Baker College

HLC ID 1977

AQIP: AQIP Pathway Systems Appraisal   Visit Date: Not Set

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1 - Reflective Overview

The first section of the System's Appraisal Feedback Report is the Reflective Overview. Here the team provides summary statements that reflect its broad understanding of the institution and the constituents served. This section shows the institution that the team understood the context and priorities of the institution as it completed the review.

In the Reflective Overview, the team considers such factors as:

1. Stage in systems maturity (processes and results).
2. Utilization or deployment of processes.
3. The existence of results, trends and comparative data.
4. The use of results data as feedback.
5. Systematic improvement processes of the activities each AQIP Category covers.

Instructions for Systems Appraisal Team

During this stage of the Systems Appraisal, provide the team's consensus reflective overview statement, which should be based on the independent reflective overviews written by each team member. The consensus overview statement should communicate the team's understanding of the institution, its mission and the constituents it serves. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

Overall:

Baker College is a private, not-for-profit institution based in Flint, Michigan serving approximately 10,000 students. The College has eight (8) additional in-state sites, Baker College Online, and the Baker College Center for Graduate Studies providing on-ground, asynchronous online, distance, and blended delivery offerings in 72 programs and 8 certificates. The campuses are connected through the Flint headquarters and governed by an overarching Board of Trustees comprised of members from each campus Board of Regents. The College employs 174 full-time faculty and 941 adjunct faculty to support its academic programs. Baker College's mission is to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers. The College's mission is supported by eleven guiding principles. Baker College has undergone several strategic changes since its last Systems Portfolio including replacing traditional classroom-based developmental education with FastTrack, transitioning from a quarter to semester academic calendar, implementing an annual program review process, reducing its180 academic programs to 72, and reconfiguring the College through campus consolidations to enable fiscal stability and sustainability.

Category 1:

Baker College's transition to a semesters system provided an opportunity to shift its program focus to bachelor degrees and recruit more traditional students. The transition was an opportunity for faculty to update, review and align all curricula, to increase opportunities to partner with community

colleges, and to align the College with its K-12 partners. The College replaced traditional classroom-based developmental education with FastTrack to minimize costs and increase success for students. In collaboration with instructional designers, The College uses standardized assessment materials in every course to support evaluation of student capabilities, program goals, and institutional outcomes. Additionally, indirect measures such as graduate surveys, employer surveys, and accrediting agencies' reports are combined with direct assessment tools to finalize assessment report. Baker College required all faculty and academic support staff to complete six half-day workshops on the Academic Improvement Model focusing on cycles of curriculum development, instructional strategy, and assessment.

Category 2:

Baker College administers a number of surveys to measure student satisfaction and faculty perceptions of student needs. Alumni, employers, advisory boards, secondary school partners, and community members are surveyed annually to evaluate alignment of expectations with outlined strategies and partnerships. Alignment of processes across Baker College's multiple locations and delivery methods has assisted the institution in fostering mutually beneficial relationships and created a systematic effort in meeting student and stakeholder needs. The College utilizes a placement chart as one of the steps to identify college preparedness for incoming students. Factors to identify students at risk include, personal or health concerns and financial constraints.

Category 3:

Baker College values employees by providing competitive compensation and benefits; reimbursement for educational programs, continuing education and professional development; and, a positive, encouraging, accountable and team-focused work environment. Valuing People is a strategic theme within the College's 2017-2021 Strategic Plan. A credentialing policy and procedure formalizes required qualifications, skills and values for academic faculty. The College requires new employees to attend new employee orientation facilitated by human resources. Additionally, all faculty are expected to attend a First Year Faculty Experience (FYFE) course.

Category 4:

The College supports an engaged stakeholder-based council governance structure. The Board of Trustees for the college system provides oversight and appoints members to the Jewell Education Foundation Board that oversees the self-funded, quasi endowment monies of the institution. Through its Strategic Plan and a council governance structure, Baker College has a foundation for engaging stakeholders, aligning initiatives, and allocating human and capital resources across the institution. Baker College ensures its mission and guiding values are widely disseminated throughout the institution. The budgeting process includes input from strategic councils, campus leaders, system executives, unit directors, and academic program officials.

Category 5:

In 2018, the College formalized identification, prioritization, implementation, and evaluation of improvement processes. A completed AQIP Action Project resulted in the development of processes to support an infrastructure and culture of continuous quality improvement in alignment to the mission and Strategic Plan. An AQIP Action Project resulted in establishment of institutional metrics and a framework intended to strengthen enterprise planning and resource management across Baker College. Identification of relevant data for its various stakeholders and the continued refinement and

authentication of data reporting supports fact-based decision-making. The College utilizes an Institutional Performance Report (IPR) to conduct an annual review of progress and performance metrics.

Category 6:

Baker College has been an AQIP institution since 2006. In 2018, the College formalized its processes for identification, prioritization, implementation, and evaluation of improvement processes to achieve institutional improvements. A completed AQIP Action Project resulted in the development of processes to support an infrastructure and culture of continuous quality improvement in alignment to the mission and Strategic Plan. Continued efforts are made to assess key processes within the organization and utilize internal and external data sources to inform strategic and operational goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2 - Strategic Challenges Analysis

Strategic Challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning and quality improvement goals. Review teams formulate judgments related to strategic challenges and accreditation issues through careful analysis of the Institutional Overview and through their own feedback provided for each AQIP Pathway Category. These findings offer a framework for future improvement of processes and systems.

Instructions for Systems Appraisal Team

Strategic Challenges may be identified on the Independent Category worksheets as the review progresses. The team chair will work with the team to develop a consensus Strategic Challenges statement based on their independent reviews. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

Creating a robust process for faculty and staff recognition may help with retention and satisfaction. Once the new initiatives are fully implemented, an assessment of their effectiveness in promoting faculty and staff satisfaction and retention could be measured.

Consistently connecting processes and results for decision-making on improvements could provide a clearer framework for alignment among processes, results, and improvements.

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.

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.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3 - Accreditation Evidence Screening Summary

Systems Appraisal teams screen the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, HLC has established linkages between various Process and Results questions and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation through the comprehensive evaluation that occurs in the eighth year of the cycle, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "strong, clear, and well-presented," "adequate but could be improved," or "unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "met", "met with concerns", or "not met".

The full report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and the Systems Appraisal procedural document. Institutions are encouraged to review this report carefully in order to guide improvement work relative to the Criteria and Core Components.

Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Instructions for Systems Appraisal Team

In this section, the team should create summary statements/suggestions for improvement for each of the Criteria for Accreditation.

Evidence

Criteria 1 has been met with the exception of Core Component **1C and 1D** which was found to be adequate but could be improved:

1C: 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 multi-cultural society.

1D: Baker College could better address how institutional actions reflect its educational role and public obligation are primary and supersedes other purposes.

Criteria 2 has been met through all Core Components.

Criteria 3 has been met with the exception of Core Component **3E** which was found to be adequate but could be improved:

3E: 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.

Criteria 4 has been met through all Core Components.

Criteria 5 has been met through all Core Components.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4 - Quality of Systems Portfolio

In this System Appraisal, peer review teams should acknowledge any work that the institution has begun toward addressing the Criteria for Accreditation and the Core Components. The more focused analysis remains on the AQIP Categories and the institution's evidence related to the Process (P), Results (R), and Improvement (I) questions. In cases where there was HLC follow-up stemming from the institution's previous reaffirmation review, the institution may request closer scrutiny of those items during this Systems Appraisal.

Instructions for Systems Appraisal Team

Because it stands as a reflection of the institution, the Systems Portfolio should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the institution. In this section, the peer review team provides the institution with constructive feedback on the overall quality of the Systems Portfolio, along with suggestions for improving future Systems Portfolio submissions.

Evidence

The Portfolio was well written, organized, and the links to internal documents and web pages provided helpful evidence and information. A consistent voice and use of terminology added to the readability of the Portfolio. While the College clearly designated where it was providing responses to the processes, results, and improvement items within the AQIP Categories. The narrative for the Core Components was not labeled and more difficult to identify, which may have increased the possibility of omission by the reviewers.

The College is commended for its robust processes in program review and annual reporting and review of student learning outcome data through the Assessment Learning Communities process.

While improvements were described in the Systems Portfolio, it was not evident that there was alignment between improvements and reported results. Therefore, improvements appeared to be identified arbitrarily rather than through a regular data-driven improvement process. Also, reported improvements were usually current or in the recent past, with few extending into the near future.

Measurement over time increases confidence in the results. When reporting results from surveys, interpretation is aided by contextual information about the survey administration, e.g. the population surveyed, frequency of survey administration, sample size, number of responses and response rate. Baker College frequently used "when data and methods are available" for comparison. The College may consider ensuring that tools and methods are available for comparison with internal and external targets.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5 - AQIP Category Feedback

The Systems Appraisal Feedback Report addresses each AQIP Category by identifying strengths and opportunities for improvement. Through detailed comments, which are tied to the institution's Systems Portfolio, the team offers in-depth analysis of the institution's processes, results and improvement efforts. These comments should be straightforward and consultative, and should align to the maturity tables. This allows the team to identify areas for improvement and recommend improvement strategies for the institution to consider.

I - Helping Students Learn

Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Common Learning Outcomes, Program Learning Outcomes, Academic Program Design, Academic Program Quality and Academic Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

1P1   Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes.

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Aligned: Institutional Student Learning Outcomes (ISLOs) for undergraduate and graduate programs have been identified and are reviewed annually. ISLOs, Program Learning Objectives (PLOs), and Student Learning Outcomes (SLOs) are reviewed on a quarterly basis and aligned to the mission and educational offerings.

- Determining common outcomes (3.B.2, 4.B.4)

Aligned: Baker College utilized an interdisciplinary task force to research best practices and trends related to post-secondary common outcomes which resulted in a recommendation to revise and model the College's longstanding ISLOs with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

Systematic: Baker College publishes purposes and content of their PLOs and ISLOs on the web and in their Program Offering Guide. To ensure a consistent understanding of educational practice, Baker required faculty and staff to participate in its six-part Academic Improvement Model. The maturity level could be improved with evidence of a process for articulating the level of achievement of the outcomes.

- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Systematic: The College's curriculum design process ensures that the curriculum is structured in a way that provides all students an opportunity to achieve outcomes, the College did not describe their process for incorporating into the curriculum opportunities for all students to achieve the ISLOs. Evidence of an explicit, repeated process for mapping Baker College's ISLOs throughout the General Education curriculum could increase maturity in this area.

