

Baker College

HLC ID 1977

AQIP: Comprehensive Quality Review

Review Date: 2/10/2020

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Context and Nature of Review

Review Date

2/10/2020

Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review (if applicable)
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)

- Federal Compliance 2019 - AQIP
- CQR Quality Highlights Report
- Multi-Campus Review

Institutional Context

The Comprehensive Quality Review for Baker College System included an on-site review to the main campus location, two multi-campus visits and the Federal Compliance Review. Baker College will be transitioning into Pathways at the end of this review cycle.

Baker College has made significant progress in addressing the areas that were recommended in its Systems Appraisal in addition to addressing declining enrollment and campus reorganization/institutional restructuring to improve its fiscal stability for the long-term using data to drive decision-making. Although some of these efforts are relatively new (2017), the evidence and processes are clear and well-developed.

Interactions with Constituencies

- Chief Executive Officer for Baker College (System)
- Controller for Baker College (System)
- Director of Enrollment Management (System)
- Chief Operating Officer (System)
- Director of Outreach (System)
- Director of Compensation and Benefits (System)
- Vice President for Human Resources (System)
- Owosso Campus President
- Dean of the College of Health Science
- Allen Park and Jackson Campus President
- Adjunct Faculty – Online / Owosso Campus
- Director of Financial Aid Services (System)
- Human Service Department Chair and Social Science Program Director – Owosso Campus
- Employer Outreach Specialist (Career Services)
- Muskegon Campus President
- Director of Nursing – Owosso Campus
- Human Service (HUS) Department Chair and Social Science Program Director – Owosso Campus
- Baker College Board Members
 - Chairman of the Board of Trustees
 - Auburn Hills Campus – Board of Regent Chair and Board of Trustee Member
 - Owosso Campus – Board of Regent Chair
 - Auburn Hills Campus – Board of Regent Member and Board of Trustee Member
- Director of Campus Safety (Owosso Campus)
- Vice President for Human Resources (System)
- Human Resources Operation Manager (System)
- Controller for Baker College (System)
- Director of Accounting and Reporting (System)
- Finance Officer (System)
- Internal Auditor (System)
- System Course Scheduler
- Director of Enrollment (Operations)
- Social Media/ Marketing Coordinator
- Vice President for Academic Affairs (Cadillac)
- Vice President for Financial Aid (System)
- Director of Assessment (System)
- Director of Enrollment Management (Admissions – Advising)
- System Course Scheduler
- System Faculty Developer (System CTE)
- Provost (System)
- Dean of Psychology (Graduate and Undergraduate) and Graduate / Online Campus Director of Academic Affairs

- System Director of Center for Teaching Excellence
- Dean of the School of Occupational Therapy (OT) (Graduate / Undergraduate) Master's Degree students in OT utilize IRB process
- Campus Director of Student Affairs (Owosso Campus)
- Campus Director of Student Affairs (Graduate / Online Campus)
- Associate Provost for Student Affairs (System)
- Assistant Professor of Accounting (Graduate / Online Campus) Chair of the IRB Committee
- Program Director for Education and ECE (Owosso Campus)
- Director of Instructional Design (System)
- System Course Scheduler
- Dean of the College of Liberal Arts and Sciences and Clinton Township Campus President
- Director of Assessment (System)
- Dean of the College of Business (Graduate and Undergraduate)
- Dean of the College of Health Sciences
- Graduate / Online Campus President
- Dean of Psychology (Graduate and Undergraduate) and Graduate / Online Campus Director of Academic Affairs
- Vice President for Human Resources (System)
- Campus Director for Academic Affairs (Owosso Campus)
- Campus Vice President for Academic Affairs (Cadillac Campus) Oversight of Faculty Credential Policy
- Director of Assessment (System)
- Dean of Psychology (Graduate and Undergraduate) and Graduate / Online Campus Director of Academic Affairs
- Human Resources Operation Manager (System) Facilitator of APL System – Faculty Credential Electronic Storage System
- Director of Center for Teaching Excellence (CTE – System)
- Disability Services Coordinator (System)
- Coordinator of Library and Information Resources (System)
- System Coordinator of Academic Resources and Operations
- Department Chair for English and Graduate / Online Director of Learning Support Services (Graduate / Online Campus) Oversight for Academic Resources Center – Tutoring Services
- Campus Director of Student Affairs (Graduate / Online Campus)
- Campus Director of Student Affairs (Owosso Campus) Responsibilities include Owosso Campus Residence Halls
- Coordinator of Library Services (Graduate / Online Campus) Oversight and System Liaison for Library Resources
- Campus Director of Student Affairs (Graduate / Online Campus)
- Human Service (HUS) Department Chair and Social Science Program Director (Owosso Campus) Facilitates the HUS Club – Community Involvement
- Associate Provost for Student Affairs (System) Oversight of Survey Deployment for Co-curricular Activities
- Senior Transcript Evaluator (System)
- Cadillac Campus Vice President for Academic Affairs Oversight of Faculty Hiring Policy and Procedures
- Auburn Hills Campus President Chair of Transfer Credit Committee
- Dean of the College of Liberal Arts and Sciences and Clinton Township Campus President
- Provost (System) Oversight of Academic Affairs, Assessment, Curriculum, Specialized Accreditation, Faculty Development
- Director of Assessment (System) Oversight of Assessment and Academic Program Review
- Associate Provost for Student Affairs (System) Oversight of Registrars' Office
- Director of Career Services and Employer Outreach (System)

- Director of Instructional Design (System)
- Program Director for Radiological Technology (Clinton Township Campus)
- Department Chair for Science (Auburn Hills / Metro Campus)
- Department Chair for English and Graduate / Online Director of Learning Support Services (Graduate/Online Campus)
- Dean of the College of Liberal Arts and Sciences and Clinton Township Campus President
- Faculty Developer – Center for Teaching Excellence (System)
- Provost (System) Oversight of Academic Affairs, Assessment, Curriculum, Specialized Accreditation, Faculty Development
- Director of Assessment (System) Oversight of Assessment and Academic Program Review
- Dean of Psychology and Graduate / Online Campus Director of Academic Affairs
- Associate Provost for Student Affairs (System) Oversight of Survey Deployment for Co-curricular Activities
- Dean of the College of Engineering and Information Technology
- OneStop Advisor (Owosso Campus)
- Owosso Campus President Oversight for Student Affairs for Baker College (Also Former Provost for BC – 2008 – 2018)
- System Coordinator of Academic Resources and Operations
- Owosso Campus Director of Academic Affairs IPEDs Keyholder for Baker College
- Department Chair for English and Graduate / Online Director of Learning Support Services (Graduate / Online Campus) Oversight for Academic Resources Center – Tutoring Services
- Director of Enrollment Management (System) Oversight for Admissions Advisors and New Student Orientations, Open Houses, Kickoffs
- Associate Provost for Student Affairs Oversight of Survey Deployment for Co-curricular Activities
- Academic Advisor (Owosso Campus)
- Allen Park and Jackson Campus President Chair of the Data, Integrity, Research, Team (DIRT) and Retention Ad-hoc Committee
- Director of Career Services and Employer Outreach (System) Co-chair of the Retention Ad-hoc Committee
- Director of Campus Safety (Owosso Campus) Title IX Trained – Primary Investigator of Title IX Complaint
- Vice President for Human Resources (System)
- Chief Executive Officer for Baker College (System)
- Auburn Hills Campus President Chair of the Facilities Council
- Provost (System) Oversight of Academic Affairs, Assessment, Curriculum, Specialized Accreditation, Faculty Development
- Controller for Baker College (System) Oversight for Budget Priorities
- Director of Nursing (Auburn Hills Campus)
- Director of Enrollment Management (System) Oversight for Admissions Advisors and New Student Orientations, Open Houses, Kick-offs
- Program Director of Radiological Technology (Owosso Campus)
- Chief Operating Officer (System)
- Director of Facilities (Owosso Campus)
- Owosso Campus President Strategic Council Member
- Chief Executive Officer for Baker College (System) Chair of the Strategic Council
- Auburn Hills Campus President Strategic Council Member
- Provost (System) Strategic Council Member
- Graduate / Online Campus President Strategic Council Member
- Allen Park and Jackson Campus President Strategic Council Member
- Chief Operating Officer (System) Strategic Council Member
- Director of Infrastructure Security and Support (System)
- Owosso Campus President Strategic Council Member and Lead of Student Affairs Council

- Vice President for Human Resources (System) Lead of Human Resource Council
- Chief Executive Officer for Baker College (System) Chair of the Strategic Council and Lead of Enrollment Management Council / Co-lead of Finance Council
- Auburn Hills Campus President Strategic Council Member and Lead of Facilities Council
- Vice President for Financial Aid (System) Lead of Financial Aid Council
- Provost (System) Strategic Council Member and Lead of Academic Leadership (Academic Affairs / Deans) Council
- Graduate / Online Campus President Strategic Council Member
- Muskegon Campus President Lead of Campus Safety Council
- Controller (System) Co-lead of Finance Council
- Allen Park and Jackson Campus President Strategic Council Member and Lead of Diversity, Equity and Inclusion (DEI) Council
- Chief Operating Officer (System) Strategic Council Member
- Director of Career Services and Employer Outreach (System) Lead of Career Services Council
- Faculty-n=15 (representing Auburn Hills, Cadillac, Graduate School, Jackson, Muskegon, Owosso, and Online)
- Students-n=14 (representing Auburn Hills, Cadillac, Clinton Hills, Jackson, Muskegon, Owosso, and Online)
- Auburn Hills Campus Support Staff, Faculty, and students
 - Director of Student Affairs
 - Employer Relations Specialist
 - Career Services Specialist
 - Coordinator of Library Services
 - Admissions Advisor
 - Students, 4 representing different levels, nursing and commuter students
 - Faculty, 7 representing different programs with 1 in "teach-out"
- Muskegon Campus Support Staff, Faculty, and students
 - Academic Resource Coordinator
 - Digital Media Design Program Director, Rotaract Advisor
 - Library Services Specialist
 - Coordinator of Student Life
 - Employer Relations Specialist
 - Director of Student Affairs
 - Admissions Advisor
 - Faculty Developer
 - Faculty, 7 representing different programs
 - Students, 4 representing different levels

Additional Documents

- Board Packet
 - December 11, 2019
- External Audit from Rehman
 - Consolidated Financial Statements --- Years Ended August 31, 2018 and 2019
 - Management Letter to Board of Trustees
 - Federal Aid Audit (Single Audit Act Compliance) Year Ended August 31, 2019
 - Board of Trustees System Report – PowerPoint Presentation 12-2019

