



1020 S. Washington Street  
Owosso, MI 48867

## **(CQR) Quality Highlights Report**

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## Overview and Strategic Changes of Baker College

As outlined in our Systems Portfolio, Baker College is a mission-driven, private, not-for-profit college founded in 1911. The College currently serves approximately 8,000 students throughout the state of Michigan, as well as outside of the state. In 2010, the US economy experienced a historical recession, which caused postsecondary education across the nation to reach peak enrollments. Baker College enrollments followed this industry trend with total student enrollment just over 40,000. As the economy began to stabilize and make a positive turn with low employment rates, student enrollment numbers took a downward turn, which followed historical trends. In 2013-14, Baker College still enrolled over 30,000 students and offered approximately 180 degree programs across nine branch campuses, 23 additional site locations, and online.

However, student enrollment numbers over the past few years have steadily declined. Baker College reviewed its student and graduate outcomes, along with the historical enrollment growth trends, and the executive leadership of the institution developed a strategic plan aimed at transitioning and transforming the College toward serving a higher percentage of traditional age, bachelor's degree-seeking students. While administration fully understood such a transition would result in a decrease in new student enrollments, and over time the overall student population, leadership was committed to implementing the aforementioned strategy.

As our external research has confirmed, industry data and reports do not project higher education enrollment trends to rise until after 2025. Baker College is projecting new student enrollments to remain relatively flat over the next several years with a fall semester freshman class between 1,000 and 1,500 new students. Consequently, Baker College will graduate more students than its incoming freshman class over the next three years. These trends will result in a continued decrease in total student body over this time. Student enrollment projections through 2022 expect Baker College to have a relatively consistent enrollment of approximately 8,000 students. In addition to the relatively stable new student enrollments, other strategic initiatives have and will continue to impact overall enrollments. New admissions standards were implemented in fall of 2017 and have, at least in the initial stages, positively impacted student retention. Increased bachelor's degree-seeking students will extend the length of time to graduation, thus lowering the number of graduates each year. As a result of the aforementioned strategy, over the last six years, Baker College instituted the following changes:

- (1) Decreased program offerings from 182-degree programs to 78-degree programs in 2019-20. Baker College's program portfolio in 2014 exceeded 180 programs, ranging from certificates to doctoral degrees. In 2016, the College engaged with an external consultant in a comprehensive program review that included several internal data sets and an external environmental scan. After this review, the College began an annual program review process and has effectively reduced the program portfolio to its current 72 programs. The majority of the reduction came through an intentional move away from offering certificate programs, reducing the total number of certificates from 94 to eight.

- (2) Changed from a quarter-based calendar to a semester-based calendar. Based on feedback from various stakeholders and partners, the College transitioned from a quarter calendar to a semester delivery calendar in fall 2017. The College utilized a team of advisors specifically to work with students during the transition period to ensure on-time graduation and a transition that was cost-neutral and time-neutral. This change increased time for students to participate in internships, decreased the number of courses offered in each program, and permitted curriculum consolidation. The net effect of these changes allows for more efficient transfer of credits to and from other colleges and universities, and aligns calendars with high schools; this provides more collaborative opportunities and better support for dual enrollment and direct credit initiatives.
- (3) Introduced admissions requirements (2.5 or greater High School GPA/SAT Score >980) for incoming students. Prior to 2017, Baker College had operated as an 'open enrollment' institution. In 2017, the College initiated recommendations from the College Preparation Program Committee (an internal task force) relative to new student enrollment. Students wishing to enroll at Baker during fall 2017 were expected to be "college ready" and possess the aforementioned grade point average or standardized test scores set by the institution.
- (4) Deployed no-cost remedial education opportunities to students prior to acceptance. If students do not meet the admittance requirements, admissions advisors work with students to outline the various options for potential Baker College students. The College offers self-paced learning modules for students who are not college-ready in an effort to prepare potential students for college-level coursework.
- (5) Shifted marketing/branding from targeting associate degree-seeking/non-traditional student population to targeting college-ready/bachelor's degree-seeking/traditional student population. Based on extensive research and external market strategies, a deliberate decision was made by the College to only offer certificate and/or associate degree programs in specialized areas, particularly in the health science program areas. Baker College maintained its bachelor's and graduate degree offerings and expanded articulation agreements with Community College partners to not duplicate program offerings in the post-secondary, where deemed appropriate.
- (6) Decreased the number of branch campuses and additional locations delivering courses from 32 locations in 2013-14, to 12 locations in 2019-20. The College's leadership reviewed its market share in each of its locations regarding several data points: student enrollment numbers, graduation numbers, employer partnerships, competition, etc. From this analysis, it was evident that providing quality, sustainable program offerings in multiple locations throughout the state was not fiscally prudent and the College could serve students in various locations through online courses and program offerings.