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Aligned: Baker College uses student, course and program learning data along with feedback from advisory boards and employers to evaluate the relevance and alignment of curriculum to student, workplace and societal needs. Baker also evaluates the relevance and alignment of curriculum to societal needs through direct assessment measures on two ISLOs.

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

Systematic: Baker College's student club/activity requests process requires that proposed club/activities must demonstrate a relationship to academic and professional skills and attainment. Describing the processes for the design, alignment, and delivery of co-curricular activities in more detail as well as evidence of periodic evaluation of the process could enhance the level of maturity designation.

- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Aligned: Baker College utilizes a request for proposals (RFP) process in the selection of tools at the institutional level, and utilizes the Assessment Learning Community (ALC) process for the selection and/or development of tools, methods, and instruments at the General Education curricular level.

- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Aligned: By standardizing curriculum, outcomes, assessments and measures, the College compares assessment data across delivery formats and various campuses. In addition, the ALC process assess both output data, and the tools themselves, annually.

1R1 What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level?

- Summary results of measures (include tables and figures when possible)

Reacting: A direct relationship between the results provided and the ISLO's published in the catalog was not provided. The College could improve maturity by providing longitudinal results across the ISLOs and General Education PLOs at the institutional level (not a single course level) as well as providing longitudinal results with internal targets and external benchmarks (if available) on the indirect measures described in 1P1.

- Comparison of results with internal targets and external benchmarks

Reacting: Results on the direct measure of ISLO Cultural Diversity presented in Tables 1.1.3 and 1.1.4 did not make comparisons with internal targets or external benchmarks. Baker College states that it utilizes the National Community College Benchmark Project (NCCBP) for external benchmark comparisons on general education performance. The shift to using the AAC&U VALUE rubrics and participation in the VALUE Institute for external benchmark comparisons could increase maturity in this area.

- Interpretation of results and insights gained

Reacting: The College stated that the results of their employer surveys indicated that students performed consistently at a high level, however, the employer survey results were not provided in 1R1. While Baker College also provided insight that they performed in the top quartile of the NCCBP for Math and English no associated results were provided. The maturity designation could be improved by aligning the interpretation of results and insights gained to the results provided which in turn align to the processes described.

1I1 Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

The College is in the process of implementing and assessing revised ISLOs against the AAC&U VALUE Rubrics and setting internal targets for each measure; external benchmarks should also be set. The change to the admission criteria mentioned as an improvement in the narrative was not discussed in the processes or results section of the Portfolio.

1P2 Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes.

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

Aligned: Baker College's UbD process includes career data and data to support the need for the program or program revisions (student learning data). Included is information about the intended audience for the program, program level, and alignment to the mission, purpose, and ISLOs.

- Determining program outcomes (4.B.4)

Aligned: Aligned with the UbD are processes and templates for identifying and documenting program outcomes based on data and feedback from students and stakeholders and specialized

accrediting bodies. Faculty and staff identify gaps and make suggestions, and forward developed strategies for an improvement plan.

- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Aligned: Purpose, content and outcomes are described in the Program Offering Guide and website and in other print and electronic media. Where appropriate, performance levels are published publically on the website.

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Aligned: The Assessment Learning Communities (ALC) review student performance on direct measure assessments and analyze data from advisory boards, surveys, and student evaluations to monitor relevance of outcomes to student and stakeholder needs.

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

Systematic: The College requires co-curricular organizations to align their objectives and the curriculum. Articulating the connection to specific ISLOs and/or PLOs may help to better align the co-curricular activities with the academic mission.

- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

Aligned: A Request for Proposal (RFP) is required for selecting institutional assessments or tools. At the college and programmatic levels the faculty and responsible administrators are charged with developing or selecting appropriate assessments.

- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Aligned: Assessment of PLOs follows a prescribed process whereby the ALC collects and analyzes data from a variety of sources including students and stakeholders to produce an annual assessment report that is reviewed and approved by the Deans, Provost, and President's Cabinet.

1R2 What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs?

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Integrated: According to Table 1.2.1, Baker has a 100% participation rate in its assessment process.

- Summary results of assessments (include tables and figures when possible)

Systematic: Direct measure completion is depicted in Table 1.2.2. No comparable table for indirect measures is provided. Key findings, recommendations and action items are provided annually to each Dean for the programs in their respective college. Evidence of follow through could improve the maturity designation.

- Comparison of results with internal targets and external benchmarks

Systematic: Internal targets are not evident for all measures, i.e. Table 1.2.3. External benchmarks are tracked in some program areas – where available. Comparing programs via longitudinal data for internal comparisons or working with peer institutions to share data for external comparisons could improve the process and maturity level.

- Interpretation of assessment results and insights gained

Systematic: The narrative suggests well-developed processes for collecting and assessing direct measures of program outcomes. The report could be improved with evidence across programs and a discussion of how the programs utilize data for improvements.

1I2   Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responding to a designation of "at-risk" by the State of Michigan for the state test for teacher certification, Baker College developed an improvement plan – adjusting content and test object – resulting in improved performance. Future narratives could be improved with additional examples of how the College uses data to drive its internal quality improvement initiatives.

1P3   Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

Aligned: Baker College identifies new student and stakeholder groups through its annual ALC process, advisory board recommendations, and environmental scanning conducted every three years by a third party.

- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Systematic: Key stakeholder groups are identified by advisory boards, environmental scan, surveys of various external stakeholders and self-identify through the Request for Partnership Process.Identifying how this information is collected, analyzed and communicated may provide a parallel track to identifying student stakeholders.

- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Aligned: The College integrates aggregate data from the ALC process and its annual improvement plan process with input from the strategic councils, program viability recommendations from the environmental scan, and programming recommendations from the IRP process into its annual strategic planning review to make changes, additions, and deletions to its programming.

- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Systematic: Baker College utilizes the ALC Process as the process by which Program Directors and faculty make recommendations on and requests for programmatic tools, changes to instruments, and changes and/or addition to the programmatic assessments. Evidence of a periodic evaluation of this component of the ALC process could increase maturity in this area.

- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Aligned: In addition to feedback from students and stakeholders through surveys, advisory boards, the ALC process, and strategic planning, the College's UbD process collects feedback from Subject Matter Experts (SMEs), program officials, faculty, and instructional designers to review the viability of courses and programs.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

- Summary results of assessments (include tables and figures when possible)

Systematic: The strategic fit, program scores by quadrant, benchmarks and other indicators embedded within the Gray Associates summaries provide an objective analysis the College is meeting the needs of it students and stakeholders. It is further illustrated with the employer, K-12 partner, advisory board, and alumni dashboards. Maturity could be increased in this area by providing results for all processes described in 1P3.

- Comparison of results with internal targets and external benchmarks

Systematic: While Baker College describes Gray Associate's analysis being derived from external comparisons, actual comparisons with external benchmarks and internal targets were not provided in 1R3. Maturity in this area could be increased with presentation of longitudinal results of comparisons with external benchmarks and internal targets on measurements of processes described in 1P3.

- Interpretation of results and insights gained

Aligned: The College interpreted shifts in student population demographics and labor market trends and responded by reducing the overall portfolio of offerings and shifting its programmatic emphasis.

1I3 Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College responded to feedback from the external report, environmental scan and external stakeholder surveys to better meet the needs of its students and stakeholders in support of its mission and in response to changing demands and requirements. The transition from quarters to semesters required Baker to thoroughly examine its curricular offerings resulting in the reduction of courses and degree programs. Significant changes were made during this transition and the development of ongoing process to keep its curriculum and programs current through the ALC process will benefit the College in the long-run.

1P4 Describe the processes for ensuring quality academic programming.

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

Systematic: Through the ALC process, faculty annually reviews feedback solicited through stakeholder surveys and evaluates assessment data to determine if prerequisites and corequisites are appropriate and relevant. Baker College communicates program standards, and requirements through various avenues including the Program Offering Guide and Student Handbook. Through the CPP

Committee process Baker College implemented a standardized set of placement scores. These processes could be increased with evidence of periodic evaluation.

- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

Aligned: Through its standardized curriculum, direct measure assessment of course outcomes, and student and instructor course evaluations, Baker College ensures that students, regardless of location or modality, have the same curriculum, textbook, assessments, course requirements and course evaluations. As an NACEP accredited program, Baker College's Running Start adheres to NACEP standards for consistency in curriculum and assessment for dual enrollment opportunities.

- Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Systematic: Baker College has a transfer credit policy and uses the Transfer Evaluation System (TES). In addition, Baker College participates in the Michigan Transfer Agreement. Baker College utilizes a portfolio evaluation for awarding prior experiential learning credits. Evidence of periodic evaluation of process could increase maturity.

- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

Aligned: Baker College maintains thirty-eight (38) specialized accreditations. For a specialized accreditation to proceed, the dean makes a request to dean's council for approval to proceed. The College created an Accreditation Council that is responsible for completing accreditation reports and all requirements in a timely manner.

- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Aligned: Through the ALC process all degree programs track Key Performance Indicators including retention, persistence and graduation rates; student performance on direct assessment measures; and employment rates of graduates. In addition all degree programs develop continuous improvement plans to address specific findings related to outcomes.

- Selecting the tools, methods and instruments used to assess program rigor across all modalities

Systematic: Baker College uses the ALC process for review and adjustment. Request for adjustment moves from the ALC to the Dean's Council and the System Strategy Council for review, and expenditure approval. Evidence of a periodic evaluation of this specific component of the ALC process could increase maturity in this area.

1R4 What are the results for determining the quality of academic programs?

- Summary results of assessments (include tables and figures when possible)

Reacting: Results for assessments of academic program rigor and student outcomes were not presented in 1R4, even though KPIs such as retention, persistence and graduation rates; student performance on direct assessment measures; and employment rates of graduates are required as part of the ALC processes.

- Comparison of results with internal targets and external benchmarks

Reacting: While stated that programs without licensure or capstone exams use internal targets for comparisons, results were not provided in 1R4.In addition, comparisons with internal targets for the KPIs were also not presented. Reporting of program internal targets on retention, persistence, graduations rates, employment rates and outcomes on direct assessment measures could increase maturity.

- Interpretation of results and insights gained

Reacting: Insights gained from the ALC review of student performance on direct measures is stated to have led to a change in curriculum for the Teacher Preparation program, however, without results provided in 1R4it is not evident that these improvements were based on results. The College did acknowledge that data analysis and strategic planning through the Data Maturity Framework remain opportunities.