- Minutes from President's Cabinet
 - July 12, 2019 – Capital Expenditure for LIPSUM – Surgical Technology, Board approval of capital expenditure
- Minutes from Presidents' Cabinet
 - August 8, 2019 – Update Capital Expenditure for LIPSUM – Surgical Technology
- Minutes from President's Cabinet
 - November 8, 2019 + Tuition Proposal 11-2019 (for 2020-21)
- Occupational Therapy Advisory Board Meeting – April 26, 2019
- Surgical Technology Advisory Board Meeting and Minutes, Baker of Cadillac - November 7, 2019
- Minutes from Deans' Council + ISLO Handout Information April 12, 2019
- Minutes from Deans' Council + ISLO Handout Information May 16, 2018
- Minutes from President's Cabinet + PowerPoint Presentation on ISLOs September 2018
- Minutes from Baker College Center for Graduate Studies – Graduate Faculty Council March 21, 2019
- Criterion #3 – Question Analysis for New Student Orientation
- Criterion #3 – StandOut Engagement Pulse Information
- PowerPoint Presentation – StandOut Insights (March – July 2019)
- StandOut Post Pilot Survey Results (August 2019)
- Criterion #3 – Development of Professional Development Calendar
- Criterion #3 – Open Educational Resources (OER) – Student Savings
- Criterion #1 – Funding for Local, Regional, and State Initiatives – Along with Service Memberships to Support Baker College Communities

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

Minutes of the BOT 12/11/19 confirmed review of the mission as did three previous minutes listed in the Category 5 evidence list that regular review occurs. Stakeholder groups including departmental councils, Regents, and other stakeholders provided input to the Mission and Guiding Principles. College leadership is reviewing the word "training" in the Mission to ensure it accurately represents how the institution is positioning itself. A 2017 brand analysis conducted by consultants indicated students and employees held higher perceptions of the College that aligned with the Mission when compared to peer institutions. However, it also revealed that community members, educators, and others that have only a cursory relationship with Baker College had a neutral or negative impression—a result that leadership plans to address.

The College uses its Program Review/Assessment Community processes to ensure academic programs align with the College's Mission and Guiding Principles. New programs follow the Policy and Procedures on Undergraduate Program Development that require faculty to provide program information for internal approval as well as for the Substantive Change Application for New Programs required by HLC. Reviewers confirmed this process during the Criterion 4 meeting during the visit.

Baker College provides both academic and non-academic support services to help students succeed including a normed career aptitude and interest survey, a student welcome experience, and, in 2017, a new OneStop student services model that provides academic, financial, and disability services advising. Additionally, confirmed by reviewers during the Criterion 3 meeting, the College has an Academic Resource Center (ARC) on each campus that provides library and tutoring resources for both undergraduate and graduate level coursework. All of these services align with Baker's Mission

and Guiding Principles.

The Introduction to Baker College provided in the Assurance System indicates the institution changed its student profile in 2017. This was confirmed during the meeting with the Board of Trustees. The institution is moving away from open enrollment and now requires all incoming students to be "college ready" when they enroll. They will no longer be offering developmental courses, but do offer a "FastTrack" for those students who do not test into college-level work.

Baker College's annual budget process includes input from strategic councils, campus leaders, system executive, unit directors, and academic program officials. The Board of Trustees approves the budget. Category 4 and confirmed in the discussion of Criteria 5A and 5B indicate that capital requests are tied to specific program needs, one or more strategic plan goals, or critical campus infrastructure needs to further student experiences.

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

Baker College articulates its Mission and Guiding principles on its website, in its Strategic Plan, in the Faculty and Student Handbooks, and to new employees as part of their onboarding process as evidenced by a review of these documents. In reviewer's meeting to discuss Criterion 1, college leadership confirmed that faculty contracts include the Mission and Guiding Principles and that they are posted in classrooms on all campuses. Guiding Principles are discussed as part of the faculty and staff evaluations. In the 1990's the college expanded and revised the former seven supporting purposes into what are now the Guiding Principles.

The Mission and Guiding Principles are current as of October 2018 according to the Faculty Handbook. The Guiding Principles address their Academic Programs, Fiscal Management, commitment to adapting to environmental changes, continuous improvement, accessibility, student-centered service, building its recognition for strength and quality, holding itself accountable for its Mission, Values, and Public Trust, promoting a high work ethic, being team oriented, and its commitment to being an exceptional corporate citizen.

The Purpose statements included with the Mission and Guiding Principles listed in the Faculty Handbook identify the academic programs of Business, Healthcare, Education, Human Services, and Technical careers. They address the general education curriculum, their commitment to providing students practical experience in their field of study, activities to promote personal and professional growth, continuous assessment, career assistance to their graduates, encouragement to their graduates to continue their education, and graduate programs. Reviewers confirmed these activities occur during their meeting regarding Criterion 4.

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

In the Systems Portfolio appraisal, reviewers requested Baker provide "a clearer explanation of how the advisory committees address diversity and how the institution addresses its role in a multicultural society. Examples of activities and programming reflective of Baker College's mission could provide enhanced support. Baker College could provide specific examples of programming for external stakeholders to demonstrate attention to a multicultural society." The College provided details in its Quality Highlights and reviewers confirmed them during the site visit.

In its 2017-2020 Strategic Plan, Baker College identified Inclusion and Diversity as Theme 5. The overall goal statement is to *Develop and cultivate the policies, practices, and structures that promote an inclusive and diverse environment for students, staff, and community partners.* The two sub-goals are to Cultivate an inclusive culture and to Develop a continuous improvement process for Global Diversity and Inclusion Benchmark (GDIB) framework. In addition to annual events addressing Veterans Day, Martin Luther King, Jr. Day, Women's Health month, and others, the College hosts a Unity Summit. In 2019-2020, the College developed an extensive calendar of Diversity, Equity, and Inclusion programming with event presentations on multiple campuses.

In the Criterion 1 meeting, leadership informed the reviewers that, to further these efforts, College leadership instituted a Diversity, Equity, and Inclusion Committee. The committee has invited outside groups onto campus to speak on topics of diversity, they have invited students to go to select movies (Selma, Hate You Give, etc.) with a police officer and social worker as guest speaker to debrief the audience, they have invited students to participate in a Suicide Walk, they promote diversity training at local hospitals, and have hosted active shooter training.

Evidence indicates Baker College has a clear understanding of its Mission and how it relates to the diversity of society.

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

In the Systems Portfolio appraisal, reviewers indicated "Baker College could better address how the institutional actions reflect its educational role and its public obligation, as well as how they are primary and supersede other purposes." Evidence provided by Baker College indicating their commitment to the public good includes as one of the Guiding Principles, Community-Based: *Baker College commits to being an exceptional corporate citizen by supporting the communities surrounding each campus and building lasting relationships in all of its service areas.* Specific examples of how Baker addresses this include Campus Presidents and Directors of Academic Affairs and Student Affairs serve in the communities in a variety of roles including service club members and officers, board members and officers, advisors, and adjudicators as evidenced by the College Supported Community Service Leadership 08-2019 list. This was confirmed by the Provost during the Criterion 4 meeting.

In addition, all students must perform an internship or externship as part of the requirements to complete their program of study. This provides community service for hundreds of area businesses/organizations as evidenced by the extensive list of worksites in which students volunteered or worked during the fall 2018 and spring and summer 2019 terms. In meetings at the Muskegon and Auburn Hills campuses, students cited specific activities for which they volunteered.

As part of the Running Start program, the College partners with over 35 local school districts to offer early middle college programs. According to Running Start 2018-2019 Quick Statistics, 1,058 students took Running Start classes earning 9,471 Baker College Credits. This saved these students over \$3.7 million and over \$2.8 million in savings for K-12 partners. In addition, according to System President, Baker College is now partnering with two area high schools with high Latino populations to develop appropriate curriculum for an Early Middle College program.

According to the Highlights Report (p. 11), Baker provides approximately \$500,000 in funding for local, regional, and state initiatives and service memberships to support the communities they serve. A review of the list of initiatives provided to HLC reviewers indicate financial support for area

Chamber of Commerce offices, community foundations, Diversity initiatives, non-profit community-need resource organizations, healthcare organizations, and school districts ranging from less than \$100 up to \$15,000. Conversations during the drive to and from the campus visits, College Leadership confirmed these commitments to the community.

As verified by Human Resources personnel during the campus visit, they are revising job descriptions for greater inclusivity. In the same meeting, participants indicated program advisory boards keep faculty, academic leadership, and Board of Regents informed about ethnic cultural needs of the community.

In addition, community groups and individuals can request use of facilities including gyms, nursing labs for basic life support training, and training at diesel facilities.

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

In the process of evaluating the evidence provided by Baker College for **Criterion 1A**, reviewers confirmed the Mission and Guiding Principles of the institution are clear and articulated publicly and that it guides the institution's operations. Board of Trustees and Boards of Regents reaffirm the Mission regularly. Support services (the new OneStop, advising, financial aid, Academic Resource Center, etc.), the program review and assessment processes, the advising model, and the annual budget process are guided by the Mission and Guiding Principles.

A review of the College's website, its strategic plan, and the Faculty and Student Handbooks confirm the institution's mission is articulated publicly, **Criterion 1B**. Reviewers also confirmed with campus leaders during the Criterion 4 meeting that the Mission and Guiding Principles are posted in classrooms on every campus.

At multiple times during the site visit, reviewers confirmed that Baker College has a clear understanding of its Mission and how it relates to the diversity of society, **Criterion 1C**. Evidence provided includes work the Diversity, Equity, and Inclusion Committee has done to promote related issues along with the numerous campus events offered and planned to meet their goal to *Develop and cultivate the policies, practices, and structures that promote an inclusive and diverse environment for students, staff, and community partners*.

Baker provides approximately \$500,000 in funding for local, regional, and state initiatives and service memberships to support the communities they serve. They partner with more than 30 area school districts to offer early middle college programs. All students must complete an internship or externship to meet the requirements of their program of study providing volunteer service to hundreds of area businesses. Based on this evidence, the way the College realizes its mission clearly demonstrates a commitment to the public good, **Criterion 1D**.

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

During an interview with the Vice President for Human Resources, Controller, Director of Accounting and Reporting, Finance Officer, and others, the integrity of financial and hiring processes was verified. The VP for Human Resources is the designated Title IX Officer and is responsible for all employee and student Title IX complaints. Along with her investigative officer, each complaint is logged and tracked separately in accordance with Baker policies to assure both due process and compliance. A review of Board of Trustees minutes 12/11/2019 also showed that status of complaints that may lead to litigation are regularly brought to the attention of the Board as an informational item.