As previously indicated, enrollment changes were strategic and driven by the transition from a non-traditional student target market, to a more traditional student market that is academically prepared to succeed at the college level. Overall, the significant enrollment decreases were driven by the fact that the College accepted and started far fewer

students than it graduated over the last three years. Current students are not impacted by the enrollment changes. As the College closed locations and discontinued programs, current students were provided the opportunity to complete their degrees prior to closure or discontinuance. This is evidenced by the multiple location closure and program discontinuance plans approved by the Commission over the past four-to-five years. In addition to the approved teach-out plans, Baker College continues to provide students' academic support and resources, as well as student services, such as academic advising and financial aid counseling to assist them with earning their degree.

Concurrent to the implementation of these strategic initiatives, the postsecondary industry has experienced overall enrollment declines. Industry declines have been fueled by 1) a decline in high school graduates, 2) a decline in non-traditional enrollments, 3) increased competition, and 4) a strong economy with record-low unemployment levels.

Baker College's initial data regarding these strategic initiatives indicates positive impact as evidenced in the data.

- (1) In 2016-17, Fall-to-Fall retention for Baker College was at 42.8% for all students and 41% for new students. Fall-to-Fall retention for all students was 50% in 2017-18 and 61.2% in 2018-19. Additionally, the new student Fall-to-Fall retention was 48% in 2017-18 and 50.7% in 2018-19. ([See Table 1](#))
- (2) Although first-time, full-time bachelor's degree-seeking, Fall-to-Fall student retention has been flat over a five-year period (50% - 49%), first-time, part-time bachelor's degree-seeking student retention has increased by 11% (33% - 44%) over the same five-year period. ([See Table 2](#))
- (3) Over a five-year period (fall 2015 - fall 2016), the percentage of undergraduate students by age has increased from 44% - 48% for 24 years old and under, and decreased from 55% - 51% for 25 years old and older. ([See Table 3](#))
- (4) Finally, the average GPA for incoming freshman at Baker College went from 3.08 in fall 2017, to 3.14 in fall 2018 and 3.16 in fall 2019. ([See Table 4](#))

As indicated above, the College's strategic plan in containing new admittance criteria, attracting more bachelor's degree-seeking students, reducing program offerings in the College's program portfolio, decreasing number of branch campuses and additional locations, and deploying new marketing and branding strategies have all contributed to transforming the College from past practices. At the same time, the leadership team analyzed its year-over-year trends of the College's financial statements, its physical plant locations and assets throughout the State of Michigan. This analysis revealed an increasing priority to assert change in order to ensure long-term financial sustainability.

In January 2019, after two years of research, analysis and planning, the College announced its pathway forward to consolidate select campus locations. A driving force for this consolidation was to maximize operational efficiencies and continue to provide an overall quality commitment in its ability as an organization to accomplish the Mission.

Hence, the leadership team recommended a more consolidated approach both in its leadership and departmental structure, along with its footprint. Baker College has historically operated nine branch campuses, with multiple additional locations, in an effort to serve varying communities and populations across Michigan. During the planning of the 2017-2021 Strategic Plan, the College's executive leadership researched and recommended a more consolidated approach to physical infrastructure locations and program delivery. These recommendations were approved by the Board of Trustees in December 2019.

The recommendation and announcement included the College's consolidation of three proximal campuses, Allen Park, Auburn Hills, and Clinton Township, into one Metro Detroit campus location. Additionally, executive leadership announced the consolidation of the Flint campus with the Owosso campus, and named the Owosso campus as the official system headquarters for Baker College. While these consolidations will deliver a significant decrease in overall expenditures, the College continues to balance operational cost savings with ensuring high-quality facilities at sustained campuses. The College continues to act on capital improvement projects, including building renovations in Auburn Hills, Owosso and Muskegon to accommodate expanded programs offerings.