1I4 Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Based on results presented in 1R4, Baker College made improvements in its student virtual orientation experience, which has developed into the current New Student Experience virtual modules. The analysis provided in 1R4 of how student placements aligned with their incoming ACT and SAT scores, and has led to proposing standards for incoming students. In addition, results from 1R4, also guided improvements in the College of Business including adapting prerequisites for capstone course and implementing a senior status requirement for capstone courses.

1P5 Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Systematic: The Data Integrity and Reliability Team (DIRT) and the DATA Governance Committee provide oversight to policies and procedures on ethical research practice as published in the IRB policies, Student Code of Conduct and Faculty Handbook. The inclusion of processes for ensuring freedom of expression could further enhance the maturity of this element.

- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Aligned: Baker College's adoption of the AIRS standards and the Academic Integrity Philosophy are incorporated into the Student Handbook and are ensured through the embedding of information into academic orientation and ENG 1010 coursework with further support provided to students through library workshops and Writing Center tutoring, demonstrating a systematic level of maturity.

- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Systematic: The DIRT and DATA Governance Committee manage, maintain, and provide oversight for the College's policies and procedures for ethical and responsible research practices of faculty. The AIC maintains the currency and relevance of the College's research policies and practices. Description of an explicit, repeated process for ensuring/enforcing ethical teaching could increase maturity.

- Selecting the tools, methods and instruments used to evaluate the effectiveness and

comprehensiveness of supporting academic integrity

Systematic: The Academic Integrity Committee (AIC) is responsible for overseeing the IRB process as well as selecting the tools, methods and instruments used to evaluate academic integrity based on research and best practices. Evidence of periodic evaluation of the process could increase maturity.

1R5 What are the results for determining the quality of academic integrity?

- Summary results of measures (include tables and figures where appropriate)

Systematic: Results provided in Table 1.5.1 demonstrate increasing levels of student performance on the use of citations and integration of research in content through longitudinal results in ENG 1020. Baker College also provided numbers of academic integrity violations, demonstrating that those number have declined in recent years. Results of measures of quality of academic research could improve the designation of this item.

- Comparison of results with internal targets and external benchmarks

Reacting: Comparison of results with external benchmarks and internal targets were not provided in 1R5. Baker College acknowledged this as an opportunity for the institution.

- Interpretation of results and insights gained

Systematic: The data provided suggests compliance with proper human subject research procedures. Development of internal targets as well as information on how and when such data are reviewed/discussed for decision-making beyond research could increase maturity.

1I5 Based on 1R6, what process improvements have been implemented or will be implemented in the next one to three years?

The College implemented a number of improvements including adopting AIRS guidelines and standards, revising the IRB policies and processes, and supporting student research through a virtual library which collectively reflect a focus on ethical practices while pursing knowledge. Baker College may benefit from reviewing its data collection and reporting process to ensure it is meeting the needs of all students and key stakeholders.

CATEGORY SUMMARY

The narrative suggests that Baker College's processes are systematic to aligned in their maturity. Approaches are generally systematic and effective although evidence of consistent deployment and assessment are not always evident. The College has aligned process for identifying needs of students and involve several measures including advisory board feedback, peer review, course surveys, and uses of institutional data. The College uses the ALC process for annual program review that involves several measures including advisory board feedback, peer review, course surveys, and uses of institutional data.

The results presented in the portfolio **are r**eacting to systematic; either not provided (First Destination Graduate Employer Survey, First Destination Graduate Survey, or advisory board input noted in the narrative) or not measuring the effectiveness of the processes described. The general lack of usable results on most subcategories combined with limited comparisons with internal targets and external benchmarks and limited interpretation of collected data and insights gained from those data

may make it difficult for the College to plan for and make data-driven improvements. Baker College has an opportunity to consistently identify internal targets and when possible, external benchmarks. The AIRS standards and other improvements made by the College may provide a foundation for future comparisons.

CATEGORY STRATEGIC ISSUES

- Measurement of processes described are limited for most subcategories.
- Measures are not consistently aligned with the processes described and in some cases results are not provided.
- Internal targets and external benchmarks are not evident in all processes.
- The College describes improvements they planned to make or had made, but provided limited information on the data or results used to inform their decision to proceed with improvements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

II - Meeting Student and Other Key Stakeholder Needs

Focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Current and Prospective Student Needs, Retention, Persistence and Completion, Key Stakeholder Needs, Complaint Processes, and Building Collaborations and Partnerships.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

2P1 Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

> **Systematic:** Students go through a placement testing process during the admissions process. Those identified as underprepared are required to complete remedial instructional. The role of advising in these processes could enhance the continuity of services.

- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Systematic: Baker College provides academic support through the Academic Resource Center (ARC) and one-stop advising and requires incoming students to take a career aptitude assessment to help identify career goals and potential programs of study. The orientation to these services is voluntary and services may not be fully used.

- Ensuring faculty are available for student inquiry (3.C.5)

Aligned: Faculty availability is specified in the Faculty Handbook and through faculty orientation. Faculty are expected to respond to student questions in a timely manner.

- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Aligned: Learning support needs of faculty are determined through various avenues including the Faculty Growth and Evaluation Process. Student needs are determined through self and faculty referrals and the Noel Levitz SSI. Additionally, the Early Alert system identifies students with poor performance in specific classes for academic support services.

- Determining new student groups to target for educational offerings and services

Systematic: The College uses geographical and workforce data to determine new student groups. The College has an opportunity to solicit input from advisory councils and alumni for additional information and to ensure this is a repeatable process.

- Meeting changing student needs

Aligned: The College uses multiple surveys and Key Performance Indicators to collect information from various sources then develops task force groups to address the changing needs identified.

- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

Aligned: The College assesses the needs of three specified sub-groups of students and designs programs/services to target identified needs. Additionally**,** the College created an ad-hoc committee, which is currently working to integrate Noel Levitz Student Satisfaction Inventory (SSI) with internal survey data.

- Deploying non-academic support services to help students be successful (3.D.2)

Systematic: Non-academic support services are available on-site or through the web portal. The College has the opportunity to clarify how these services help student be successful.

- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

Systematic: Baker's employment process requires that new staff have the requisite credentials to perform their assigned duties. A variety of professional development opportunities are available for staff to update or upgrade their skills. Aligning professional development with the employee

evaluation process can ensure staff are up-to-date in training and credential.

- Communicating the availability of non-academic support services (3.D.2)

Systematic: Baker College communicates services through orientation, admission process, website, and social media. Developing a process to determine whether students are actually aware of the non-academic support services being provided could increase the maturity.

- Selecting the tools, methods and instruments to assess student needs

Systematic: The College recently implemented an early alert system and it is too soon to provide data. Although still in its infancy, the College is utilizing the early alert system to send messages to advisors to address the needs of at-risk students. Specifying the frequency of use for the assessments identified could strengthen this process.

- Assessing the degree to which student needs are met

Systematic: Baker surveys students in a variety of ways including course evaluations, evaluation of services, and student satisfaction surveys to determine if needs are met. There is an opportunity to expand assessment over broader areas and document the timing and frequency of use.

2R1 What are the results for determining if current and prospective students' needs are being met?

- Summary results of measures (include tables and figures when possible)

Systematic: Results for developmental math and English have no internal targets and appear to have lower results for 2017. Usage data provided for tutorial services provides no context to determine if the services are adequate nor are there data indicating student satisfaction with the services provided.

- Comparison of results with internal targets and external benchmarks

Systematic: Results for campus services, student centeredness, and academic advising results were higher than benchmarks. The College has the opportunity to set internal benchmarks. Additionally, the College deploys several student surveys for which comparative data are available. Commenting on those data could strengthen this section.

- Interpretation of results and insights gained

Aligned: Based on the results obtained from the Ruffalo Noel Levitz Adult Learner Survey, areas that need improvement include helping students cope with multiple pressures of homework and studies, timely response to requests and information, and opportunities to connect to other adult learners. Additionally, the College concludes it is making progress on student performance in developmental courses and realizes that advising processes need improvement.

2I1 Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College is reviewing its admissions policies and will be making improvements to its admission requirements. Other improvements include advising and analyzing the 2018 Noel-Levitz results to make improvement plans by its Councils. The addition of the Early Alert system (Baker Cares) has the potential to increase course completion and institutional retention rates.

2P2 Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion.

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

Aligned A Persistence and Retention Committee (PRC) follows a structured process of collecting and reviewing fall-to-spring persistence and fall-to-fall retention. The committee analyzes the data, determines areas of improvement, and indicates areas of opportunity. Program dashboards allow each dean and program officials to aggregate and disaggregate data.

- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Aligned Since 2017, the PRC has been charged with determining internal targets for student retention, persistence and completion using trend data and developing strategies and recommendations for improvements.

- Analyzing information on student retention, persistence and completion

Systematic: Baker College states that the College Preparation Committee (CPP), reviewed the data, processes and strategies for recommended changes to improve retention, persistence and completion rates, and that the College analyzed the metrics associated with program viability, however, evidence of a regular process for analyzing information on student retention, persistence and completion was not described in 2P2.

- Meeting targets for retention, persistence and completion (4.C.1)

Reacting: Baker College conducted a one-time review of various cohorts to identify trends and opportunities, but provided no evidence of an on-going process to determine if targets for retention, persistence, and completion rates are being met

- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

Reacting: The College used an ad-hoc committee commissioned by the Provost to review tools and instruments available to survey students. This was not consistent with the process described.

2R2 What are the results for student retention, persistence and completion?

- Summary results of measures (include tables and figures when possible)

> **Systematic:** Baker College's overall six-year completion rates for the last five new first-time, full-time and new first-time full- and part-time combined cohorts have been consistent. The College's associates degree completion rates are the highest among the three student cohorts presented, while certificate completion rates are the lowest. Baker College also maintains consistency in completion rates among the degree types. Maturity could be increased with evidence of persistence and retention rates at the degree and program level.

- Comparison of results with internal targets and external benchmarks

> **Systematic:** Tables 2.24 and 2.25 provide single-year results for graduation rates at four-year and community colleges respectively. Longitudinal comparisons or trend data using the same measures could enhance future reporting and maturity could be increased with evidence of persistence and retention rates comparisons with internal and external targets by degree level and program level.

- Interpretation of results and insights gained

Reacting: While it is helpful to focus on leading indicators, and the promise that this is a key priority, providing a robust interpretation of how the changes made are reflected in the results would be helpful. Additionally, data provided do not support the College's conclusions that unpreparedness, personal or health concerns, competing prices, etc. impacted persistence rates.