The VP for Human Resources also serves as the Fiduciary for the Baker Pension plan and is responsible for securing the annual pension fund audit. The Controller works with the external auditors who visit the campus twice each year. The first visit is to test processes and internal controls, the second time to validate the processes through the audit. The Controller has access to the external auditors as needed during the year. Both the Finance Officer and the Director of Accounting and Reporting are CPA's and their participation in mandatory licensure CE helps to assure that the financial integrity of Baker is maintained by sharing any new information that may require changes in audit preparation. During campus visits, faculty and staff at the Muskegon and Auburn Hills campus confirmed equity and fairness in personnel policy and financial policy implementation across the system.

Interim Monitoring (if applicable)

No monitoring required

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

At the center of Baker College's demonstration of compliance with this core component is a strong institutional commitment to its Code of Ethics and employee training related to system values which were reviewed in minutes from the President's Cabinet (9/18, 7/19, 11/19), Dean's Council minutes (5/18, 4/19), Faculty Handbook, Baker College Catalog, Student Handbook, and the evidence presented and validated in meetings on site with faculty, students and the College Leadership team. Course syllabi and committee minutes also validated this commitment to the Code of Ethics.

A review of the Baker College website provided evidence that all program requirements were available and current. Accreditation information was also available on the public facing website without any firewalls. Information included HLC/AQIP and specialized accreditation. The specialized accreditation information is also available in the program pages of the website. Information on accreditation is cross-linked to the Institutional Research web page along with information about the value of a Baker education.

Tuition per credit hour and fees for students are easily located on the web site. A net tuition calculator was accessible but required some personal data entry in order for it to be used. Since most students receive some type of financial assistance, it is understandable that the College is reluctant to have the Net Price Calculator released without an opportunity to explain the calculations. The Net Price Calculator was not intuitively located from the home page, requiring clicks first on the menu bar from the home page, then the Admissions and Aid side bar, and finally to the Net Price Calculator at the bottom of the drop-down menu under Tuition and Aid. However, since the actual tuition per credit hour is available by category of student, a student or family member can easily calculate the maximum price per semester or year using the information. Residence hall costs are also generally available with residence hall policies although a disclaimer indicates that the actual cost of the room will be based on the size of room in the final rooming assignment.

All programs at the College are listed on the website with program outcomes and where appropriate national exam certification and/or licensure pass rates and 3 year data on student outcomes. Program requirements are also listed and there is an opportunity to request more information for each program if the individual does not find what he/she is seeking.

Although key faculty and program directors are listed in the Catalog, the complete listing of full-time faculty did not appear to be readily accessible.

In evaluating the Muskegon Campus, two students indicated that additional information may be helpful regarding the Grade Appeal and Grievance process, although it is contained in the Student Handbook.

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

Interviews, and written documents verify the overall structure of the Baker College System and its governing body. The By-Laws of the Board of Directors verify the organizational structure including the creation of Boards of Regents for governance of individual campuses. The By-Laws also affirm the roles of the Board in governance and the Executive Leadership in day-to-day operations. As stated in the CQR and validated onsite, *Regents members are constituents of the communities in which the College operates, representative of local employers and community leaders, the regents use their knowledge of internal needs, goals, the external environment, and stakeholder groups when making governance decisions. Trustees rely on the System President to manage daily operations and recognize the role of the Provost, Deans, and Faculty in making academic decisions and ensuring the quality of educational services provided to students.* These commitments are evident in the Board of Trustee meeting minutes 12/2019 and in interviews with Board members, administrators and faculty.

Several sets of Board of Trustees minutes were reviewed (See list in Addendum). On site review of the accompanying attachments and PowerPoint presentations provided the detail to validate and clarify how the Board considers interests of its internal and external constituencies during its decision-making deliberations. Additional verification on-site during sessions with the Board and Executive leadership addressed areas of how Board members are appointed to the Board of Regents of the various campuses versus the Board of Trustees of the Baker System, delegation of operations and governance to the respective groups (operations to management and governance to the Boards), and the processes that the Board has undertaken as it has looked to preserve and enhance Baker College in light of a significant change in the demographics of those attending an institution of higher education.

The Board operates independently and along with all officers of the Institution, must file annual disclosure statements that detail any relationship that may create a conflict of interest.

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

The College's use of the Boyer Model of Scholarship was verified in faculty evaluations and in discussions with faculty and administrators. While the faculty engages in each of the four types of scholarships (discovery, integration, application, and teaching), the latter two forms of scholarship represent the majority of the scholarly work performed. A review of the annual Baker College publication of faculty and student scholarship brochure verifies the commitment to freedom of expression and pursuit of truth in teaching and learning. The 2018 Brochure documents faculty and graduate student publications, doctoral dissertations, journal editorial boards, and presentations.

Baker College's Academic Integrity Philosophy has emerged over time and is the result of a culture at the College is apparent in materials in the student handbook and both the CQR and administrators reference presentation of the materials at multiple faculty conferences. Students explained an awareness of the Academic Integrity Philosophy as one of the guiding principles and an expectation of all Baker students and faculty.

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

Baker College uses the Boyer Model for academic scholarship for its faculty. Examples of how faculty scholarship is applied in the academic rank process are provided in the CQR and were verified in the interviews with faculty, staff, and academic administrators.

The IRB numbers are provided in the CQR along with the IRB policy. The IRB Chair verified the submission process. During interviews the Director of the Occupational Therapy program and faculty from the DBA program, they explained that the CITI modules were required for faculty and students engaged in research prior to submission of proposals to the IRB. In addition faculty teaching requisite courses in occupational therapy where research content was introduced were also required to complete CITI training to teach the course even if they were not actively engaged in research at the time.

During interviews with the group Baker College's approach to ethics and academic integrity was discussed. "Beginning in 2014, the College began a process to explore academic integrity. Guidelines from the Academic Integrity Rating System (AIRS) created by the International Center for Academic Integrity served as the underlying framework. The intention of AIRS was to produce benchmarks for institutionalizing academic integrity in institutions. The College made the decision to adopt the AIRS standards for all students graduate and undergraduate." From this has emerged Baker College's Academic Integrity Philosophy that includes three core ideals - mutual honesty, trust and respect, responsibility for professional and ethical conduct, and fairness, transparency and exemplary behavior.

Materials developed as part of this process have been incorporated into the student handbook and presented at multiple faculty conferences. This process is ongoing, with a goal of emphasizing integrity as part of Baker College's culture. The Philosophy was articulated by students on all three campuses visited and in the student session. It was also found in the 2019-2020 Student Handbook.

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

Baker College provides an abundance of evidence that **2.A.** it operates with integrity in its financial, academic, personnel, and auxiliary functions; establishes and follows policies and processes for fair and ethical behavior on the part of its board, administration, faculty, and staff; **2.B.** it 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; **2.C.** the board of trustees is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity; **2.D.** it is committed to freedom of expression and the pursuit of truth in teaching and learning; and **2.E.** its policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

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

Rationale

Baker College utilizes the annual Assessment Learning Communities (ALC) Annual Assessment Report to re-examine course prerequisites annually. Prerequisites and other preparation standards are communicated on the College website, in the Program Offerings Guide and the Student Handbook. In 2017, standardized placement scores were created using a multiple-measure placement as the result of the work of the College Preparation Program (CPP) Committee. At the same time, developmental education was eliminated and placement measures modified to assure students entering meet the required admissions standards.

Baker's standardized curriculum assures that students enrolled in the same course in a different modality receive the same curriculum, assessments, textbook and adhere to the same course requirements. Direct assessment data that is identical across modalities is dis-aggregated annually during the ALC review. With the consolidation of programs that Baker has undergone, some brick-and-mortar programs have moved to online only requiring students to complete their programs in a different modality.

All degree programs take part in the ALC process that includes KPI's, direct and indirect measure assessments. In this way, program review occurs annually and is embedded in the assessment of student learning process.

Baker utilized an AQIP action project to review students' initial experience in the new student orientation. This material was presented at the HLC annual conference in 2017 and resulted in a new student experience required self-paced virtual orientation that prepares students to utilize tools

they will encounter at Baker such as the Blackboard, Google, and Microsoft platforms.

Baker collects assessment data through the ALC process but does not explicitly provide evidence for the utilization of internal targets or external benchmarks apart from some peer-institution national averages. Baker could enhance their ranking in this Criterion through enhanced use of internal and external bench-marking.

To differentiate learning goals by type of degree program, Baker utilizes Bloom's Taxonomy, ensuring the degree program reflects the level of taxonomic complexity required. Programmatic outcomes are listed on the external-facing website as well as the intranet. Course-level outcomes are on the intranet. Course outcomes are mapped to program outcomes, which are currently being mapped to new institutional level outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

Baker College utilizes the Assessment Learning Communities (ALC) process for both direct assessment and program review. Embedded in this annual cycle is a review of the institutional learning outcomes, which are new to Baker and just beginning to take shape. All programs are mapped to the new institutional learning outcomes. Institutional learning outcomes were examined when Baker moved from the quarter to the semester system in 2016-2017, recommended by an internal, interdisciplinary team and vetted through various committees with academic oversight. Programmatic learning outcomes follow a similar process.

Because programs at Baker undergo the ALC process annually, a natural byproduct is assurance that degree programs engage students in the mastering the institutional learning outcomes, and as a corollary, in collecting, analyzing and communicating information; mastering modes of inquiry, and developing adaptable skills.

General education faculty are responsible for review and alignment of the institutional outcomes and general education outcomes to the mission, educational offerings and degree levels. This happens through the ALC process. Assessment achievement levels are provided to ensure continuous improvement. A 2018 task force examined best practices related to common learning outcomes which resulted in the approval of adopting the AACU Essential Learning Outcomes.

During the new faculty orientation, faculty participate in the Academic Improvement Model (AIM)

which instructs on the connection between curriculum and assessment. The Understanding by Design (UBD) model and the Rigor and Relevance Framework utilize Bloom's taxonomy to ensure that outcomes are appropriate for different degree levels. Instructional designers work with faculty to ensure that courses, both on-ground and online, best utilize the UBD model and Rigor and Relevance framework.

At the onsite visit, the team accessed Baker's Google Drive that houses assessment data, which demonstrates that there are exemplary models at the programmatic level to drive the use of data-driven decision making (i.e. psychology). There are other programs that do not use data as consistently, or at least do not demonstrate evidence of this in the Google Drive Assessment Folder. The institution needs to continue to work with some of its programs to raise the level of consistency in this area.