A comprehensive plan was developed for all current students, which outlined a program transition or completion plan for each program and each individual student. Students were assigned an academic advisor and additionally worked with their campus program official to review their transition pathway. The comprehensive teach out plans were submitted to the Commission for each of the campus locations. To date, all campus teach out plans have been approved by the Commission's staff and the Institutional Actions Committee (IAC). Students at the three locations that are consolidating (Allen Park, Clinton Township, and Flint) will either complete their program of study at their current location, another Baker College campus, or through distance learning. All campuses that are consolidating are within 37 miles of a remaining Baker College campus. Because the College utilizes a variety of teaching modalities, including traditional on-ground, asynchronous online, distance, and blended delivery, these varieties allowed the institution to offer many options to its students. Any student transitioning to another Baker College location to complete their degree will be awarded a generous institutional scholarship branded ([BeMore](#)).

**Strategic Challenges.** The Systems Portfolio peer-review team identified four key strategic challenges in its review of Baker College's submission. As executive leadership reviewed all of the portfolio findings, the steering committee focused its attention to addressing these core challenges as part of its overall responses and updates to the site review team. What follows are the identified strategic challenges, along with the College's response in addressing these challenges:

**Strategic Challenge #1: Creating a robust process for faculty and staff recognition may help with retention and satisfaction. Once the new initiatives are fully implemented, their effectiveness in promoting faculty and staff satisfaction and retention could be measured.**

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. Faculty rankings are published annually in the Center for Teaching Excellence (CTE) [newsletter](#), which are distributed to all faculty and staff at the College. This allows faculty to be recognized for their contributions to the College as it relates to teaching effectiveness, professional activities, and scholarship and service to program.

Another form of faculty recognition is the annual [Scholarship](#) publication. This publication highlights faculty accomplishments in regards to scholarly work and contributions to their disciplines.

To fulfill the College's commitment to valuing people and their strengths, the College piloted the implementation of a new strengths-based performance coaching and engagement philosophy utilizing a platform called StandOut. This platform includes engagement pulse surveys, which are short surveys, designed to take a snapshot of employee engagement and satisfaction. Questions include topics such as, employee enthusiasm for the mission of their company, utilization of strengths, recognition, feeling challenged, etc. Survey results are utilized by the College to implement strategies to enhance engagement and satisfaction, and recognize faculty and the importance of collecting their feedback. The StandOut engagement pulse survey and College Employment Satisfaction Survey (CESS) results will both be able to track the College's employee satisfaction and engagement. The first round pilot of the [pulse survey](#) was completed prior to full deployment and another survey will be deployed six months into full implementation. During fall 2019, the System Vice President for Human Resources provided leadership training and techniques as a precursor to the roll out of the StandOut tool to more personnel in the Baker College System. The plan is to continue to utilize and roll out this employee engagement system to all non-instructional employees over the next 18 months.

Another feature of the StandOut platform used for employee recognition is the ShoutOut feature. These are real-time validation of accomplishments from fellow employees that are built into an employee's profile. Additional modules of the StandOut product, as well as an employee wellness framework, are being evaluated for future implementation.

Overall, the College agrees that employee satisfaction and retention are critical to maintaining and sustaining a strong organization. Consequently, the College collects and reviews both voluntary turnover and employee satisfaction as performance metrics. The College's voluntary turnover rate for the 2018/19 academic year was 4.3% compared to the national average of over 27%. Employee satisfaction was most recently measured via the Noel-Levitz survey. The overall satisfaction score from Baker College employees was 3.88 compared to the national average of 3.80. Additionally, the average tenure at Baker College for the 2018/19 academic year is 8.01 years compared to the national average of 6.8 years for the public sector and 3.8 years for the private sector.