2I2 Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Based on results presented in 2R2, Baker College adjusted its admittance criteria to ensure students were prepared for college-level coursework, incorporated the "15 to finish" philosophy throughout College literature and is implementing a retention management system. Clear identification of who, does/did what, how, and when could improve future responses.

2P3 Describe the processes for serving the needs of key external stakeholder groups.

- Determining key external stakeholder groups (e.g., alumni, employers, community)

> **Systematic:** Baker College indicated that employers within the state, post-secondary institutions, and other strategic partners are their key external stakeholder groups, but did not describe the process for how they determined and reviewed these groups were key.

- Determining new stakeholders to target for services or partnership

> **Systematic:** Through a systematic process, Employer Relations Specialists determine whom to target for new partnerships and services. It relies on New Business Development Target process to identify new employer partnerships, utilize a partnership evaluation process for determining strategic partnerships and maintains a strategic framework. Evidence of periodic evaluation of these processes could increase maturity.

- Meeting the changing needs of key stakeholders

> **Systematic:** Employer surveys are used to determine needs. The College may explore how alumni needs are being met beyond career opportunities.

- Selecting the tools, methods and instruments to assess key stakeholder needs

> **Systematic:** Baker College described a systematic process for selecting tools, methods and instruments used to assess key stakeholder needs. First Destination surveys have been implemented since 2016. Evidence of periodic evaluation of this process and information on how the tools is deployed may provide a higher level of maturity.

- Assessing the degree to which key stakeholder needs are met

> **Systematic**: Through annual surveys of employers and other stakeholders, Baker College has a systematic process for ensuring mutual alignment of expectations and to assess the degree to which key stakeholder needs are met. Evidence of an assessment of this process could increase maturity.

2R3 What are the results for determining if key stakeholder needs are being met?

- Summary results of measures (include tables and figures when possible)

Reacting: The College implemented a survey for high school presentations that had a positive response. Reporting results from the various other surveys deployed by the College targeting key stakeholder groups, e.g. alumni, advisory boards could provide new insights.

- Comparison of results with internal targets and external benchmarks

Reacting: While the College measures site supervisor's response to employment opportunities, there are no reported internal targets or comparison data such as the First Destination Survey.

- Interpretation of results and insights gained

Reacting: Baker College noted that the results indicated a high level of satisfaction for outreach presentations to high school students in the areas of college preparation and financial aid information. While Baker College provided interpretation of the results in 2R3, results provided were not measures for all key stakeholder groups described in 2P3.

2I3 Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Baker College plans to adjust annual outreach surveys and deploy annual targets and initiatives to ensure needs are being met. The College should also consider deploying similar outreach surveys to measure the needs of all external stakeholder groups. The proposed increased alignment with the Career Services department to Institutional Learning Outcome survey data as an improvement initiative was not discussed in the processes or results section of Category 2.3.

2P4 Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students

Aligned: The College outlines procedures to file student complaint in the Student Handbook. In 2018, the College implemented an electronic complaint tracking process to provide a consistent and measurable capturing and addressing of student complaints.

- Collecting complaint information from other key stakeholders

Aligned: Through its complaint tracking system, the College collects and evaluates complaints every month. Based on the evaluation of the reports, the College acts and makes recommendations. In addition, the College provides a means for external stakeholders to report complaints via its website.

- Learning from complaint information and determining actions

Systematic: The Associate Provost of Student Affairs monitors formal complaints; the Student Affairs Council monitors non-formal complaints. Maturity could be increased with additional information about the specific process for learning from complaint information based on the data collected from the tracking and monitoring of the complaint process.

- Communicating actions to students and other key stakeholders

Systematic: The College informs the students of action steps taken to resolve issues. Student Handbook explains communication actions to students regarding formal complaints. Maturity could be increased with evidence of a periodic evaluation of the process.

- Selecting the tools, methods and instruments to evaluate complaint resolution

Aligned: Criteria noted for the selection of tools, methods and instruments for the complaint process was comparable with industry best practices, integration with the current student information system,

and effective and efficient end-user capability.

2R4 What are the results for student and key stakeholder complaints?

- Summary results of measures (include tables and figures when possible)

Systematic: The results provided in Table 2.4.1 do not include how many complaints were resolved or remain unresolved. Performance against student desired resolution or action are not provided in Table 2.4.2. In 2P4 Baker College describes that student surveys are used to evaluate the complaint process; however, results of those surveys are not provided in 2R4.

- Comparison of results with internal targets and external benchmarks

Reacting: Expected turnaround times (internal targets) were mentioned, but no comparative results were provided.

- Interpretation of results and insights gained

Reacting: Interpretation of results and insights gained were limited to the College acknowledging that it fell short of their target for meeting turnaround times to handle the complaints 100% of the time. Presentation of the results from the student surveys described may increase maturity.

2I4 Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

The Student Affairs Council is responsible for reviewing the student complaint data and disseminating information to various departments. Reducing the gap in turnaround times for responding to complaints has been identified as an improvement initiative, but no data were provided for what that gap is, i.e., current turnaround time, target time, and gap, or what strategies have been recommended.

2P5 Describe the processes for managing collaborations and partnerships to further the mission of the institution.

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Systematic: Partners are selected to participate on advisory boards following the Faculty Handbook guidelines and educational programs are determined through the Strategic Partnership process. The College continues working on articulation agreements with other post-secondary education institutions in Michigan. Additional community partners could be considered for partnerships such as business partners who provide services to students.

- Building and maintaining relationships with partners

Systematic: The College employs surveys of site supervisors and reviews articulation agreement possibilities. Additionally**,** the College hired an Employer Relation Specialist, who builds and maintains relationships with partners. Clarifying how these relationships are maintained could lead to a higher level of maturity.

- Selecting the tools, methods and instruments to assess partnership effectiveness

Systematic: The proposal approval process at Baker starts with each functional unit council, strategy council, President's Council, and then pilot implementation, before full adoption. Recently, the College selected Handshake as a new tool that may provide useful data.

- Evaluating the degree to which collaborations and partnerships are effective

Systematic: The College has over 6,000 reported partnerships in Handshake. In addition Baker utilizes the NACE survey, and surveys several external stakeholder groups. There is no indication as to the effectiveness of these surveys; impact measures may be useful.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

- Summary results of measures (include tables and figures when possible)

Systematic: Results reported for 2018 advisory boards are positive for direction and professional development. The College has the opportunity to add measures such as student community engagement and impact.

- Comparison of results with internal targets and external benchmarks

Reacting: The College provides no comparisons with external benchmarks.

- Interpretation of results and insights gained

Reacting: The College plans to monitor student performance at work and internship sites, but few insights on the data are reported.

2I5 Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

The College indicates it plans to continue its current measures of Handshake and will continue to maintain effective partnerships with advisory board surveys.

CATEGORY SUMMARY

The processes described are generally deployed in a systematic level. Evaluation and improvements are evident in the numerous improvements suggesting a transition from reacting to problems to a general improvement orientation. Tools selected for measurements consist of surveys with results that are systematic overall. Considering additional measures that focus on impact or effectiveness could provide more robust data for decision-making. Attention to determining the needs of alumni and business partners may provide valuable information on maintaining relationships. Information/illustrations of process owners, what they do/did, when and how could enhance future narratives.

Results are generally reacting with some trend data reported.. Results are not always aligned with the processes described. Clear alignment, internal targets and external benchmarks for key student and stakeholder expectations/key performance indicators could enhance future responses.

CATEGORY STRATEGIC ISSUES

- Consistent internal targets and external benchmarks may provide additional insights for improvements.
- Tools used for measuring external partnerships are limited to counts of employers within Handshake and surveys of site supervisors, high school presentations and advisory board. Impact data pertaining to partnerships within the community could provide more substantial data to guide improvements.
- Needs of key external stakeholders such as alumni and business partners could be included in assessments of satisfaction.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

III - Valuing Employees

Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Hiring, Evaluation and Recognition and Development.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 3: VALUING EMPLOYEES

Category 3 explores the institution's commitment to the hiring, development and evaluation of faculty, staff and administrators.

3.1: HIRING

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1 Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Aligned: Recruitment of employees is aligned to a position description and hiring follows guidelines. Orientation include general orientation, departmental orientation and First Year Faculty Experience. The initial hiring process ensures the appropriate credentials of applicants as does the compliance conducted for every term of instructions.

- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

Aligned: The Academic Faculty Credentials Policy and Guidelines is reviewed annually and approved by the Dean's Council. The policy guides academic credentialing standards for faculty and aligns faculty qualifications for all modalities with the hiring process. An audit is used to verify ongoing alignment every term.

- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Aligned: A Faculty Workload policy and compliance with specialized accreditation help ensure adequate numbers of faculty for classroom and non-classroom activities. Additionally, faculty-student ratios are monitored to maintain staffing levels.

- Ensuring the acquisition of sufficient numbers of staff to provide student support services

Aligned: The annual budget process provides new and returning student enrollment forecasts which are compared with NACUBO-like institutions to inform staffing decisions across student support services. Staff levels and needs are reviewed and allocated annually through this budget process.

- Tracking outcomes/measures utilizing appropriate tools

Aligned: Baker College tracks several outcomes and measures including surveys that measure the effectiveness of the new hire and First Year Faculty Experience processes; faculty credentials through an annual audit; and, student-faculty ratios. Measures and outcomes are reviewed annually within the College's budgeting process.

3R1 What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic: The College tracks completion rates for the hiring and orientations process which are reported at 100%. Inclusion of survey data from the hiring and orientation process may provide a higher level of maturity and a more complete data set.

- Comparison of results with internal targets and external benchmarks

Systematic: Baker College uses the IPEDS comparison for faculty-student ratios and has met and exceeded the benchmark. Faculty qualification data compared to HLC expectations and the College's policy show 100% compliance. Comparison of results to peer institutions may increase the maturity level.

- Interpretation of results and insights gained

Systematic: Baker College reports results of completion of the orientation and faculty qualifications which met expectations. One insight was that the lower student enrollment resulted in unusually low faculty-student ratios this last academic year. Additional insights may be generated by the surveys implemented in 2018.

3I1 Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College contracted with APLnextED to provide a central database system for tracking new hires, monitoring new faculty training, storing data on professional development, faculty credentials and maintaining data relevant to compensation and advancement.

Baker College recently centralized recruitment, hiring and orientation processes for all campuses under HR. Surveys were implemented in 2018 to measure the effectiveness of the new centralized process, but due to low response rates, data analysis was not performed. Baker College plans to focus efforts on increasing response rates, but did not provide detailed plans in the narrative for doing so.