Onsite, the review team learned that the College's diversity, equity and inclusion initiative has been taken on with great enthusiasm resulting in student engagement in the co-curriculum. Within the curriculum, the newly adopted institutional learning outcomes reflect attention to human and cultural diversity, which is currently addressed in a variety of courses, though none mentioned that were required for all students.

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

Rationale

While the number of full-time faculty has significantly dropped to approximately 180, this is reflective of the drop in student enrollment and subsequent consolidation. Baker provides its student-teacher ratio, which decreased from 16:1 in 2015-2016 to 7:1 in 2017-2018 as evidence of faculty and staff sufficiency. Further evidence of faculty sufficiency is assurance that faculty are within the faculty workload policy requirements. Baker does not directly address non-faculty staff sufficiency other than noting that staff directors assess staffing adequacy to ensure appropriate staffing levels. Baker states it utilizes internal and external benchmarks, such as NACUBO, for staffing but does not provide evidence of this.

Per the faculty handbook, instructors are required to provide their contact information and times of availability for students.

Baker employs instructional designers to support faculty with course content. Currently, there are four instructional designers who are divided by program type. Instructional designers appear to be deeply involved in and engaged with the course design process.

During the hiring process, HR confirms that appropriate credential qualifications are set and met by candidates. The Academic Faculty Credentials and Policy and Guidelines refers to HLC's hiring requirements and outlines credentials required for each course taught. This document is updated on an annual basis. Additionally, every term the Director of Academic Affairs conducts an audit to

ensure existing faculty meet credential requirements. A review of a 10% sample of faculty files verified adherence to HLC hiring and qualification guidelines.

Baker recently moved to a one-stop approach which has resulted in augmented staff training across areas such as financial-aid, admissions, etc. Student-survey data suggest some concerns with how informed one-stop staff are and the institution might benefit from increasing cross-training to assure essential staff possess accurate information.

Academic Advising recently shifted models and has moved to assign all students a specific academic adviser. Advising is currently in the process of determining the appropriate load for advisers and will want to assess this to maximize student success along the way. Advising might also consider how to ensure that students understand who their adviser is as many noted in the student survey that they were not aware who to contact for advising.

All new employees participate in the new hire orientation and faculty are required to additionally participate in the first year faculty experience. Embedded in the faculty experience is a week-long program on-ground program or a month-long online program for how to teach asynchronous courses.

Faculty and staff are encouraged to participate in development opportunities. All staff are required to participate in certain mandatory training such as preventing discrimination and sexual violence. Some training opportunities come from recommendations by the Strategy Council, such as LMS training after switching from Blackboard to Canvas. The college hosts a peer-driven annual academic conference, which over 250 attended last year. Sessions are robust. The Center for Teaching Excellence offers a variety of faculty-driven training annually and bases the training on faculty requests made in the needs-assessment. Those offerings appear to have dropped from 34 discipline specific and 33 pedagogical in 2015-2016 to 1 discipline specific and 17 pedagogical in 2017-2018, again aligning with the decrease in faculty due to the consolidation.

Baker appropriates budget funds for faculty and staff professional development opportunities, which are decided upon using the conference approval request process. While there is not a specific dollar amount allocated to faculty and staff for professional development, both bodies confirmed that few requests are ever turned down and faculty/staff feel supported in their professional development. Further evidence of ongoing development support is necessary. There is a generous tuition forgiveness policy allowing employees to pursue completion of undergraduate and graduate degrees.

Baker moved staff from an annual evaluation process comprised of goal-setting, self-evaluation, and end of year results to an ongoing formative evaluation process involving weekly communications between supervisor and employee. This shift was made based on best-practices and also includes a paradigm shift where supervisors are to serve more as mentors and coaches to support staff development. The initiative is in the early stages and while anecdotal evidence suggests positive outcomes, data will need to be collected and examined.

Faculty are reviewed by staff who reside in the Center for Teaching Excellence. The annual review is provided to and reviewed by the faculty member's supervisor.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

Baker College provides evidence of support services suited to the needs of its student population such as multiple-methods placement standards, the Academic Resource Center (ARC) that provides face-to-face as well as online tutoring and cross-trained One-Stop advisers on all campuses and online.

Academic Advising recently shifted models and has moved to assign all students a specific academic adviser. Advising is currently in the process of determining the appropriate load for advisers and will want to assess this to maximize student success along the way. Advising might also consider how to ensure that students understand who their adviser is as many noted in the student survey that they were not aware who to contact for advising.

Remedial education is required for those not meeting admissions standards, a shift from the previous model that provided developmental education for students who did not meet the open-enrollment placement standards.

Infrastructure and resources are sufficient to support teaching and learning. Baker competes with other institutions for clinical sites in the health programs. Due to the nature of this competitive placement, Baker maybe somewhat limited in its ability to grow certain medical programs.

Baker's library serves as a primary resource to support students and instructors effective teaching and learning, including support with research. Research guides compiled by librarians and faculty exist for the majority of courses and have, in some cases, eliminated the need for textbooks in some courses.

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 With Concerns

Rationale

As an institution, Baker defines "co-curriculum" as "non-credit bearing activities that enhance the student experience." The majority of co-curricular initiatives are student-driven. Although Baker's definition is in keeping with the spirit of the core-component, its implementation through only student led initiatives does not easily allow the institution to show how it "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." The Student Club Manual identifies the process by which students can add clubs and activities to Baker's co-curriculum. Clubs established through this protocol must demonstrate a connection between the mission and the proposed club.

The institution acknowledges that there is no co-curricular assessment taking place at present and plans to address this moving forward. As Baker consolidates campuses, it will be important for the institution to assess the co-curriculum to ensure that students' needs are being met despite the elimination of some campuses.

Baker College defines its mission as "providing quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers."

The ALC, formerly SPW, drives the assessment and program review process, which occurs annually. Institutional Student Learning Outcomes and Program Learning Outcomes are outlined and connected to the mission through curricular maps. While Baker states that these outcomes undergo annual review that includes input from advisory boards and other entities to ensure they are relevant and reinforce the mission, there is little evidence support this as a systematic process.

Evidence of direct measure assessment is provided but the data-points themselves, rather than completion measures, are inconsistent. There are many wonderful sources that describe processes but very little raw data analysis. In the cases when data is provided, the explanation and discussion of opportunity for improvement is limited. For instance, one table is provided that indicates 7% of programs reached "Diamond" level assessment in 2014-2015. That number dropped to 5.8% in 2015-2016 and jumped to 97.6% in 2018-2019. There is no discussion of this dramatic shift.

Interim Monitoring (if applicable)

To demonstrate meeting standards in Core Component 3E, Baker College will institute a co-curricular assessment plan. Baker will also need to pay attention to the revision to the Criteria for Accreditation which will go into effect in September 2020. These revisions include a new definition of co-curricular which are inconsistent with the manner in which Baker is currently operationalizing its institutional definition. The new definition clarifies the scope of activities such that they must not only reinforce the institution's mission and values, but also complement the formal curriculum.

3.S - Criterion 3 - Summary

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

Rationale

Baker College faculty and staff are passionate about serving their students and ensure the best possible quality education regardless of delivery model. This was palpable during the on-site visit and evidenced through the processes and evidence seen throughout this Core Component. With the exception of Core Component **3E** all other core components are Met. The lack of evidence of any co-curricular assessment documented in 3E is the rationale for the Met with Concerns.

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

Baker College has developed and uses an Assessment Learning Community process for the development and assessment of all of its programs of study. The elements of the program are explained in the CQR narrative and were verified in the review of several of the completed cyclical reviews that included both programs with specialized accreditation and those without specialized accreditation. The review for the MS Industrial Organizational Psychology program sample included the key performance indicators (KPIs), program outcomes, assessment process, end of program direct measures for two year comparison with data, areas of strength, and opportunities for growth. The BBA in Accounting was presented with similar data but included a progress report on the 2018-2019 academic year continuous improvement strategies that were proposed and implemented based on the

2017-2018 assessment plan.

The process for verification of credit that is transcribed by Baker College is contained in policies and detailed in the catalog. Students are made aware of transfer of credit policies in information on the Baker College website. The Michigan Transfer Agreement also documents transferrability of general education courses between Michigan institutions. Students articulated awareness of the process for award of credit.

Credit is awarded for a variety of approved programs as part of Baker's "Running Start". These programs include articulated enrollment which includes credit for demonstrating skills and competencies developed in an approved high school or technical center CTE program/course (within one year of high school graduation), dual enrollment where a high school student enrolls in college courses while simultaneously enrolled in at least one high school course, concurrent enrollment where a Baker College course is taught on a high school or technical school campus with a faculty meeting the Baker adjunct requirements, and Early/Middle College that is a five-year high school program founded on a formalized agreement between the participating high school and partnering college to allow high school students to earn substantial college credit leading to a college certificate or associate degree at the end of the fifth high school year.

Baker College maintains a listing of its accredited programs and constantly updates the status of these programs according to the Provost. In order to assure accuracy and currency of the list and status, all changes are sent to one centralized individual who is responsible for changes to the list and website. She is also the central repository for all accreditation documents. This includes all program accreditation licensure pass rates and comparison to national benchmarks.

Baker College continuously evaluates the success of its graduates. This evaluation has been more comprehensive since 2017 as the institution has attempted to understand the causes of its significant enrollment decline and make the changes necessary to stabilize its fiscal position. Interviews and numerous documents describe the program and campus closures, reduction primarily in certificate and associate degree education, re-validation of mission, campuses, and programs.

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

The CQR file and interviews verify that Baker College's larger assessment framework and processes are outlined in the College's Assessment Achievement Levels. Programs at all degree levels including General Education, operationalize the Assessment Achievement Levels through the Assessment Learning Community process. As stated above, the ALC process utilizes both direct measures and indirect measures, such as student evaluations of courses, graduate surveys, employer and clinical evaluation of interns, and advisory boards, to assess student learning. This information is collated, analyzed, and interpreted annually in the preparation of the Annual Assessment Report.

Review of ALC reports verify assessment and achievement of stated learning outcomes in its curricular programs. Although Baker indicated that it is not currently conducting co-curricular assessment, interviews with student services personnel and academic support personnel described an example of co-curricular assessment that was completed in the completion of one of its Action Projects. Baker is encouraged to clarify its definition of co-curricular programs.

The most recent process to revise Baker's institutional student learning outcomes (ISLOs) involved an "interdisciplinary task force" composed of General Education faculty, programmatic faculty, academic leadership, and members of the assessment office who researched best practices and trends related to post-secondary common outcomes. According to the CQR this resulted in a recommendation to revise and model the College's longstanding ISLOs with the Association of American Colleges and Universities (AACU) Essential Learning Outcomes. The process was verified several times in interviews during the visit with different campus constituents.