**Strategic Challenge #2: Consistently connecting process and results for decision-making on improvements could provide a clearer framework for alignment among processes, results and improvements.**

In February of 2018, the College engaged in a three day AQIP Strategy Forum, resulting in two continuous improvement / action projects. The first project titled, *Develop an Institutional Quality Assurance Framework to Measure Institutional Effectiveness and Drive Continuous Quality Improvement Efforts*, redefined the College's governance through the establishing departmental councils each responsible for strategically aligned key performance indicators (KPIs). The second project titled, *Implementing an Institutional Quality Assurance Framework*, is detailed in the response to strategic challenge #3 below. In this first project, the College endeavored to redefine its governance, resulting in the formation of Departmental Councils, including Academic Affairs and Student Affairs, Campus Safety, Career Services, Enrollment Management, Finance, Financial Aid, and Information Technology. Additionally, a Strategy Council was instituted to provide oversight over all Councils. The Strategy Council puts into place a continuous improvement framework for the Councils, which is called the [Institutional Progress Report](#) (IPR).

Each Council is responsible for publishing an annual IPR, which includes statements of progress, findings, conclusions and recommendations for further action relative to the Council's findings. The Departmental Councils submit their IPRs to the Strategy Council for discussion and determination of the next year's priorities relative to the Council's findings. From an enterprise view, the Strategy Council takes into consideration other potentially competing institutional priorities, resources and time constraints prior to endorsing the Departmental Council's recommendations for the next year.

With one cycle of IPRs complete, the College and its Council constituents continue to mature in its advancements to fully operationalize and gain the full value clearly connecting process data to informed decision-making. The [Career Services IPR and presentation summary](#) is one illustration of how improvements were made after implementation of new processes in this area. The Career Services Council Chair outlined data collected regarding implementation of a new process, which served as baseline data. From this presentation, the Employer Relations Specialist responsibilities were changed from a campus-based model to a regionalized approach, all of which was based on data collection regarding geographical considerations for employers and

industry needs. Through this internal data collection and outreach efforts utilizing Handshake analytics, it illustrates the use of data-informed decision-making within a department.

**Strategic Challenge #3: Establishing measures and tools for each item within the categories for data collection, analysis, interpretation, and reporting can enhance data-driven decision-making. Establishing longitudinal results, internal targets, and external benchmarks, where possible, is another opportunity.**

As noted above, 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 detailed above. 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.

This project's objectives included operationalizing the council key performance indicators, developing a gap analysis process between councils and the College's Strategic Plan, as well as formalizing the strategic planning continuous improvement process. Central to this project's goals was establishing and communicating a framework for data maturity. Various stakeholders, including those leading this project, published the [Data Maturity Stages](#). At the time of publication, the conclusion of AQIP was not yet announced; therefore, the framework was aligned with AQIP data maturity stages. The Data Maturity Stages were communicated and used as a reference point for council leads to determine the maturity of each their council's respective key performance indicators. Councils and their constituents documented the current state of each of their key performance indicators on the [key performance indicator documentation spreadsheet](#). This documentation served as a current state, which allowed councils leads to advance towards the next stage of maturity. This project was successful in several ways: (a) functional units have a clear and direct way to report (Council Metrics Dashboard), (b) a regular schedule for reporting (Reporting Calendar), and (c) a method for ensuring quality improvement (Data Maturity and Gap Analysis process).

- (a) Council Metrics Dashboard - Functional units regularly share their identified metrics via the Council Metrics Dashboard, which is accessible to all units and serves as a single collection place for data reporting and archival. The dashboard allows the Strategy Council to use reported data to assess and improve strategic goals.
- (b) Reporting Calendar - The reporting calendar provides a predictable accountability structure for functional units.
- (c) Data Maturity/Gap Analysis process - The gap analysis process ensures functional units review their metrics and plan for continuous improvement.



Since this work was deployed, council chairs continue to work with both the Data Integrity Reliability Team and the Baker College Reporting Team to ensure adequate advancement of their council's key performance indicator data. The goal for advancement is to ensure critical metrics are gathered at a minimum of three consistent cycles of data with established targets and either an internal or an external comparative benchmark. At this point of maturity, the data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.

**Strategic Challenge #4: Although the College uses the Assessment Learning Communities process to monitor results of learning outcomes, there was little evidence provided through examples of how assessment is used to make improvements and tie directly into the strategic planning and budgeting processes.**

The Assessment Learning Communities' primary focus is on continuous improvement of teaching and learning. Annually, these communities are responsible for presenting a program's strengths, weaknesses, opportunities, and threats to the Baker College Strategy Council. This process is the formal mechanism tying the Assessment Learning Communities to the budgeting and institutional strategic planning. Specifically, academic leaders present recommendations for curricular changes, program modifications, and requests for financial and human resources.