3.2: EVALUATION AND RECOGNITION

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2 Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees

Systematic: In 2018, the HR Council initiated a new evaluation process of employee coaching and feedback implemented through the Performance Coaching Steering Committee. Faculty Developers evaluate and continually improve the Faculty Growth and Evaluation Process (FGEP). Review of the new coaching process may increase the maturity level.

- Soliciting input from and communicating expectations to faculty, staff and administrators

Aligned: The College communicates expectations including through job descriptions and the Employee Handbook. Faculty receive performance feedback on a three-year cycle through the FGEP. Baker College evaluates its processes through the Ruffalo Noel-Levitz College Employee Satisfaction Survey and the StandOut assessment. The annual council reporting process is explicit for soliciting input, where input is collected, analyzed, and integrated into the annual Strategic Plan process.

- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

Aligned: Functional areas of the College review the alignment of institutional objectives and key performance indicators, progress on prior year objectives, and recommendations for future opportunities on an annual basis in an Institutional Progress Report. Collectively, these are synthesized and aggregated in the Strategic Planning Gap Analysis process. The Human Resources Council evaluates processes of the evaluation system to ensure alignment of the system with the IPR Process.

- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

Systematic: The College implemented a new model of employee evaluation in fall 2018; transitioning to a framework of formative evaluation. A full description of the new process and evidence of periodic review could improve the maturity designation of this item.

- Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Aligned: Baker College has explicit processes for establishing employee recognition, compensation and benefits systems to promote retention and high performance. Full-time employees were surveyed to capture rewards and benefit preferences. HR evaluates these processes through surveys regarding recognition, compensation, and the current benefits package offered.

- Promoting employee satisfaction and engagement

Systematic: "People Care" and "Development" are strategic themes in the 2017-2021 Strategic Plan to increase satisfaction and retention. The Engagement Assessment Process was recently created to promote employee engagement. Fully implementing the engagement process and realizing the benefits from a centralized process may increase the maturity level.

- Tracking outcomes/measures utilizing appropriate tools

Systematic: The College Employee Satisfaction Survey (CESS) is conducted every two years and the Bersin Survey and Total Benefits System on benefit programs on a three-year cycle. Also, the College administers the Global Diversity and Inclusion Benchmarks survey. Methods for direct input from employees may enhance the data set.

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting: While Baker College provided results from the Deloitte Survey, results were not presented for pulse surveys, and the Global Diversity and Inclusion Benchmarks institutional survey. Summary results from the CESS were provided for one administration. Maturity could increase with evidence of repeated administrations of the CESS and presentation of results for tools and measures described in 3P2. An exit survey, if not employed may also provide new information.

- Comparison of results with internal targets and external benchmarks

Reacting: The one administration of CESS shows faculty communication satisfaction levels higher and engagement is overall higher than the benchmark. While the CESS reports external benchmarks, no internal targets were mentioned. Results of the Deloitte survey also did not reflect targets.

- Interpretation of results and insights gained

Reacting: The College recognizes that satisfaction for the recognition program results were low. Other insights may have been realized by presenting more complete Deloitte data and the other measures not reported.

3I2 Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

HR oversees the implementation of a new evaluation system for employees along with creating new policies and initiatives related to employee satisfaction and recognition. Implemented in 2017, new benefits include the option of a flexible work schedule, holiday pay for part-time employees, and a shift to a flexible dress code. The rollout of the financial wellness, annual campus-based meetings began in

summer/fall 2018 with content being tailored as appropriate. Transparency was increased around pay to attract and retain talent employees. Few improvements described were based on the results presented in 3R2.

3.3: DEVELOPMENT

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3 Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Systematic: The College budgets for regular professional development for all employees that includes regulatory compliance requirements, departmental needs, and industry best practices. The College hosts an annual faculty conference. It is not clear how the departments work with HR who coordinate the training.

- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

Aligned: New faculty complete a two-part series of the First Year Faculty Experience (FYFE). There is annual budget support to send faculty to conferences, as required by the accrediting body, or faculty can request support to attend industry conferences. The Center for Teaching Excellence publishes a calendar of offerings and provides two pedagogical and discipline-specific sessions each month. Tuition support is available to faculty for obtaining certifications and/or additional degrees.

- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Aligned: Based on needs assessments, department managers plan department training. The College supports ongoing professional development, training, and mentoring opportunities for all support staff members. Employee or department managers may request training. The College utilizes a coordinated student learning support model for tutoring staffed by professional and student consultants.

- Aligning employee professional development activities with institutional objectives

Aligned: Relevant development opportunities are linked to the strategic planning process and council initiatives.Initiatives are assessed and the data is reviewed at the determination of the council to inform future planning and training needs.

- Tracking outcomes/measures utilizing appropriate tools

Aligned: Baker Colleges utilizes SafeColleges tracks timing and renewal of training, compliance and completion information, as well as the level of mastery on training outcomes. Faculty development is tracked through a web-based system managed by the Center for Teaching and Learning staff, while outcome measures are tracked by Faculty Developers. Required regulatory and internal training for employees are tracked by department and pedagogical training is developed and tracked by the Center for Teaching and Learning.

3R3 What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic: Completion for regulatory and new employee training completion met established targets from 2015-2018 at 100%. Table 3.3.4 shows declining professional development opportunities with the target not met in 2017-18. There is an opportunity to examine the reasons for declining development opportunities.

- Comparison of results with internal targets and external benchmarks

Reacting: While internal targets have been established for professional development offerings and completion for faculty orientation. It is unclear if targets for tuition support could be set. No external benchmark data relative to expenditures or the ratio of additional staff training compared with peer institutions are provided.

- Interpretation of results and insights gained

Reacting: The College provides little insight into the results beyond maintaining processes already in place.

3I3 Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College plans to implement a professional development catalog for all employees with two tracks offered, management and employees. The College also plans to review professional development offering targets that were established in 2018 in order to publish relevant targets.

CATEGORY SUMMARY

Baker College has processes that are systematic to aligned. Hiring and development processes are mostly aligned. Results are at the systematic and reacting levels. Limited results and comparisons with internal targets and external benchmarks; and limited interpretation and insights gained can impede the ability to identify data-driven improvements. The addition of measures such as the HR surveys and a new tracking system may provide new insights for improvement. In addition to linking institutional objectives to professional development, further alignment may occur by including the employee evaluation process. Once the new initiatives are implemented fully, an assessment of their effectiveness in promoting faculty and staff satisfaction and retention could be measured. Utilizing the Diversity and Inclusion Council in recruitment or orienting processes may be beneficial.

The College ensures that faculty and staff are properly credentialed and participate in their respective orientation programs. There is an opportunity to improve by assessing the outcomes of its orientation programs and by benchmarking with peer institutions. Baker College is commended for providing professional development opportunities for its part-time employees and encouraging them to maintain their academic and professional credentials.

CATEGORY STRATEGIC ISSUES

Results and insights were limited. Aligning improvements consistently to results and processes may strengthen the College's quality improvement efforts.

Consistently identify internal targets and when possible, external benchmarks may provide additional insight and identify gaps for improvement.

Creating a more robust process for faculty recognition may help with retention and satisfaction.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

IV - Planning and Leading

Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Mission and Vision, Strategic Planning, Leadership and Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 4: PLANNING AND LEADING

4.1: MISSION AND VISION

4P1 Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes.

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

Systematic: Review of Baker College's Mission and Guiding Principles involves input from departmental Councils, Regents, and additional stakeholders. However, it is unclear if faculty and students are part of development and review of the College's Mission and Guiding Principles.

- Ensuring that institutional actions reflect a commitment to its values

Aligned: The College utilizes its ALC, RFP, New Program Development, Request for Partnership, and Request for Capital Expenditure Processes as a formal check for fit and alignment with its mission and strategic plan.

- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

Aligned: Baker College's mission and guiding principles are available on its website as well as in the Student Handbook. New employees are also made aware of the mission and guiding principles in the onboarding process.

- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

Aligned: Baker College ensures that development of new programs, and review of existing programs, align with the College's mission and employment outlook.

- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

Aligned: The Budget Director and Controller, Department Chairs, and campus leadership participate in a centralized budget process. The College sends the proposed budget to the Finance Council and then to the campus Board of Regents for final approval. It is then revised after enrollment is known.

- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

Aligned: Baker College conducted a brand study and gathered data about higher education competitors in Michigan. In addition, the College conducted employee satisfaction survey to gather employee perception of the College.

4R1 What are the results for developing, communicating and reviewing the institution's mission, vision and values?

- Summary results of measures (include tables and figures when possible)

Reacting: Baker College maps its initiatives to institutional goals and priorities, and shares results with Council Chairs, President's Cabinet and other stakeholders; however, it did not provide the results in this portfolio.

- Comparison of results with internal targets and external benchmarks

Systematic: Because of an employee survey, Baker College has been made aware that a gap exists regarding reputation and respect of the College in the community when compared to national benchmarks. An opportunity now exists for Baker College to address on this gap.

- Interpretation of results and insights gained

Systematic: Results presented illustrate that students are aware of the programs that Baker College offers and that current students and employees have a good impression of the College; however, community members, educators, and other stakeholders with a cursory knowledge of the school have a neutral or negative impression. This knowledge creates an opportunity for Baker College.

4I1 Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College is now aware of perception gaps between themselves and some stakeholder groups, and plans to improve communication with them. Baker College is also looking for ways to improve its internal communications.

4.2: STRATEGIC PLANNING

4P2 Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes.

- Engaging internal and external stakeholders in strategic planning (5.C.3)

Systematic: Baker College includes input solicited from internal and external stakeholders, including advisory boards, employers, K-12 partners, graduates and employees during its strategic planning process. Stakeholder engagement is evaluated during Phase 4 of the strategic planning process. Maturity for this process could improve with evidence of the involvement of current students as well as full- and part-time faculty members.

- Aligning operations with the institution's mission, vision and values (5.C.2)

Aligned: Operational alignment is achieved through Phases 1 and 2 of the strategic planning process and is documented through the Institutional Performance Reports (IPRs). The College evaluates the strategic planning process through an annual performance evaluation.

- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

Aligned: Baker College's governance provides for a Strategy Council that stewards the planning process and alignment of efforts across departments, divisions, and colleges for optimum effectiveness and efficiency. The alignment is evidenced and evaluated through the annual Institutional Progress Report process.

- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Systematic: Every three years and through the strategic planning process, Baker College conducts a SWOT analysis inclusive of stakeholder participation. The annual IPR process informs budget forecasts and provides insight and capital forecasts relative to program needs and expenditures. Evidence of an explicit, structured prioritization and/or Return on Investment (ROI) process could enhance the maturity designation of this item.

- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Systematic: The College uses IPRs as the primary mechanism to maximize current resources and meet future needs. The Strategy Council and Council Chairs make recommendations and adjustment of priorities based on the current strategic plan. Without the inclusion of specific examples presented, the College's processes appear to be in the early stages of development and maturity and could be improved with requirements instead of guidelines, similar to the New Program Development Process.

- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Aligned: The College tracks outcomes related to planning, implementing and reviewing the institution's operational plans on an on-going basis using key performance indicators (KPIs). A dashboard is used to document these performance indicators. The performance dashboard is reviewed quarterly by the Strategy Council.

4R2 What are the results for communicating, planning, implementing and reviewing the institution's operational plans?

- Summary results of measures (include tables and figures when possible)

Reacting: Baker College provides numbers of metrics and initiatives in Table 4.2.1 as evidence that departments and divisions have initiatives and metrics. Maturity could be increased with a presentation of the results for initiatives across the units.

- Comparison of results with internal targets and external benchmarks

Reacting: Baker College states that units have identified internal targets and external benchmarks. Comparisons with internal targets and external benchmarks, however, were not provided.

- Interpretation of results and insights gained

Reacting: Baker College acknowledges that interpretation of results and insights gained were not provided.

4I2 Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Progress is being made with the Council's data collection and analysis. The College indicates that it continues to operationalize the process for data collection, presentation, closure and commencement of new initiatives. The College is encouraged to evaluate the IPR process including requirements, outcomes, measures, internal targets and external benchmarks.

4.3: LEADERSHIP

4P3 Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes.

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Aligned: The College supports an engaged, stakeholder-based council governance structure. The Board of Trustees for the college system provides oversight for the institution. The Trustees appoint members to the Jewell Education Foundation (JEF) Board that oversees the self-funded, quasi-endowment monies of the institution.

- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

Aligned: The Board of Regents and Trustees Bylaws describes responsibilities for each governing body, including oversight of financial and operational aspects, and ensures the College maintains a focus on the mission.

- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Systematic: Roles and responsibilities for the College executives, Regents, Board of Trustees, and JEF Board are defined. The College states that the trustees delegate to the System President

management of daily operations and to the provost, deans, and faculty academic matters, but this is not reflected in the Board of Trustees Bylaws. In addition, the delegation of academic matters to the faculty such as the processes involving faculty decision-making in matters of curriculum development and oversight are less evident in the narrative.

- Ensuring open communication between and among all colleges, divisions and departments

Systematic: The responsibility of communicating decisions to the College lies with specific Council Chairs to their respective areas. The maturity designation could be improved with a description of the specifics of implementation as well as a description of assurances that the processes for communication are followed.

- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Systematic: Baker College's strategic planning, Institutional Progress Report, Assessment Learning Communities (ALC), and other processes foster an environment for collaboration across units. Specific evidence of collaboration and of ensuring compliance to processes could enhance the maturity designation of this item.

- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

Aligned: Baker College's traditional hierarchical leadership structure supports and is in alignment with the College's Mission Statement and Guiding Principles. Responsibilities at the system and campus level are described and there are processes for delegating authority and responsibility among the various leaders.

- Developing leaders at all levels within the institution

Systematic: Formal leadership training takes place at the executive level, while managers are expected to develop leaders within their units. The College is encouraged to expand their processes to include leaders at all levels within the institution.

- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Aligned: System and campus-wide council structures ensures the connection of mission and Guiding Principles to strategic planning.

- Tracking outcomes/measures utilizing appropriate tools

Reacting: It is unclear what tools or measures are currently being used.

4R3 What are the results for ensuring long-term effective leadership of the institution?

- Summary results of measures (include tables and figures when possible)

Reacting: Results for measuring the effectiveness of long-term leadership are not provided.

- Comparison of results with internal targets and external benchmarks

Reacting: Comparison of results with internal targets and external benchmarks are not provided.

- Interpretation of results and insights gained

Reacting: Interpretation of results and insights gained are not provided.

4I3 Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Baker College recognizes the need to establish a performance appraisal system for its leadership, and it also understands the importance of being more intentional in its leadership development efforts.

4.4: INTEGRITY

4P4 Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes.

- Developing and communicating standards

Aligned: Baker College maintains policies and procedures for ethics, integrity, research and behavior for faculty, staff and Board members. Standards are communicated in handbooks and catalogs, and reaffirmed in orientations and performance reviews.

- Training employees and modeling for ethical and legal behavior across all levels of the institution

Aligned: Baker College's Human Resources department uses a third-party to facilitate and track employee trainings related to ethical and legal behavior. In addition, the College's Institutional Review Board (IRB) provides oversight for human subject research and all faculty, staff and students performing this type of research must complete research ethics training.

- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

Aligned: Through the combination of internal audits, external audits, accrediting organizations, and governing boards, Baker College ensures adherence to processes, laws and ethical policies.

- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Aligned: Baker College's website includes information about their programs, requirements, faculty and staff, costs, control and accreditation. Additionally, admissions and academic advisors work directly with students and potential students.

4R4 What are the results for ensuring institutional integrity?

- Summary results of measures (include tables and figures when possible)

Systematic: Baker College provided results for measuring fiduciary integrity as well as institutional risk management. Maturity could increase with results for measuring training and modeling ethical and legal behavior, adhering to processes by the governing board, and making information clearly available to all constituents.

- Comparison of results with internal targets and external benchmarks

Reacting: Comparison of results with internal targets and external benchmarks were not provided.

- Interpretation of results and insights gained

Systematic: Insights gained from interpretation of the most recent financial audit is supported by the evidence. Future narratives may be improved with additional insights from results of each process described in 4.4.

4I4 Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Baker College states that it continues to perform at expected targets, but no targets are provided. The College is utilizing information from audits to revisit processes and policies. The College's focus on improvement occurs through the Unit Councils, which will analyze the reports presented in 4R4 and develop appropriate responses to improve performance.

CATEGORY SUMMARY

Baker College is systematic to aligned in its processes for Leading and Planning, while maturity designations for results are at the reacting to systematic level. The College provides little or no results in alignment to the processes described. In general, internal targets and external benchmarks are not provided, and few interpretations were provided. Baker College has robust planning processes that align with the mission and connect Council Chairs' initiatives to the Strategy Council's strategic planning. A stronger commitment to broad participation in decision- making and continuous improvement may be beneficial to the College. Additionally, creating new measures to evaluate the effectiveness of planning processes and leadership may strengthen these processes and guide improvement efforts.

CATEGORY STRATEGIC ISSUES

Results were frequently missing and not always aligned with the processes described. Internal targets and external benchmarks are sometimes mentioned, but not supported with data. Creating measures of effectiveness for the planning process (4P2), leadership process (4P3), and other key processes, may strengthen these processes and guide improvement efforts.

System and campus-wide communication processes may be improved with specific methods for communicating between and among internal stakeholders.

Opportunities for formal leadership development beyond the executive level may be realized through the new performance system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

V - Knowledge Management and Resource Stewardship

Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Knowledge Management, Resource Management and Operational Effectiveness.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the Systems Appraisal procedural document provided by HLC.

Evidence

CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

5.1: KNOWLEDGE MANAGEMENT

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

Aligned: Baker College conducts an annual review of progress of its performance metrics by using Institutional Progress Report (IPR). The Council Chairs work together with the College's Data Integrity Reliability Team (DIRT) to identify relevant metrics. Additionally, the Council reviews its performance metrics not only for progress but also for fit to institutional strategic objectives.

- Determining data, information and performance results that units and departments need to plan and manage effectively.

Systematic: The College's Strategic Plan directs how it selects relevant data. This process ensures that the Strategic Plan aligns with Key Performance Indicators (KPIs). It is stated that Baker College supports a specialized reporting team, it did not specify how it supports this team.

- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and

improvements

Systematic: Departments can retrieve data and report through the Student Information System (SIS). All stakeholders can submit requests for data and reports via the IT website. Direct measurement of assessment and faculty evaluations are available through the Campus Labs platform. More detail on the approval process for data requests could be helpful.

- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

Aligned: Baker College has several processes in place to uphold overall security of its knowledge management system, including an annual IT security and penetration test. In addition, the Enterprise Resource Planning (ERP) vendor provides an annual Service Organization Control (SOC) report.

- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

Systematic: Tools within the student information system provide accurate and timely data access and analysis; system partners provide these services.

- Summary results of measures (include tables and figures when possible)

Systematic: The IT systems appear to be reliable to College stakeholders. There is no indication as to what reports or types of reports are generated on a regular basis and how those reports are being used.

- Comparison of results with internal targets and external benchmarks

Systematic: Baker Colleges used a maturity rating system indicated some departments defined external benchmarks, as noted in the example IPRs. Further progress on targets and benchmarks may increase the maturity level.

- Interpretation of results and insights gained

Aligned: Through the IPR, the College identifies, analyzes and utilizes data for continuous improvement. The Council Chairs are responsible for dissemination of information campus-wide.

Comments

Baker College is making improvements in its data management so that data is utilized at all levels to assess performance, identify performance gaps, and to drive overall continuous improvement. The College is making improvement to increase data reliability and validity, and to centralize data oversight.

5.2: RESOURCE MANAGEMENT

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations

(5.A.1)

> **Aligned:** IT department has a strategic plan that guides fiscal and infrastructure operations. The College applies preventative maintenance to manage its infrastructure. Campus leadership works in collaboration with department managers to budget expenditures and campus capital projects.

- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

Aligned: The College's Mission and Guiding Principles are reviewed and affirmed early in the annual budgeting process. Goals to address emerging needs are addressed within the councils and are approved by the Strategy Council and the President's Cabinet.

- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

Systematic: Strategy Council prioritizes resource allocation, aligns requests with the College's goals, and provides human and capital resources to support educational programs. The maturity could be improved by describing the process used to resolve the allocation of resources to competing projects or initiatives.

- Tracking outcomes/measures utilizing appropriate tools

Aligned: The College utilizes Jenzabar CX to monitor overall fiscal status through KPIs. The Finance Council and the President's Cabinet review the KPIs every month. IT uses BMC RemedyForce to handle ticketing, formal complaints, Service Level Agreement (SLA) reporting, and constituent survey feedback.

- Summary results of measures (include tables and figures when possible)

Systematic: The tables presented provide data related to IT without any indication as to the quality of work or satisfaction of end users.