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

Baker College's CQR, persistence, retention, and graduation data, and interviews with campus stakeholders verify the attention that the institution has been paying to these data most particularly since 2016. As the institution has experienced its overall decline in enrollment there has been careful attention to understanding the composition of the campus enrollment, trying to understand factors influencing success, and ultimately retention to graduation.

With that in mind a Persistence and Retention Committee charged with developing strategies, initiatives, and recommend targets for persistence, retention, and completion was commissioned by the College's Executive leadership and in 2017, proposed specific targets based on a number of data sources which included historical and current completion data as well as national and state retention. These proposed targets were adopted as a function of the annual strategic planning review process.

Although Baker College now has internal targets and external benchmarks for its decision-making, its processes are still new and have not been tested over a significant period of time. It appears that the only improvement tied directly to data was the change from completely open enrollment to an admission status that required all developmental requirements be satisfied before admission. The CQR acknowledges that much of the focus on the previous low completion rate was stimulated by the HLC survey of four year institutions with less than 25 percent completion rates. While that may have been the initial impetus, the College cites several examples of efforts that have been made and improvements that have occurred as the results of the new focus. Some of these are the same as those previously cited to improve the fiscal stability of the institution and improve retention as an enrollment strategy. (Cited in Criterion 2)

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

Baker College has provided substantial evidence to document that it **4A** demonstrates responsibility for the quality of its educational programs, learning environments, and support services through its assessment and program review processes in its Academic Learning Communities (ALCs). It evaluates the effectiveness of of student learning through its ISLOs and PLOs **4B**. Finally, Baker College capitalized on an enrollment and fiscal challenge to re-examine its internal processes for persistence, retention, and completion, to promote continuous quality improvement **4C**.

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

Baker College has the fiscal resources, human resources, and physical and technological infrastructure sufficient to support its operations. Financial trends since 2014 led to changes to ensure long term financial sustainability. Baker College reported that in 2019 it consolidated select campus locations to ensure operational efficiencies and overall quality commitment in its ability to accomplish its Mission as confirmed by the BOT members and in the meeting with executive leadership. Financial metrics showed that cash flow decreased in the past three years to 3.9 million; the budget to actual increased to 15.3 million since 2015-16; the wages/benefits to tuition was 83.4%, but missed the target set at 60%; and, the working capital that has not met its target of 10% at 4.24%. However, the executive leadership team confirmed that there is no significant deferred maintenance on facilities, with minor maintenance deferred no longer than 1-2 years.

Board of Trustees (BOT) minutes of the 12/11/2019 Semi-Annual meeting show that the budgeted income is outperforming the education budget by \$8.1 million, operating expenses have out paced the budget by \$5.5 million, and the net income outperformed the budget by \$11.2 million, with a positive variance overall. The latest financial audit for 2019 confirmed the College had no material

weaknesses or issues with internal controls. The BOT members as well as executive leadership articulated strategies put in place to off set the decline in enrollment and revenue including the movement to baccalaureate degrees, selling unused buildings with associated property, and offering more online options for a new pool of students. The executive leadership team reported that another strategy to ensure sustained support for student scholarships and the educational mission of the College was a wage freeze for executive leaders over a five year period, while modest salary increases were given to faculty and staff.

Baker College is not-for-profit and has no superordinate entities that receive revenue from the College. The Jewell Education Foundation is a quasi-endowment has its own non-profit status and provides " for funding scholarships, capital improvements, operations, educationally related projects, research and training". The BOT appoints the governing body. The spending policy is set at up to 5%. Minutes of the President's Cabinet meeting on 11/8/19 show the discussion on proposed tuition increases for 20-21. The BOT Semi-Annual meeting minutes of December 2019 show a vote for tuition increases of 2.5-3.6% for 2020-21. This still keep the College in the lowest percentile for Michigan tuition rates.

The College's Mission and Guiding Principles are reviewed and affirmed annually with the budgeting process as confirmed in the BOT minutes of 12/13/17, 5/9/18 and 9/25/18. Goals for emerging needs are addressed within the Councils, are approved by the Strategy Council and eventually by the President's Cabinet. The College's centralized annual budgeting process, facilitated by both the Budget Director and Controller engages multiple key stakeholders including Council Chairs and campus leadership as verified in the Budgeting Process Document. The annual budgeting process with oversight from the Strategy Council ensures resource allocations are prioritized and aligned with institutional goals, placing priority on educational programs and the human and capital resources to support them. The institution's fiscal resources are dedicated almost exclusively to the support for educating its students as confirmed in the Strategic Plan metrics document and the allocations document reflecting over 69% dedicated to educational activities for the past two years.

The Controller's office uses JenzabarCX to monitor the College's overall fiscal status monthly through key performance measures. These measures are reviewed monthly by the Finance Council and the President's Cabinet. Campus leadership works with department managers to document anticipated changes from the current budget for campus expenditures, as well as any campus capital project requests. Fall enrollment is the catalyst for a revised budget and upon which the Budget Director and Controller make the necessary adjustments. Revised budgets are submitted to the campus Board of Regents for final approval as confirmed in the Budget Process document. Faculty, staff, students and administration voiced satisfaction with the current technology and support levels.

Baker College employs more than 174 full-time faculty and 941 adjunct faculty on eight campus locations in addition to the main campus. The College faculty-to-student ratio ranges between 7-to-1 and 16-to-1, indicating that the College has the human resources to support its academic operations.

The Information Technology Strategic Plan and Information Technology Council provides guidance and oversight to maintain a sufficient technological infrastructure to support operations and improvements. The IT Strategic Plan 2013-2018 was reviewed and 10 goals were defined. All major systems have recently been updated including both hardware and software.

The Physical plant and physical infrastructure are managed through a system-wide preventative maintenance with Accruent FAMIS. The College can forecast future expenditures to ensure that the physical infrastructure supports operations. Review of the Facilities Master Plan 2019-2024 confirms planning and resource allocation

for infrastructure needs.

Councils and the Strategy Council provide oversight for goal alignment through the strategic planning process. Goals are realistic and commensurate with the resources and opportunities as confirmed by the review of the Strategic Plan. The updated Strategic Plan Report of October 2019 shows progress has been made on each of the goal areas. Further, metrics for the Strategic Plan contain three areas including students, financial and overall verifying resources allocated to planning.

The College's recruiting and hiring processes outline appropriate qualifications, established job descriptions, credential verification, training, and evaluation processes for all faculty and staff. Faculty qualifications were sampled during the visit. The 2019 Staff Qualifications document confirmed appropriate qualifications in alignment to job positions and current, relative development has taken place for these staff positions.

Employee professional development is aligned to institutional objectives and council initiatives. Council initiatives highlight the most relevant development opportunities for employees within their respective units of operation. Regular professional development for all employees is directed by multiple factors, including regulatory compliance requirements, departmental needs, and industry best practices. The Human Resources Department (HR) identifies and confirms the training requirements and identifies external partners to provide training. The Title XI document for safety and sexual assault was reviewed. The Professional Development document confirms a process is in place for regular development opportunities.

Baker College annually budgets financial resources for faculty and staff to attend industry conferences and training. Employees have the opportunity to request financial support through the Conference Approval Request process. The College hosts an annual faculty conference. The Tuition Reimbursement Policy and Procedure confirms that part-time faculty also have access to resources for furthering their education.

The College utilizes Safe Colleges software to track timing and renewal of training, compliance and completion information, as well as the level of mastery on training outcomes. Professional development, specifically aimed towards faculty, is tracked through a web-based system managed by the Center for Teaching and Learning staff.

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 College's governance structure coupled with the strategic planning process supports strategic alignment of efforts across units and divisions to ensure optimum effectiveness and efficiency. Review of the organizational governance structure document confirmed the hierarchy of reporting and responsibilities. In the Employee Handbook (p.11) "The Board of Regents delegates administration of these policies to the President or his designee". While the College does not have a formal governance body for faculty or staff, both groups confirmed there is ample opportunity for collaboration, involvement in planning, and in providing input on faculty/staff issues, including the recent move to establish a faculty ranking system. Students confirmed that the chain of command is used to forward their issues to the Program Director and Dean, with no concerns expressed.

Campus Presidents and the System Executive Committees share the responsibility to meet operational expectations as defined by the Strategic Plan, System President, and Board of Trustees (BOT). Trustees maintain oversight of broad financial and operational concerns, ensuring the College maintains focus on the mission, operates in a manner consistent with the College's non-profit status, and continues sustainable operation. Review of BOT minutes of 12/13/17, 5/9/18, and 9/25/18 confirm that budgetary oversight occurs as presented by Baker College. Additionally, the BOT Semi-Annual meeting of 12/11/19 confirm a vote of delegation of authority to the System President/CEO. Attachments to the meeting minutes show discussions and decision-making by the BOT in regard to the Surgical Technology program enhancement of a simulation system. Various areas of the College report to the BOT as noted in the Semi-Annual minutes 12/11/19 to confirm that the BOT is knowledgeable about the College and is actively engaged at an appropriate level.

The Board of Regents maintains fiduciary responsibility for budget approval, capital expenditures and community ventures for their respective campus as defined in the Bylaws. Regents' oversight includes analyzing campus reports, approving financial statements, adopting annual budgets and approving property decisions. Board of Regents members are community representatives that provide

fiscal and strategic oversight to the local campus to approve campus budgets, limited capital expenditures, and executive leadership. The Campus Regents provide a voice and insight for Baker College in the community. The BOT members as well as the executive leadership team acknowledged that no statement exists in the bylaws delegating authority to the Campus Presidents or to the faculty for curricular matters.

Annual Institutional Performance Reports (IPRs) include key performance indicators (KPIs), annual performance data, historical performance data, external performance comparisons, and progress on each of the initiatives identified within the Strategic Plan. The IPRs articulate achievement of strategic themes, goals, and initiatives detailed in the Strategic Plan relative to the council/unit level initiatives. Review of the IPR documentation form verify its comprehensiveness in documenting data and improvements at the council/unit level. The Strategy Council annually reviews all IPRs.

Baker's strategic planning, IPRs, Assessment Learning Communities, and other processes foster an environment for collaboration across units. Minutes of the Diversity, Equity & Inclusion Council of 11/15/19, 12/6/19, and 1/10/20 verify that there is collaboration with adjunct and full-time faculty, staff and administration in this area.

