initiatives (Guided Pathways, Orientation, Retention Alert, E-Advising, FYE) are planned to intersect in a way that create substantial effects on student success and completion. As a result, mandatory orientation is critical and its implementation will be aligned with the 2016 launch of guided pathways and the other initiatives developed/resurrected in support.



Lisa Copprue, PhD
Vice President, Student Affairs



Stanley E. Jensen, PhD
President

**HENRY FORD COLLEGE
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BOARD REPORT

SUBJECT: Physical Therapist Assistant Program


The Physical Therapist Assistant Program (PTA) at HFC prepares individuals for employment as entry-level Physical Therapist Assistants. Students in this program have learning experiences in the classroom, laboratory and in local physical therapy facilities. The program admits twenty-eight new students each fall that have met the admission requirements. The two-year PTA program consists of seventy-five credit hours. Our program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) through 2016, and we will be focusing on re-accreditation this academic year. The program strives to accomplish the following goals as well as the program learning outcomes published in the catalog:

1. Graduates will demonstrate the knowledge base and technical skills to provide care as an entry level Physical Therapist Assistant.
2. Graduates will recognize and demonstrate professional behaviors appropriate for practice as an entry level Physical Therapist Assistant.
3. Graduates will demonstrate behaviors that comply with legal standards and adhere to the ethical standards established by the American Physical Therapy Association for Physical Therapist Assistants.
4. Graduates will demonstrate safe, efficient, and compassionate care for patients in a variety of settings as Physical Therapist Assistants.
5. Graduates will effectively transition from the role of student to Physical Therapist Assistant.

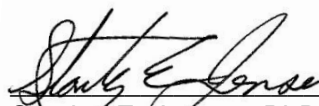
Recent changes that have been made to improve student success are:

- Increase in the grade requirement of prerequisite courses from a C to a B-
- Increase in structured lab time
- Increase in tutored open lab time
- Professional development opportunities for clinical faculty
- Sponsoring Clinical Instructors for completion of an instructor credentialing course
- Integration of MoodleRooms in to the program
- Use of Tegrity lecture capture in the classroom
- Video installation project (TIF Funded) for student learning in lab and anytime access of procedures and instruction

The PTA program at HFC continues to enhance the skilled healthcare work force in southeast Michigan by successfully graduating 72.6 percent of the program students with a 98.4 percent



Tracy Pierner, PhD, PE
Vice President of Academic Affairs



Stanley E. Jensen, PhD
President

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CONTRACT AWARD

SUBJECT: Festo PLC/Sensors Workstations

The faculty of the Technology Division requests a contract for the purchase of ten (10) Festo PLC/Sensors Workstations, Part #167102-SPC. Used in the field of automation and technology, the workstations enhance training in the use of Programmable Logic Controllers (PLC). Students will learn the benefits of the PLC compared to conventional electrical, electropneumatic or electrohydraulic solutions; functions of PLC components; applications for mechanical, optical, capacitive and inductive sensors; sequence control and parallel logic; and systematic programming of a PLC. The workstations include hardware, software, and instructional materials. Festo Didactic is the sole manufacturer of this system and has designated Advanced Technology Consultants, Inc. as the sole authorized dealer for Festo products in the state of Michigan. A sole source award is requested.

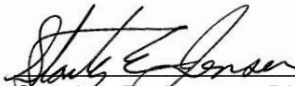
The cost of all hardware, software, instructional materials, and shipping totals \$118,080.00. The Michigan Community College Skilled Trades Equipment Fund will reimburse the College for this purchase.

RECOMMENDATION:

The College administration recommends the award of a contract to Advanced Technology Consultants in the amount of \$118,080 for the purchase of ten Festo PLC/Sensors Workstations, in accordance with ATC's quotation dated July 8, 2015.



John S. Satkowski, JD
Vice President of Financial Services



Stanley E. Jensen, PhD
President

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CONTRACT AWARD

SUBJECT: Steelcase Furniture, Classrooms

The Director of Teaching and Learning Services requests a contract for the purchase and installation of Steelcase furniture for two computer labs in the Liberal Arts Building. This purchase supports the College's strategic Classroom Improvement Plan to upgrade classroom furnishings and technology. Two traditional classrooms, Rooms K-102 and K-227, will be converted into computer labs using a mix of new and existing furniture. The new furniture includes an instructor's desk and chair, printer stand, 9 student computer tables with power and monitor arms, and 50 student chairs. Matching computer furniture from an existing lab in the Learning Success Center will be moved and reassembled to complete the installation so that each room will be equipped with seating and computer tables for 25 students, an instructor's desk and chair, and a printer stand. The new furniture will allow better use of new technology and learning methods and increase student satisfaction with the classroom environment. Funds for this purchase are budgeted in Teaching and Learning Services general fund accounts.

Steelcase is one of the College's standard furniture suppliers whose products are used throughout the campus due to their quality, reliability, warranty and long-term value. Steelcase offers the College exclusive educational discounts through contracts with the Educational & Institutional Cooperative Service. Steelcase has designated Lincoln Office Solutions as the local educational dealer to service the College's account. A sole source award is requested.

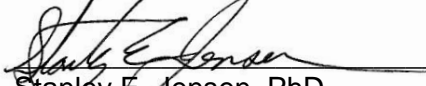
The discounted contract cost for all furniture, shipping and installation totals \$37,632.14.

RECOMMENDATION:

The College administration recommends the award of a contract to Lincoln Office Solutions in the amount of \$37,632.14 for the purchase and installation of Steelcase classroom furniture, in accordance with Quote #9236 dated July 10, 2015.