- Comparison of results with internal targets and external benchmarks

Systematic: Baker College tracks financial ratios such as cash flow, budget to actual, and Jewell Education Fund (JEF) performance. An opportunity exists for the College to compare results of its resource management with external targets.

- Interpretation results and insights gained

Systematic: Baker College maintains a strong financial position and adequate resources and infrastructure. Table 5.2.2 illustrates the College's reliability, availability, and serviceability of systems. No interpretation of financial indicators is provided.

Comments

The College consolidated three proximal campuses, i.e., Allen Park, Auburn Hills, and Clinton Township into a new Metro Detroit location to decrease overall expenditures. Baker College

continues to implement several processes and systems, including Financial Accounting Management Information System (FAMIS) to better forecast preventive maintenance expenditures.

5.3: OPERATIONAL EFFECTIVENESS

- Building budgets to accomplish institutional goals

Aligned: Campus leadership work in collaboration with department managers to prepare an institutional budget to align the College's goals with its Strategic Plan, mission, and Guiding Principles.

- Monitoring financial position and adjusting budgets (5.A.5)

Aligned: The College monitors the expenditure of resources with monthly statements. Additionally, in the budget development process there are several points at which revisions to the original submission are made based on enrollment data.

- Maintaining a technological infrastructure that is reliable, secure and user-friendly

Aligned: Baker College has processes designed to ensure the security of the data systems and it adheres to the standards in government regulations.

- Maintaining a physical infrastructure that is reliable, secure and user-friendly

Aligned: The Facilities Council in collaboration with campus leadership take a preventive and proactive approach to maintenance on all campuses. In addition, Baker College contracts with an external entity to audit its facilities, lab environments, physical safety of all campuses, policies, procedures, and emergency preparedness.

- Managing risks to ensure operational stability, including emergency preparedness

Aligned: Through annual reviews performed by Marsh Risk Management and the ASU Group as well as through biannual Ruffalo Noel Levitz surveys capture student perception of value and satisfaction of campus safety and facilities. Results of annual reviews are shared with the Board of Regents and addressed through the Facilities and Campus Safety Councils.

- Tracking outcomes/measures utilizing appropriate tools

Aligned: Baker College reports data through the Council Metrics Dashboard and Council Chairs, track, report, and measure outcomes. Through Jenzabar CX, the Finance Council, Controller, and Budget Director monitor financial results and any fluctuations in the budget. In addition, the IT department utilizes industry standard software to monitor the College's network.

- Summary results of measures (include tables and figures when possible)

Systematic: Baker College implements continuous improvement model to protect technological assets from external threats and patch them regularly. Ruffalo Noel Levitz Student Satisfaction results provided in Table 5.3.3 showed that Baker College students are more satisfied with safety and

security than other peer institutions.

- Comparison of results with internal targets and external benchmarks

Systematic: Marsh and ASU Group performed an external audit of the College's process to provide an opportunity for the College to compare best practices and provide continuous improvement campus-wide. Additionally, the Campus Safety Council collects ASR data from Michigan Higher Education to compare Clery Crime report with peer institutions.

- Interpretation of results and insights gained

Systematic: The College is in its initial implementation of FAMIS, this could prove helpful in operational forecasting within the budgeting process. The IT metrics, as well as the Annual Security report indicate favorable comparison results.

Comments

Baker College continues to monitor and improve its budgeting process with implementation of FAMIS. In addition, IT continues to monitor campus safety, including emergency preparedness.

CATEGORY SUMMARY

Baker College has processes for knowledge management, resource stewardship and operational effectiveness at the systematic to aligned level of maturity. Data is collected, analyzed and shared to inform budgeting and planning processes. Centralization of data management through the Strategy Council is moving the College to an aligned system for data utilization. Results are at the systematic or reactive level of maturity. Implementation of a maturity rating system has identified gaps and areas for improvement. Baker is commended for the availability and reliability of information technology. There is an opportunity to share more institutional results and to develop a more robust process of internal and external comparisons.

CATEGORY STRATEGIC ISSUES

- Limited repeated measures, comparisons with internal targets and external benchmarks, and limited interpretation of collected data and insights gained, can make it difficult for the College to identify data-driven improvements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

VI - Quality Overview

Focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Quality Improvement Initiatives and Culture of Quality.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

CATEGORY 6: QUALITY OVERVIEW

6.1: QUALITY IMPROVEMENT INITIATIVES

6P1 Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives

Systematic: Through an AQIP Action Project and led by the Accreditation Council, Baker College implemented a formal process for selecting, deploying and evaluating quality improvement initiatives. Maturity could be increased with a more detailed description of the criteria used to evaluate the process.

- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Systematic: The College used Action Projects to achieve institutional improvements in strategic planning, new developmental education, improved metrics in the governance model, career preparation for students, and financial literacy. A description about how feedback from System Appraisals and the Strategy Forum were used to make improvements could close the loop on quality processes.

6R1 What are the results for continuous quality improvement initiatives?

Systematic: Longitudinal results presented for the AQIP College Preparation Program demonstrate that this quality initiative had a positive impact on the College's retention rate. Maturity could increase with results on the effectiveness of the Accreditation Council's process for selecting, deploying and evaluating quality initiatives.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

The College is continuing to make improvements to its strategic planning processes which incorporates broad stakeholders in initiative identification, strategic mapping, and overall performance.

6.2: CULTURE OF QUALITY

6P2 Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality

Systematic: Through an AQIP Action Project, the College created a Strategy Council, which provides the infrastructure to support a culture of quality. Maturity could increase with a description of processes for providing resources to support a culture of quality.

- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

Aligned: The Strategy Council is responsible for the identification, implementation, review, analysis, and oversight of the College's strategic initiatives. Individual Unit Councils are required to establish a charter, initiatives and performance metrics to support the Strategic Plan.

- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

Aligned: Through the annual continuous improvement cycle and the Institutional Performance Report, Baker College ensures the institution learns from its experiences with CQI initiatives.

- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Aligned: Baker's strategic planning, IPR, Assessment Learning Communities (ALC), and other processes provided through the Portfolio are examples of the College's understanding of the AQIP principles of continuous improvement.

6R2 What are the results for continuous quality improvement to evidence a culture of quality?

Systematic: Baker College solidified its process of selecting projects. One such project is the consolidation of Annual Safety Reports (ASR) which reduced duplication of institutional policies and procedures. Stakeholders can now access Clery data at a single location.

6I2 Based on 6R2, what process improvements to the quality culture have been implemented or will

be implemented in the next one to three year?

Through its strategic planning, council governance, Assessment Learning Communities, (ALC), and infrastructure development, the College continues to foster a culture of continuous quality improvement.

Evidence of how the College integrates and ensures continuous quality improvement into its culture is provided throughout the Portfolio. Future narratives could be enhanced by providing information on how the College plans to improve the culture of quality at Baker College.

CATEGORY SUMMARY

The College is systematic in its processes to select and deploy Action Projects to make institutional improvements. Results for initiatives such as enrollment management have a systematic maturity level.

The recent focus to move the College from informal processes to more formal processes, such as the Action Project selection process and the IPR process, demonstrates the College's commitment to continuous quality improvement. The College could benefit from developing and implementing formal evaluations to determine the effectiveness of the recently formalized processes.

CATEGORY STRATEGIC ISSUES

None

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

Clear

Evidence

The College's mission, vision and values are reflected in its Mission Statement and Guiding Principles that are reviewed annually as part of the strategic planning process, which includes input from stakeholder groups, departmental Councils, and Regents. The mission is reaffirmed by the President's Cabinet, campus Board of Regents, and the Board of Trustees.

A brand study was conducted in 2017 to ascertain internal and external brand perceptions including internal and external stakeholders. The results reinforced the mission with identified opportunities to improve brand positioning.

Ensuring academic programs are consistent with the mission is achieved through a new program development process and program review process encompassed within the Academic Learning Communities Annual Report Process.

Both internal and external assessments are utilized to monitor and evaluate programs, allocate resources, create professional development and update processes as part of the continuous quality improvement cycle

Baker College has a centralized structured annual budgeting process that allocates resources in alignment with the institution's mission and values.

The Budget Director and Controller, Department Chairs, campus leadership develop a proposed budget to ensure fair allocation of resources. The College sends the proposed budget to the Finance Council and then to the campus Board of Regents for final approval.

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

Clear

Evidence

Baker conveys its mission to students and stakeholders through a variety of print and electronic media and communiques as well as during orientations and advising sessions.

Baker College's Mission is presented in the Faculty and Student Handbook and on the Institution's Guiding Principles website.

Mapping of Council initiatives to institutional goals and priorities, mission and values on an annual cycle ensures the mission remains current.

During the 2017-2021 Strategic Planning Process slight changes, revisions, and consolidations to the Guiding Principles were adopted and implemented.

The College's mission document contains eight purposes that reflect the 1) extent of the College emphasis to provide quality higher education and training to enable graduates to be successful in their careers, 2) the college's mission and Guiding Principles' currency are maintained through an extensive review conducted as part of the annual strategic planning process, 3) the college's mission documents identify students and alumni as the intended constituents of their higher education programs and services, and 4) the nature and scope of the College's mission is to provide quality higher education and training to enable graduates to be successful in their careers.

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

Adequate

Evidence

Baker College's ALC process brings in stakeholder voices on an annual basis. Direct surveys solicit needs and changing needs of existing partners including employers, alumni, K-12, and internship and clinical partners.

Diversity and inclusion are a theme within the Strategic Plan. The College has a Diversity and Inclusion Council to assess needs, practices and policies.

Bachelor degree students take SOC 3210 Cultural Diversity that assesses cultural competence, awareness of global issues, and attitudes and behaviors for effective social interactions with diverse people, with direct measures.

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

Adequate

Evidence

Review of the Mission and Guiding Principles is conducted as part of the College's annual strategic planning process. This process includes the aggregation of input from all of the College's supporting departmental Councils, Regents, and additional stakeholders.

The College's centralized annual budgeting process is facilitated by both the Budget Director and Controller and engages multiple key stakeholders including Department Chairs and campus leadership.

The budgeting process starts at the beginning of the calendar year with input from strategic councils, campus leaders, system executives, unit directors, and academic program officials. Capital requests are tied to specific program needs, one or more of the strategic plan goals or critical campus infrastructure needs to further student experiences.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

Clear

Evidence

The institution operates with integrity in its functions by requiring all officers to sign conflict of interest forms, distributed power to all campuses, and training.