Minutes from the Standards Committee from 10/22/19 show that faculty in the School of Nursing are active in setting academic requirements and policies. Likewise, the Graduate Faculty Council minutes of 3/21/19 provides additional confirmation of collaboration. Examples of efforts among academic departments on cross-program curricular changes and program development verified collaboration that also extend across all campuses.

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

Through its 4-phase strategic planning process, Baker College brings in many internal and external stakeholders including advisory boards, employers, K-12 partners, and graduates for the strategic planning process to ensure broad institutional ownership and performance. The Strategic Planning Process document provided evidence of wide involvement. The third-phase of the planning process is where initiatives are identified/updated/revised, short-term initiatives are deployed, and annual performance evaluations are conducted.

The strategic planning process ensures alignment of operations over a three to five-year time frame, across all campuses and all academic departments, achieved through Institutional Performance Reports (IPRs). The executive leadership team confirmed that a SWOT analysis is completed every two years, with various stakeholder participation, as one of many data sources for decision-making into short- and long-term planning.

The College allocates resources to mission-driven activities and anticipates future factors in its operation as verified in the 2017-18 Strategic Plan and as was articulated by both the executive leadership team and the BOT. Annual, system-wide IPRs provides insight to capital forecasts relative to program needs and expenditures, aligning student assessment with planning and budgeting.

Faculty, staff, and administration verified that annual IPRs are used system-wide to maximize current resources and meet future needs. The College collects outcomes on KPIs and reports them on a dashboard from the annual IPR process as confirmed in the 12/11/19 minutes of the BOT Semi-Annual meeting. The Strategy Council and Council Chairs make recommendations and adjust priorities based on the current Strategic Plan as confirmed in the Updated Strategic Plan dated 10/19.

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 AQIP project completed in June 2017, “Developing an Institutional Quality Assurance Framework to Measure Institutional Effectiveness and Drive Continuous Quality Improvement Efforts,” was designed to ensure an infrastructure to support a culture of quality and continuous improvement. This project College created a Strategy Council, which is responsible for all matters pertaining to the identification, implementation, review, analysis, and oversight of the College’s strategic initiatives.

The 2017, AQIP project, “College Preparation Program” was aligned with the HLC Category Two to better prepare students for success. Another initiative organized all reportable data into one document to significantly reduce the number of pages produced and gave stakeholders a single location to review Clery data.

Unit/departamental councils are charged with creating initiatives and performance metrics designed to support the Strategic Plan based on benchmarked data as confirmed in the IPR Template. The Institutional Performance Reports (IPRs) reflect annual data-driven improvements overseen by the Strategy Council. The College has a clearly defined process and cycle of annual IPRs as verified by the 2018-2019 Cycle of IPRs document that resulted from the 2017 completed action projects. The reporting departments include: Academic Affairs, Financial Aid, Enrollment Management, Human Resources, Diversity and Inclusion, Facilities, Information Technology, Finance, Campus Safety, Marketing, Student Affairs, and the Accreditation Council. The Institutional Continuous Quality Process document confirms Baker College's performance on institutional effectiveness measures and subsequent improvements. The Dashboard document identifies trend data for Financial Aid and Career Services for 2017 and 2018. Dashboard information on the academic departments is provided for the 2017-18 year.

In response to the latest Noel Levitz survey in 2018, a Student Affairs improvement plan was implemented to address academic advising, registration processes, and the MyBaker portal. Minutes of the 12/11/19 BOT Semi-Annual Meeting confirms updates are reported to the BOT, the institution is learning, and making improvements based on data. Additionally, two student group meetings on the Muskegon and Auburn Hills campuses confirmed an increase in satisfaction with the improved processes.

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

Baker College has provided evidence in 5A and 5B that it has the fiscal and human resources for sustainability into the future. Past and present strategic planning by the College has ensured resources are used wisely to maintain quality programs and services, provide ongoing student scholarships, address community needs aligned to the mission, and meet the educational mission of the College. Various strategies have been implemented for realigning expenditures as the enrollment has declined and the student base has shifted the need for higher degrees beyond training certificates and associate degrees. These strategies include consolidation of campuses, centralizing key services into a OneStop, college leadership salary freezes, and adding more online options for students. Evaluations of the Owosso, Muskegon and Auburn Hills campuses demonstrate resources are commensurate across campuses and focused on serving students.

In 5C systematic and aligned planning processes are evident as transcending all levels of faculty, staff, administration, and across the campuses examined. The Institutional Performance Reports generated annually provide evidence of measuring key performance indicators, planning, and implementing improvements at the departmental and system levels. Planning processes and the improvements verified in 5D confirm the focus on quality programs and services to meet changing student and community needs currently and into the future. Support services and development opportunities for faculty, staff and students aligns to the changing needs of these groups for technology and teaching-learning support.

6 - Commitment to Continuous Quality Improvement (CQI)

6.A - Question 6.A

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

Rationale

Baker College's maturity level on its processes is at the systematic to aligned levels. Results are mostly systematic. There were four Strategic Challenges addressed in the 2019 Systems Appraisal that the College is subsequently making progress on: strengthening faculty and staff recognition and rewards; connect processes to data collection and improvements; establish appropriate direct and indirect measures; and, making improvements based on data. The recent implementation of processes for assessment including the Strategy Council procedures and annual Institutional Performance Reports.

The College has completed two recent AQIP Action Project including *Developing an Institutional Quality Assurance Framework and Implementing an Institutional Quality Assurance Framework*. Baker College redefined governance structures and advanced data maturity with these projects.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

6.B - Question 6.B

Evidence of Principles of High-Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

Rationale

Baker College has established Assessment Learning Communities, the Strategy Council and unit/departmental councils to systematically address ongoing quality improvement. The College has shown agility in addressing the downturn in enrollment through consolidation of physical facilities and services, while increasing entrance requirements for a better prepared student. It is meeting the needs of students through a One-Stop service area for financial aid, advising, and disability services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7 - Commitment to the AQIP Pathway

7.A - Question 7.A

Actions That Capitalize on Systems Appraisal Feedback

Provide brief bullet points that demonstrate success or progress.

Rationale

Despite numerous operational challenges related to significant declining enrollment and concurrent fiscal challenges, Baker has shown a clear commitment to the AQIP processes and to the use of feedback to improve its performance.

- The College implemented the Faculty Rankings initiative in the 2018-2019 academic year with a goal of establishing faculty recognition to promote retention, high performance, satisfaction, and engagement, as well as acknowledge the value of faculty and their critical role in student engagement and persistence.
- An annual Scholarship publication highlights faculty accomplishments in regards to scholarly work and contributions to their disciplines as another form of faculty recognition.
- Baker has made a much closer connection of its processes to the analytics for data driven decision-making
- The Institutional Strategy Council put into place a continuous improvement framework for the Councils, which is called the Institutional Progress Report (IPR), thereby sharing information with the larger campus community.
- In February 2018, the College engaged in an AQIP Strategy Forum resulting in two continuous improvement projects. The first project redefined the College's governance. The second project titled, Implementing an Institutional Quality Assurance Framework, focused the College's efforts to advance data maturity processes across the enterprise. The project's outcomes formalized strategic stewardship, institutional analysis, and institutional improvement with explicit metrics, benchmarks, timeframes, and continuous improvement plans, thereby supporting improved data to better capitalize and respond to institutional strengths and challenges.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.B - Question 7.B

Actions That Capitalize on Strategy Forum Participation

Provide brief bullet points that demonstrate success or progress.

Rationale

Baker College fully participated in the Strategy Forum Process while engaged with Pathways. Since the process is going away, the team is not responding to this question.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.C - Question 7.C

Actions That Capitalize on Action Projects

Provide brief bullet points that demonstrate success or progress.

Rationale

Baker College's Systems Portfolio identified a number of Action Projects directed at activities on its various campuses. It appears from the CQR that these projects were used to frame part of the strategic planning process around troublesome issues on the individual campuses that then could be rolled into the strategic plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.D - Question 7.D

Commitment to Active Engagement in the AQIP Pathway

Provide brief bullet points that demonstrate success or progress.

Rationale

While Baker College has been actively engaged in the pathway, AQIP is being phased out.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met With Concerns
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	
6	Commitment to Continuous Quality Improvement (CQI)	
6.A	Question 6.A	
6.B	Question 6.B	

7	Commitment to the AQIP Pathway	
7.A	Question 7.A	
7.B	Question 7.B	
7.C	Question 7.C	
7.D	Question 7.D	

Review Summary

Interim Report(s) Required

Due Date

6/30/2022

Report Focus

The report must provide evidence that Baker College has more clearly developed its definition of co-curricular activities in keeping with the new definition within the Revised Criteria for Accreditation effective September 2020, identified appropriate co-curricular activities in keeping with the institution's mission, and developed IPR's for assessment of the identified co-curricular activities and support units and has completed at least one full assessment cycle.

Conclusion

Despite the significant enrollment and related financial challenges, Baker College System demonstrates the sustainability for future operations and a stable administrative and governance team that focuses on student success.

Given the strong history of quality initiatives and commitment to continuous quality improvement as demonstrated through its responsiveness to feedback from Portfolio Appraisals and in Strategy Forums, Baker has shown that it can assess itself, use data and its processes to make changes that guide institutional improvement.

Based on these facts, the Team believes that the institution should be free to choose the Pathway that is most appropriate to their organizational needs.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose



Federal Compliance Worksheet for Evaluation Teams

For AQIP Pathway Comprehensive Evaluations

Evaluation of Federal Compliance Components

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a Federal Compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

The Federal Compliance reviewer and/or the team should separately review each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement, as well as expectations for communication between the Federal Compliance Reviewer and the team.

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

Submission Instructions

Federal Compliance reviewer: Email this worksheet in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: Send the draft of this worksheet to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheet at hlcommission.org/upload. Select "Final

Reports” from the list of submission options to ensure the worksheet is sent to the correct HLC staff member.

Institution under review: Baker College

Name of Federal Compliance reviewer: Steven Lewis

Leave blank if a Federal Compliance reviewer was not assigned.

TEAM CHAIR ONLY:

Name: Linda F Samson

- I confirm that the evaluation team reviewed the institution’s compliance with the federal requirements in this worksheet and that the worksheet reflects the team’s ultimate findings and related rationales.