John S. Satkowski, JD
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CONTRACT AWARD

SUBJECT: Strategic Planning & Management System

The Vice President of Information, Marketing & Effectiveness requests a contract for the labor, services, resources and consultation necessary to provide a Strategic Planning & Management System. The Balanced Scorecard Institute (BSI) offers to a Balanced Scorecard program that is designed to align business activities to the vision and strategy of an organization, improve internal and external communications, and monitor organization performance against strategic goals. The Balanced Scorecard approach adds strategic non-financial performance measures to traditional financial metrics to give managers and executives a more 'balanced' view of organizational performance. It provides a framework that not only provides performance measurements, but helps planners identify what should be done and measured. Using the Balanced Scorecard methodology, the College can improve its focus on strategy and results, organizational performance by measuring what matters, alignment of organization strategy with the work people do on a day-to-day basis, focus on the drivers of future performance, communication of its vision and strategy, and prioritization of projects and initiatives.

BSI combines training, facilitated team building, problem-solving consulting, and coaching to help organizations build their own balanced scorecard-based strategic management system. Over the course of a 6 month work plan, consultants from BSI will conduct on-site workshops and meetings with employees from all levels in College. Tasks include: assessing the organization; revalidating or revising the Mission, Vision, and Values statements; communications and change management training; building strategic objectives and strategy maps; training and coaching to formulate objectives and performance measures; prioritizing objectives; and aligning institutional strategy and objectives to departmental and individual goals.

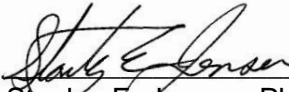
The cost of all labor, services, resources and estimated travel expenses for the Balanced Scorecard program totals \$166,100. The Balanced Scorecard Institute provides professional services to federal, state, and local government. The Institute built the government and not-for-profit version of its Nine Step framework based on years of experience working for a wide variety of public agencies. The result is an improved public sector balanced scorecard framework that is simple in design, facilitates stronger internal and external communications, is strongly focused on strategy development for government programs, incorporates change management into scorecard development, and is easier for an organization to use. A sole source award is requested.

RECOMMENDATION:

The College administration recommends the award of a contract to the Balanced Scorecard Institute in the amount of \$166,100 to necessary to provide a Strategic Planning & Management System, in accordance with their proposal dated July 7, 2015.



John S. Satkowski, JD
Vice President of Financial Services



Stanley E. Jensen, PhD
President

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CONTRACT AWARD

SUBJECT: WebFOCUS Software License

The Chief Information Officer requests a contract for the purchase of a WebFOCUS Bundle for Higher Education software license as provided by Information Builders, Inc. (IBI). The College has used WebFOCUS as its business intelligence and analytics platform since November 2002. The software gives information specialists the tools needed to manage, package and deliver customized reports to internal and external users and it provides administrators, faculty and staff the ability to run their own specialized reports that pull current data from the Colleague system on demand.

IBI is upgrading their WebFOCUS software to a new version and the College's current license is out of date due to the impending database conversion from Oracle to SQL and the growth in the number of report developers and end users since the software was first installed. IBI will provide the advanced edition of their software bundle that includes an unlimited WebFOCUS Portal which allows secure access to data and reports from mobile devices; full Info Assist ad-hoc reporting environment for developing reports, graphs, layouts and published content; greater flexibility to accommodate future expansion; and increased security.

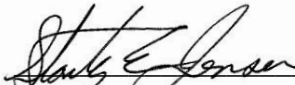
The one-time license fee for WebFOCUS 8 Bundle for Higher Education totals \$112,015.64. The annual maintenance fee totals \$55,857.60.

RECOMMENDATION:

The College administration recommends the award of a contract to Information Builders, Inc. in the amount of \$167,873.24 for the one-time license fee and annual maintenance WebFOCUS Bundle for Higher Education software in accordance with Master Software License Agreement Rider dated July 13, 2015.



John S. Satkowski, JD
Vice President of Financial Services



Stanley E. Jensen, PhD
President

STAFF RECOMMENDATIONS

Recommended motion: Move that the following staff recommendations at HFC be approved:

Resignation (A-1)

Dion Stubbs, appointed 1/5/15, Purchasing, Shipping and Receiving Associate, submitted 7/2/15, effective 7/16/15.

Gregory Vandervennet, appointed 11/3/14, Health Sciences Division, Lab Associate II, submitted 7/7/15, effective 7/17/15.

Leave of Absence (B-1)

James Blair, appointed 4/19/94, Lab Associate II, Industrial Technology Division, submitted 7/9/15, effective 8/24/15; REASON: Leave of absence for fall 2015 semester to accept temporary, full-time teaching assignment.

Appointment (C-1)

James Blair, 3010 Alice, Dearborn, 48124, Instructor, Industrial Technology Division, \$48,729 (prorated), Step 4, effective 8/25/15, 10 Months; AS degree from Henry Ford College with a major in electronics/robotics, BS degree from Eastern Michigan University with a major in electrical engineering technology. This is a temporary full-time appointment for the fall 2015 semester.

Sherry Murrell, 9299 Dudley Street, Taylor, 48180, Records Associate II, Registration and Records, \$14.33 per hour, Step 1, effective 7/20/15, 12 Months.

Anne Purcell, 22336 Military Street, Dearborn, 48124, Enrollment Associate III, Enrollment Services, \$16.51 per hour, Step 2, effective 7/27/15, 12 Months.

Gregory Sikora, 2017 West Boston Boulevard, Detroit, 48206, Orientation Associate, Enrollment Services, \$18.31 per hour, Step 4, effective 7/20/15, 12 Months.

Clayton Smith, 443 Frazier Street, River Rouge, 48218, Accounting/Collection Associate, Student Accounts, \$17.41 per hour, Step 3, effective 7/13/15, 12 Months.