This annual process also allows the Strategy Council to aggregate, review, and prioritize initiatives for the upcoming fiscal year, all of which align with the strategic plan. This timeline allows the Strategy Council to prepare recommendations for the controller to integrate into the annual budget process beginning in February each year. This approach creates a clear and formal structure through which academic leaders are able to utilize outcome data and program performance data to influence the College's strategic plan and provide input into capital and budgetary needs for the coming year. The oversight by the Strategy Council ensures alignment to the Mission of the College and to the larger strategic direction.

Examples of this process include the following:

1. Adoption of a single application for limited enrollment health science programs
2. Adoption of common prerequisites for limited enrollment health science programs
3. Direct admittance criteria and process for high school seniors into limited enrollment health science programs
4. Funding approval of \$210,000 to acquire simulation instructional equipment for the surgical technology program
5. Consolidation of Associate Degree imaging programs into one campus location
6. Funding for simulation activates for the nursing program
7. Development of an accelerated delivery of the MBA program
8. Development of a degree completion program for doctoral students that are ABD

**Addressing the Criterion:** The Systems Portfolio peer-review team identified three criterion within the submission that indicated the College's response was adequate but could be improved upon. All other criterion were identified as 'clear' from the peer review team. As executive leadership reviewed the entire portfolio findings, the steering committee focused its attention in addressing these criterion identified as adequate but could be improved upon in its response. What follows are the identified criterion that were adequately addressed, but the response could be improved:

**Criteria 1C: 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 process and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

**Peer Review: A clearer explanation of how the advisory committees address diversity and how the institution addresses its role in a multicultural society is needed. 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.**

Baker College addresses diversity, equity, and inclusion both philosophically and in actions impacting students, employees and communities. As seen on the current 2017-2021 Strategic Plan, Diversity, Equity, and Inclusion is one of only six strategic themes currently pursued by the College. In 2016, as part of the development of the strategic council's structure, Baker established a Diversity, Equity, and Inclusion Council (DEI). In 2016-2017, the DEI council worked to establish a "Unity Council" on every campus. In 2017-2018, the DEI Council formulated an infrastructure to support the advancement of the College's DEI agenda. DEI [Strategic goals for 2017-2018](#) included advancing opportunities for DEI education among student, staff, faculty, and administrators in coordination with and for community partners. In [2018-2019](#), the Council facilitated changes and improvements to institutional policy and practice in the areas of student recruiting, student retention, faculty and staff retention, DEI professional development, and the continuation of community partnership. This work continues in 2019-2020, with a focus on increasing community input and improving Baker's presence in the conversation.

As stated above, there has been a genesis or evolution of the DEI agenda at Baker. The primary accomplishment for 2016-2017 was establishment of the DEI Council, the Unity Councils, and implementation of a consistent series of events that addressed Veterans Day, Martin Luther King, Jr. Day, and Women's History Month. With these structures in place, the College advanced in 2017-2018 to implementing the [Global Diversity and Inclusion Benchmarks](#) assessment for educational organizations, expanding the number of events and refining the scope and direction of the Council. In addition, the academic

year of 2018-2019 saw the addition of the annual MLK Social Justice Essay scholarship contest and the inaugural Unity Summit. The Unity Summit has become an institution-wide and community-wide summit on contemporary issues related to DEI in education and acts more broadly in the national conversation. In 2019-2020, Baker College continued all of the aforementioned opportunities, and has developed a tiered DEI professional development curriculum. This curriculum has tracks for C-suite employees, instructional staff, and for auxiliary and support staff. Additionally, the campuses now support regional DEI Advisory Boards, and have become the mechanism through which data, community input, student needs, faculty needs, and national themes are synthesized and built into initiatives and strategies through the strategic planning review process.

The College now supports a full [annual calendar of programming](#), has added an additional social justice scholarship, implemented specific strategies to improve recruitment and retention of underrepresented student populations, and expanded its community partner network to include the National Conference on Race and Ethnicity, the Michigan Diversity Council, and the Lakeshore Ethnic Diversity Alliance.