1. Assignment of Credits, Program Length and Tuition

- A. After gaining access to the institution’s Federal Compliance materials in the Assurance System, contact the institution’s Accreditation Liaison Officer to request a sample of course and program materials. Review the sample and other documentation submitted by the institution and make a reasonable determination as to whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education:
- The institution’s policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality
 - The institution’s course or program credit assignment **procedures** and its representative sample approval documentation
 - The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling
- B. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

The College has clearly-stated policies and procedures defining and governing the assignment of credit hours, which follow standard practice among higher education. For online, asynchronous courses, the college maintains integrity and rigor through course descriptions and credit hour comparisons, verified through an audit process. This audit process examines direct instruction and out-of-class work to determine credit hour equivalencies and to maintain integrity of courses. Similar procedures are in place for clinical, internship, and experiential course credit.

Course syllabi and course schedules verify appropriate assignment of credit hours. Additionally, the syllabi follow a standardized format that includes essential student policies, including the assignment of a credit hour.

Additional monitoring, if any:

2. Institutional Records of Student Complaints

- A. Verify that the institution has a policy and procedure(s) for addressing student complaints.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

The College does have an updated policy and procedure for addressing student complaints. Additionally, all college syllabi include this policy.

Additional monitoring, if any:

3. Publication of Transfer Policies

- A. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.
- Review the institution's transfer policies.

- Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
- The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:
 - Accepts credits for courses offered by the other institution(s) in the articulation agreement.
 - Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.
 - Both offers courses and accepts credits with the other institution(s) in the articulation agreement.
 - What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).

B. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

Rationale:

The College features a “Transferring Credits” page on its website that links to the transfer policy, a transfer tool (for common transfer institutions and courses), a link to the Michigan Transfer Agreement site, and a list of partnership agreements. Specific transfer agreements identify which courses will be transferred per transfer institution per program of study, and which courses will need to be completed at Baker College subsequent to the student transferring.

Additional monitoring, if any:

4. Practices for Verification of Student Identity

A. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.

- B. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
- C. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution does not have students enrolled in distance or correspondence courses.
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

Baker College offers many courses online, and the college verifies the students enrolled in such courses through a unique student ID, password, and Unique Identifier Number (UIN). No additional fees are assessed to students who enroll in online courses.

Additional monitoring, if any:

5. Title IV Program Responsibilities

- A. This requirement has several components the institution must address. The team should verify that the following requirements are met:
- **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities. (See Appendices A and B.)
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's

fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*
- **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*

B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

All facets of the Title IV responsibilities are up to date, in order, and without findings. The past three financial audits reported no findings. Recent correspondence with the Department of Education verifies that the College has addressed all previous concerns.

Additional monitoring, if any:

6. Publication of Student Outcome Data

- A. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.

- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

Baker College discloses student and consumer information through its website, which includes relevant policies, fees, accreditations, demographics, and some student outcome data. On a separate web page, the College provides program assessment reports for academic programs for which students must pass licensure requirements (AAS, certificate, etc.) The College provides limited information on student outcome data for its baccalaureate and post-graduate programs.

Additional monitoring, if any:

7. Standing With State and Other Accrediting Agencies

- A. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

Note: If the team is recommending initial or continued accreditation status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status despite this action.

- B. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

Baker College maintains a large number of specialized and programmatic accreditations across many of its campuses. All accreditation relationships appear to be in good standing.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Federal Compliance Filing by Institutions report

Baker College website including a variety of links from its home page and related pages

College Catalog

Student and Faculty Handbooks

Sampling of syllabi from across degree programs

Fall 2019 and Spring 2020 course schedules

Baker College Credit Hour Policy and Procedures

Baker College Complaint Policies and Procedures

Baker College Transfer Policies

Articulation Agreements

Final Program Review report from DOE, Sept 22, 2016 (action letters)

Baker College Annual Security Report

Consumer Disclosure Information (online)

Academic and Program Improvement Outcomes web page

Accreditation Tracking Master document



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Baker College

Name and Address of Branch Campus: Auburn Hills

Date and Duration of Visit: ~~February 10, 2020, 4 hours~~

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Reviewer: C. Wilson

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Auburn Hills campus was established in 1990 in Oakland County ~~on 17 acres~~, as a commuter campus. In 2019-20, ~~the fall total enrollment was 552 students~~. The campus has ~~12 full-time faculty, 105 part-time faculty, 2 administrators, and 18 staff members~~. There are no additional locations linked to the Auburn Hills campus. There are no consortial or contractual arrangements. The Auburn Hills location was selected based on market demand and institutional fit. Program offerings at this campus include: associate (6) and bachelor (12) degrees in the School of Business, College of Information Technology, College of Health Sciences, School of Nursing, and College of Liberal Arts & Sciences.

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2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Auburn Hills campus has a campus President, Director of Academic Affairs, Director of Student Affairs, Director of Campus Safety and Director of Facilities. Vice Presidents coordinate centralized services (Information Technology, Human Resources, Financial Aid, Finance and the Provost).

Oversight of the campus is by a Board of Regents (BOR) responsible for fiscal and strategic planning with a Board of Trustees (BOT) over the college system comprised two from each campus BOR. The function of the BOT is to approve consolidated budgets, approve system capital expenditures, and provide guidance to executive leadership while maintaining a focus on the mission.

The role faculty play in governance was illustrated through examples pertaining to Graduate Council and in the Nursing Department. Faculty expressed satisfaction with their current level of participation in governance.

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Auburn Hill faculty (five faculty representing four programs) confirmed, during the session, that they oversee the curriculum and that faculty formulate curricular changes at the departmental level, passed on to the campus President from the Dean. The Dean ensures the program faculty at the other campuses are involved to maintain consistency through the curricular revision process.

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3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Auburn Hills campus has classroom space to support the programs housed there with 18 classrooms, four labs, several additional spaces for individual and group study, and faculty offices and meeting space. Inspection of the facilities at Auburn Hills confirmed it is ADA compliant, has adequate lab and classroom space with modern teaching technology. A fully functioning simulation lab for the Nursing Department was identified as a need.

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There is on-site food service through vending machines, which was a dissatisfier for faculty, staff and students. Students have access to a virtual bookstore, and a OneStop that holds IT, advising, and admissions services at one location. Staff are cross trained and knowledgeable about pointing students to other resources they may need. The campus has adequate parking, is easily accessible to public transportation, and has provisions for safety with a campus security office staffed with police officers.

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4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Human Resource services are centralized and are provided at each campus. Services include a standardized hiring process, offer new faculty training on teaching and pedagogy, and an orientation. An Academic Faculty Credentials Policy and Guidelines is followed to ensure appropriate qualifications in the selection process. A centralized Center for Teaching Excellence provides ongoing development required of all full-time and returning adjunct faculty. A standardized classroom observation and evaluation tool is used for all faculty as verified in the faculty session.

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Faculty reported that qualification expectations are the same across all campuses and follow the Academic Faculty Credentials Policy and Guidelines. Both faculty and staff (6 members representing various service areas) confirmed that there are adequate budgeted departmental funds to support attendance to outside conferences, memberships to professional organizations, and to further their educational level or obtain certifications.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A OneStop service was created for advising, financial aid, and admissions that is accessible by phone, virtually and face-to-face. Other on-site resources include the Academic Resource Center (library, IT support, career services and tutoring). Students (4) expressed satisfaction with all services, but suggested the open hours of the Academic Resource Center be adjusted to accommodate early classes. Library services were adequate, as verified by students and faculty. Library staff and Career Services stated that they hold several information sessions in individual classes for students to describe resources.

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Faculty also confirmed that there is adequate IT support, course design support, and Human Resources support.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The curriculum development process, syllabi and learning outcomes, and evaluation of faculty are all standardized. Full-time faculty verified that they coordinate with adjunct faculty to ensure consistency and quality in courses. The College system has three course schedulers who coordinate course offerings according to academic plans and use varying delivery methods to accommodate students. Students reported no issues with course scheduling or receiving assistance from their assigned advisor.

Course, program, and graduation requirements are clearly articulated to the students as was confirmed in the session. Additionally, students reported a reasonable response rate from faculty to inquiries and feedback on assignments. Students confirmed that faculty response to students was consistent between online and face-to-face faculty.

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7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

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Evidentiary Statements:

The College System uses the New Program Development for Undergraduate Program policy to ensure resources to support the program are available. All programs are required to follow the Assessment Achievement Levels Framework and the Understanding by Design curriculum framework for program assessments. All campuses and programs participate in the Assessment Learning Communities for annual program assessment reports. In the meeting with faculty it was confirmed that all faculty are engaged in assessment and have Council representatives. Council representatives from the Auburn Hills Campus collaborate with the System level Strategy Council on annual institutional reports.

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8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Rigor and Relevance Model is used to ensure quality improvement in the annual program assessments. Strategic planning and budgeting are aligned with the mission and centralized processes with input from each campus. Institutional effectiveness is evaluated through annual strategic planning reports that reflect continuous quality improvements. The Auburn Hills campus is aligned with the college Mission and Guiding Values through its unit Councils and ultimately through the college’s Strategy Council, who receives, analyzes and compiles the annual reports.

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Faculty provided examples of how the annual assessments informed curricular improvements.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Baker College

Name and Address of Branch Campus: Muskegon

Date and Duration of Visit: February 11, 2020 4 hours

Reviewer: C. Wilson

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Muskegon Campus of Baker College was established in 1983 on 63 acres in Muskegon County. In 2019-2020, there was a total student body of 830. The Culinary Institute of Michigan is linked to this campus and is in close proximity. The Muskegon Campus has residence hall space for 176 students and provides residence life activities for students in the form of intramural sports and student organizations. Market demand and institutional fit guided the establishment of the Muskegon Campus. There are no consortial or contractual arrangements. Program offerings include associate (14) and bachelor degrees (25) in information technology, health sciences, nursing, occupational therapy, liberal arts & sciences, business, education-including post baccalaureate certificates, and social science.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Muskegon Campus has a campus president, Director of Academic Affairs, Director of Student Affairs, Director of Campus Safety and Director of Facilities. Vice Presidents coordinate centralized services (Information Technology, Human Resources, Financial Aid, Finance and the Provost). Planning processes are coordinated and aligned to the Baker College System and there is continuity of committee structure for measuring and reporting annually on progress on key performance indicators through the departmental councils and Strategy Council.

Oversight of the campus is by a Board of Regents responsible for fiscal and strategic planning with a Board of Trustees (BOT) over the college system comprised of campus Board of Regents members. The function of the BOT is to approve consolidated budgets, approve system capital

expenditures, and provide guidance to executive leadership while maintaining a focus on the mission.

Faculty (8 members across disciplines) reported being satisfied with the input opportunities, communication and current governance structure. Students (8 students of various programs, levels and combination of residential and commuter) verified they did not have a formal structure of governance outside of select academic departments (Physical Therapy and Nursing), but expressed satisfaction with the current mechanism for involvement and communication avenues for student issues to be addressed and resolved. Likewise, staff members (7 from various departments) confirmed there was adequate communication and avenues for staff issues to be addressed and resolved.

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3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Muskegon campus has classroom space to support the programs housed there with 22 classrooms, eight labs, with up-to-date technology. The campus has multiple spaces for individual and group study, and faculty offices and meeting space. Facilities are well maintained. Students, faculty, and staff reported adequate parking; and, felt safe on and around the campus and residence areas (one a couple blocks from the campus). The system-wide Jenzabar, Canvas, and Handshake support platforms were confirmed by faculty and staff to be effective.

There is an on-site fitness center, recreational center and gymnasium, vending food service, bookstore, with other services available virtually, including OneStop that has IT services, advising, and disability services.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the

campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Human Resource services are centralized and are provided at each campus. Services include a standardized hiring process, new faculty training on teaching and pedagogy, and an orientation. An Academic Faculty Credentials Policy and Guidelines is followed to ensure appropriate qualifications in the selection process. A centralized Center for Teaching Excellence provides ongoing development required of all full-time and returning adjunct faculty. A standardized classroom observation and evaluation tool is used for all faculty. Faculty and staff expressed satisfaction with Human Resources for the hiring process and for ensuring faculty and staff qualifications, and the orientation process.

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5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A centralized One-Stop service was created for advising, financial aid, and disability services, all of which are accessible by phone, virtually and face-to-face. IT, library and tutoring are available virtually or in the Academic Resource Centers. Both students and faculty confirmed that support services such as advising, IT, OneStop, and the library are adequate and helpful. Residential students also confirmed that available student activities are meeting their needs.

Students suggested that a printer be available after hours that can be easily accessed. Virtual resources for students, especially online tutoring could be more broadly communicated to students. Residential students expressed a desire for direct, low cost/free access to limited mental and physical health services on/near the campus.

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Faculty expressed a need for improvement of the Baker College System's faculty book ordering process for obtaining materials for adjunct faculty in a timely manner.

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6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Standardized syllabi and learning outcomes are used as is the process for evaluation of faculty. The system has three course schedulers who coordinate course offering according to academic plans and use varying delivery methods to accommodate students.

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Students verified that courses needed for graduation requirements, especially in the teach-out programs, are in place. Attention to student concerns and faculty availability/response was very positive and met student needs.

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Faculty confirmed that they oversee the curriculum process and adjunct faculty. Faculty reported satisfaction with academic freedom.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The College System uses the New Program Development for Undergraduate Program policy to ensure resources to support the program are available. All programs are required to follow the Assessment Achievement Levels Framework and the Understanding by Design curriculum framework for program assessments. Assessment Learning Communities coordinate and analyze the annual program assessment reports.

All faculty reported engagement in assessment of student learning and adequate support for assessment. The IDEA faculty evaluation system and standardized process is in place that helps inform development plans for teaching improvements as confirmed by the Faculty Developer at the Muskegon Campus. Program directors reported adjunct faculty have access to development opportunities also. Both faculty and staff reported adequate opportunities for professional development on and off campus.

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8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Rigor and Relevance Model is used to ensure quality improvement in the annual program assessments. Strategic planning and budgeting are aligned with the mission and centralized processes with input from each campus. Institutional effectiveness is evaluated through annual strategic planning reports that reflect continuous quality improvements. The Muskegon campus is aligned with the college Mission and Guiding Values through its department councils and ultimately through the college’s Strategy Council who receives and analyzes the annual reports.

Both faculty and staff provided several examples of specific improvements made as the result of analysis of various data sources and direct student feedback.

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Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Baker College, MI
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	<p>A multi-campus visit will occur in conjunction with the comprehensive evaluation to the following campuses:</p> <p>Baker College Auburn Hills, 1500 University Drive Auburn Hills, MI 48326 Baker College Muskegon, 1903 Marquette Ave., Muskegon, MI, 49442</p> <p>The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Visit to include a Federal Compliance Reviewer: Steve Lewis</p>
DATES OF REVIEW:	2/10/2020 - 2/11/2020
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Private NFP

Recommended Change: no change

Degrees Awarded: Associates, Bachelors, Masters, Doctors

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-2030

Accreditation Stipulations

General:

Master's degree programs are limited to the Master of Science in Information Systems, the



Institutional Status and Requirements Worksheet

Master of Business Administration, the Master's of Occupational Therapy, the Master's in Industrial/Organizational Psychology, and the Master of Science Degree in Educational Effectiveness, and the Master of Science in Nursing. Doctoral Programs are limited to the Doctor of Business Administration.

Recommended Change: no change

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change: no change

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

AQIP Pathway

Recommended Change: eligible to choose

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change:

Interim Report due 6/30/2022: Report must provide evidence that Baker College has more clearly developed its definition of co-curricular activities in keeping with the new definition within the Revised Criteria for Accreditation effective September 2020; identified appropriate co-curricular activities in keeping with the institution's mission; and developed IPR's for assessment of the identified co-curricular activities and support units and has completed at least one full assessment cycle.

Institutional Data

Educational Programs

**Recommended
Change: no
change**

Undergraduate

Certificate

14

Associate Degrees

31



Institutional Status and Requirements Worksheet

Baccalaureate Degrees	26	_____
Graduate		
Master's Degrees	6	_____
Specialist Degrees	0	_____
Doctoral Degrees	1	_____

Extended Operations

Branch Campuses

Baker College Auburn Hills, 1500 University Drive, Auburn Hills, MI, 48326

Baker College Cadillac, 9600 E. 13th Street, Cadillac, MI, 49601

Baker College Jackson, 2800 Springport Road, Jackson, MI, 49202

Baker College Muskegon, 1903 Marquette Ave., Muskegon, MI, 49442

Recommended Change: no change

Additional Locations

Baker College of Clinton Township Welcome and Technology Center, 34401 S. Gratiot Ave., Clinton Township, MI, 48035 - Active

Culinary Institute of Michigan, 336 West Clay Avenue, Muskegon, MI, 49440-1246 - Active

Culinary Institute of Michigan- Port Huron, 2000 St. Clair Street, Port Huron, MI, 48060 - Active

Lapeer Center for Innovation, 170 Millville Rd., Lapeer, MI, 48446 - Inactive

Wexford Missaukee Career Technical Center, 9901 E. 13th St. , Cadillac, MI, 49601 - Inactive

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Distance Delivery

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Bachelor, Bachelor of Computer Science, Game Software Development

11.0201 - Computer Programming/Programmer, General, Associate, Associate of Applied Science, Computer Programming

11.0201 - Computer Programming/Programmer, General, Bachelor, Bachelor of Computer Information Systems, Project Man. & Plan.

11.0201 - Computer Programming/Programmer, General, Bachelor, Bachelor of Information Systems, Information Systems

11.0201 - Computer Programming/Programmer, General, Certificate, Post Baccalaureate

Institutional Status and Requirements Worksheet

Certificate, Project Man. & Plan.

11.0202 - Computer Programming, Specific Applications, Bachelor, Bachelor of Computer Science, Mobile Application Software Engineering

11.0301 - Data Processing and Data Processing Technology/Technician, Associate, Associate of Applied Science Information Technology

11.0701 - Computer Science, Bachelor, Bachelor of Computer Science, Computer Science

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Bachelor, Bachelor of Web Development

11.0802 - Data Modeling/Warehousing and Database Administration, Bachelor, Bachelor of Computer Science, Database Technology

11.1003 - Computer and Information Systems Security/Information Assurance, Bachelor, Bachelor of Information Technology and Security

11.1004 - Web/Multimedia Management and Webmaster, Associate, Associate of Applied Science, Web Development

11.1004 - Web/Multimedia Management and Webmaster, Certificate, Certificate, Web Development

13.04 - Educational Administration and Supervision, Master, Master of Science in Educational Effectiveness

13.04 - Educational Administration and Supervision, Master, Master of Science in Educational Effectiveness

13.04 - Educational Administration and Supervision, Master, Master of Science in Educational Effectiveness

24.0102 - General Studies, Bachelor, Bachelor of General Studies

42.0101 - Psychology, General, Bachelor, Bachelor of Science in Psychology

42.2804 - Industrial and Organizational Psychology, Master, Master of Science, Industrial/Organizational Psychology

43.0102 - Corrections, Bachelor, Bachelor of Science in Criminal Justice

51.07 - Health and Medical Administrative Services, Associate, Associate of Applied Science, Emergency Services Management

51.0701 - Health/Health Care Administration/Management, Bachelor, Bachelor of Health Services Administration

51.3801 - Registered Nursing/Registered Nurse, Bachelor, Bachelor of Science in Nursing, Post-Licensure RN to BSN

52.0201 - Business Administration and Management, General, Associate, Associate of Business, General Business

52.0201 - Business Administration and Management, General, Associate, Associate of Business, Management

52.0201 - Business Administration and Management, General, Bachelor, Bachelor of Business Admin., Accelerated Program

52.0201 - Business Administration and Management, General, Bachelor, Bachelor of Business Admin., Management

52.0201 - Business Administration and Management, General, Doctor, Doctorate of Business Administration

52.0201 - Business Administration and Management, General, Master, Master of Business Administration

52.0203 - Logistics, Materials, and Supply Chain Management, Bachelor, BBA Supply Chain Management

Institutional Status and Requirements Worksheet

- 52.0301 - Accounting, Associate, Associate of Business, Accounting/Mgt.
 - 52.0301 - Accounting, Associate, Associate of Business, Accounting
 - 52.0301 - Accounting, Associate, Associate of Business, Accounting/CIS
 - 52.0301 - Accounting, Bachelor, Bachelor of Business Admin., Accounting
 - 52.0301 - Accounting, Certificate, Postbaccalaureate Certificate in Accounting
 - 52.0801 - Finance, General, Bachelor, Bachelor of Business Administration in Finance
 - 52.1001 - Human Resources Management/Personnel Administration, General, Associate, Associate of Business, Human Res. Mgt.
 - 52.1001 - Human Resources Management/Personnel Administration, General, Bachelor, Bachelor of Business Admin., Human Res. Mgt.
 - 52.1201 - Management Information Systems, General, Master, Master of Science in Information Systems
 - 52.1401 - Marketing/Marketing Management, General, Associate, Associate of Business, Marketing
 - 52.1401 - Marketing/Marketing Management, General, Bachelor, Bachelor of Business Admin., Marketing
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Contractual Arrangements

None

Recommended Change: no change

Consortial Arrangements

None

Recommended Change: no change