**Criteria 1D: The institution's mission demonstrates 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 to 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 allows.**

**Peer Review: 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.**

The College, as a 501c(3) not-for-profit institution, is an active participant in every community that we serve. Leadership and employees [actively volunteer](#) on nonprofit boards and community committees. One of the College's Eleven Guiding Principles is 'Community-Based' and defines this principle as 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. The [linked document](#) provides details from a survey, which documents the status of community service for Presidents, Directors of Academic Affairs and Directors of Student Affairs. Historically, the College has not actively marketed its direct and indirect contributions and overall economic impact to the communities we serve in the state. To begin to assess the College's impact on its

communities, campus and system leaders will continue to serve the communities the College operates within and will document their service on their LinkedIn account profile. Additionally, the College engaged with a consultant to perform an [economic impact study](#) for the College. This economic impact study will be completed every three-to-five years to provide data to state legislators and other key stakeholders.

Another example of the College's commitment to its educational role in the communities in which it resides is through internship and externship experiences for students. Every student is required to perform an externship as part of the requirements to complete their program of study. While this information is readily available in the Handshake software platform, the information has not been shared. The [linked report](#) provides data relating to student internships and externships with employer partners and shows the breadth and depth of Baker College students in the employer community.

Also, the College's commitment to its educational role in the communities in which it resides is through partnerships with secondary school systems. During the 2018-19 year, Baker College operated early middle college programs in [high schools](#) throughout the state. This provides advanced educational opportunities to high school students, thus saving them [millions of dollars in tuition](#).

The examples provided above show some activities the College uses to build relationships and partnerships in the community. These activities are outgrowths of the strategic planning process, each campus' community priorities, and the professional development plan of each individual employee. Because these activities are committed to at varying levels of the institution, they are likewise prioritized through varying processes. The College chooses partnerships and commitments that strategically enhance the College and its mission, while campus presidents may create additional priority relationships based on their specific campus and community needs. Individuals choose priorities that are reflected in their professional development plans. These priorities may reflect opportunities for personal and professional growth, or they may reflect individual commitments based on personal values and motivations. Planning processes at multiple levels allows for individual, unit, campus, and system needs to interact with and sustain one another.

Finally, the College provides funding for local, regional and state initiatives, as well as service memberships that provide significant benefits that better the communities the College serves.

2017-18 - \$515,172.34

2018-19 - \$495,687.64

2019-20 - \$495,300.00 (budgeted)

**Criteria 3E: 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.**

**Peer Review: Support for this criterion will be enhanced by assessment results for co-curricular activities that demonstrates that they contribute to the educational experience of students.**

Baker College has not focused efforts on assessing co-curricular activities through a standardized, consistent process. Baker College defines co-curricular activities as non-credit bearing experiences that enhance the student's educational experience. Examples of these types of activities include, but are not restricted to, student participation in clubs and competitions. To date, the College has not measured the impact on students or surveyed their thoughts and perceptions of the impact of these co-curricular activities. However, the College intends to deploy a [survey](#) as an initial attempt of assessing co-curricular activities aimed at supporting academic program outcomes during the 2019-20 academic year. The assessment results will be evaluated to determine the impact students believe student clubs and the co-curricular experiences have on their learning.

### **Conclusion and Summary**

Baker College has implemented many strategies and initiatives since the last comprehensive site visit from the Higher Learning Commission in 2012. These strategies and initiatives were well thought out, deliberate, and calculated. The College continues to foster a culture of continuous quality improvement, specifically through project identification, use of data to inform decision-making, and alignment of efforts and resources. These efforts are evidenced in the College's Strategic Planning process, council governance, as well as through the Assessment Learning Communities for program quality outcomes.

Baker College is committed to its [Mission](#) with a focus on quality education and outcomes built upon a strong foundation of [guiding principles](#). As the College's executive leadership continues to transform the institution to meet identified key performance indicators focused on accountability, increased student retention and completion, and operational excellence, the initial data indicates that the strategies are generating positive results. Baker College realizes that these transformational changes will take time to reach the targets and goals identified. However, the College is committed to its students and the constituents we serve.