Baker College operates within institutional policies and in compliance of external governing bodies. The College utilizes a combination of internal audits, external audits, accrediting organizations, and governing boards to ensure adherence to processes, laws and ethical policies.

The College abides by its Code of Ethics which are consistent with the National Association of College and University Business Officers and ensures consistent observance by faculty and administrators.

As part of new employee orientation, the Human Resources department provides training on ethical practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Clear

Evidence

Baker College publishes information about cost of education, admission processes, control and accreditation relationships on its websites. Both new and returning students as well as other stakeholders can retrieve information from the College's website.

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

Clear

Evidence

The College supports an engaged stakeholder-based council governance structure. Board of Trustees (BOT) minutes verify that constituents are considered in decision-making and deliberations.

Baker College has six executive administrators, i.e., System President/CEO, Chief Operating Officer, Provost, Vice President of Human Resources, Vice President of Financial Aid, and Corporate Controller. The administrators are responsible for leadership and communication within their respective departments.

The BOT provide oversight for the institution while the Jewell Educational Foundation (JEF) oversees self-funded quasi-endowment. Roles and responsibilities for the College executives, Regents, BOT, and JEF Board are defined.

Board of Regents (BOR) members are community representatives that provide oversight to the local campuses. As stated in its bylaws, the BOR maintains fiduciary responsibility regarding budget approval, capital expenditures, and community ventures of each campus.

The Trustees ultimately maintain responsibility for the overall well-being of the Institution such as approving consolidated budgets, system capital expenditures, executive leadership, and ensuring the College is fulfilling its mission through its actions.

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.

The BOT 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.

The President's Cabinet, Strategy Council and functional units foster the College's mission and vision and align efforts across all campuses.

The Strategic Planning Process and Council structure (President's Cabinet, Strategy Council, and functional unit councils) fosters and drives mission and vision alignment of efforts across the Institution's campuses, functional units and academic colleges.

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

Clear

Evidence

Faculty may engage in research and is provided support through the Data Integrity and Reliability Team.

Research opportunities include the Jewell Education Fund Grant, Faculty Ranking process, and the annual Baker Conference.

The Institutional Review Board policy, Student Code of Conduct, and the Faculty Handbook provide statements to support the Academic Integrity Philosophy.

The Academic Honor Code included in the Faculty and Student Handbooks, with explicit sanctions, establishes the expectation of ethical learning and the process for ensuring ethical learning at Baker College.

Baker College adopts and utilizes the American Association of University Professors definition of academic freedom and the Boyer Model of Scholarship.

DIRT and Data Governance Committee provide oversight for the College's policies and procedures for ethical and responsible research practice.

All research activities comply with CITI training and Institutional Research Board (IRB) oversight to meet federal criteria for human subject research. The institution has an IRB Policy.

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

Clear

Evidence

The IRB provides oversight for research that meets federal criteria for human subject research. All associated policies, procedures, and requirements are in the College's IRB Policy. The IRB policy and procedures are appropriate to the programs and the institution's mission.

Through the Collaborative Institutional Training Initiative, all students, faculty, and staff have access to research ethics training and are required to complete this training prior to submission of the IRB research application.

The Student Handbook includes information on the Academic Honor Code and Academic Integrity Philosophy which includes mutual honesty, trust and respect, responsibility for professional and ethical conduct, and fairness, transparency and exemplary behavior.

Students receive instruction from an English course on the appropriate use of research materials, plagiarism and proper citation formats. Assessment data on the ethical use of information is gathered from English coursework.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

Clear

Evidence

The College conducts annual reviews of programmatic and General Education learning outcomes.

Specialized accreditation standards are used in many programs to ensure relevance of programs.

General Education faculty review the institutional learning outcomes and align the curriculum to the mission, educational offerings and degree levels. The Understanding by Design model (UbD) and Rigor and Relevance Framework provide differentiated competency across degree levels in a common content area.

The annual program review process follows guidelines from the Assessment of Achievement Levels.

Undergraduate and graduate programs map program and course outcomes to institutional learning outcomes.

The College uses a standardized curriculum to ensure program quality and learning goals are consistent across modalities.

The ALC annual reviews help ensure data is collected, reviewed and shared by programs for decision-making.

The College standardizes course textbooks, ISLOs, and assessments across modalities, Baker College provides consistent curriculum to their students.

Baker College uses IDEA Student Ratings of Instruction to evaluate teaching across all locations and modalities to ensure program quality.

Baker College's dual enrollment program is NACEP accredited ensuring academic quality in its dual enrollment program.

Programs have advisory committees and utilize graduate and other stakeholder surveys that assist in keeping programs and courses current.

Baker College engaged a third-party evaluator to assess programmatic viability in order to maintain currency of its program portfolio.

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

Clear

Evidence

General Education faculty are responsible for reviewing the Institutional Student Learning Outcomes and aligning General Education outcomes to the mission, educational offerings, and degree levels.

Baker College publishes the purposes and content of the common program and institutional outcomes on the website and in the Program Offering Guide.

The College adopted the Association of American Colleges and Universities Essential Learning Outcomes.

Baker College uses an Understanding by Design model (UbD) and Rigor and Relevance Framework to provide differentiated competency across degree levels in a common content area.

Transition from quarters to semesters allowed the College opportunity to ensure explicit connections between the institutional learning outcomes (ISLOs) for its General Education requirements and its mission.

Institutional learning outcomes are connected to its General Education requirements and aligned with its mission. The College also models its ISLOs after the AAC&U Essential Learning Objectives.

Through the ALC process, Baker College ensures that all programs have assessment plans in place.

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

Clear

Evidence

Compliance with specialized accreditation requirements and the Faculty Workload policy are used to determine appropriate staffing. The policy is maintained through collaboration among department chairs and deans who forecast, document, and communicate classroom and non-classroom needs.

The faculty is expected to respond to students within 24 hours (online course delivery), 48 hours (on ground course delivery), documented in the Faculty Handbook communicated in the faculty on-boarding and training process. Faculty are required to share contact and availability information.

Baker College's recruiting and hiring processes require that all employees meet appropriate and identified qualifications, through established job descriptions, credential verification, training, and evaluation processes.

Hiring decisions are documented in an Applicant Tracking Log and the hiring manager coordinates the completion of required administrative items i.e. transcript verification, drug testing with the candidate.

New employees are required to attend an HR facilitated orientation within the first 30 days of their start date.

All faculty engage in the First year Faculty Experience (FYFE), which includes completion of an orientation specific to delivery mode prior to teaching.

Academic credentialing standards and audits support faculty expertise. In 2015-2016, the College confirmed the existing alignment between practice, policy, and the HLC published guidelines for faculty credentials. The policy document is reviewed and adjusted annually by Deans Council.

The College ensures appropriate credentials through the hiring process and with audits of all returning faculty members for each term of instruction by the Director of Academic Affairs.

College personnel may participate in a wide variety of professional development activities. Staff are encouraged and financially supported to attend professional conferences and workshops in their areas of expertise.

All personnel have mandatory compliance training on an annual basis including Title IX, Bully Prevention, Unlawful Harassment Prevention, FERPA, and Drug Free Workplace.

Faculty receive performance feedback on a three-year cycle through the College's Faculty Growth and Evaluation Process. This includes discussion of performance excellence and areas of improvement. Administrators had two additional components to their review with a 360-evaluation including feedback from subordinates, peers, and related colleagues.

Standout was initiated for use by managers to engage employees in regular conversations about short- and long-term goals. Managers are required to have regular meetings with all subordinates.

Regulatory training and industry best practice is identified by HR and confirms the training requirements. HR identifies external partners to provide regulatory/compliance training.

The College annually budgets financial resources for employees to attend industry conferences and training. Employees may request financial support through the Conference Approval Request process. Additionally, the College hosts an annual faculty conference.

The Center for Teaching Excellence publishes an annual calendar of offerings where faculty determine what sessions are most relevant and attend either face-to-face or virtually.

Baker College supports tuition reimbursement for faculty advancing their skill and knowledge through certifications and/or additional degrees.

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

Clear

Evidence

Baker College's One Stop provides access to academic, financial and disability and advising services and requires incoming students to take a career aptitude assessment to help identify career goals and potential programs of study.

An Academic Resource Center is located on each campus, and virtually, to provide library and tutoring resources for undergraduate and graduate students.

The College utilizes consistent academic standards in the admissions process to demonstrate college preparedness. Students can also self-identify need.

Students participate in a placement testing process during the admissions process. Those identified as underprepared are required to complete remedial instructional models. Placement Charts demonstrate minimum entrance requirements.

The College Preparation Committee (CPP) recommend changes to improve retention, persistence, and completion rates. One improvement was the change in the new student admission process from right to try/open door to accessible to improve retention rates.

The College recently implemented an early alert and it is too soon to provide data. Additionally, Baker uses a variety of standardized tools such as the CCSSE and Ruffalo Noel Levitz surveys to gather data.

Faculty support needs are identified through a review of faculty evaluation data, professional development evaluation, program assessment, and requests from faculty. Faculty Developers facilitate guided discussions, activities, and application to the Learning Management System and best teaching practices.

Admissions advisors, academic advisors, new student orientations and new student on-boarding services provide preparation for effective learning. The College's website and the student portal contain information about financial aid, scholarship opportunities and campus safety.

IT support, library resources, and tutoring are provided in the Academic Resource

Centers (ARCs) at campus locations and virtually.

The College has an Institutional Review Board and policy for Human Subjects Research. Through the Collaborative Institutional Training Initiative, all students, faculty, and staff have access to research ethics training and are required to complete this training prior to research activities.

Students participate in a placement testing process during the admissions process. Those identified as underprepared are required to complete remedial instructional models.

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

Adequate

Evidence

Baker College provides a variety of opportunities for students to engage outside of the classroom that fits the College's mission. Clubs and organizations align their objectives to the curriculum (ISLOs or PLOs). ISLOs reflect career-ready knowledge and skills which align with the Baker mission.

Baker College defines co-curricular as non-credit bearing activities that enhance the student's educational experience. Examples of these type of activities include, but are not restricted to, student participation in clubs and competitions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

Clear

Evidence

The annual Assessment Learning Community (ALC) process includes review of SLO direct measures, revision to outcomes based on specialized accreditation, course evaluation and advisory board input. This process also identifies the need for course elimination or new course creation.

Program hours were aligned to 60 credits for associate degrees and 120 for bachelor degrees along with creating a consistent programmatic format for all programs.

Internal and external data is collected and organized for review based on strategic councils, strategic planning and third-party review.

The College, per policy, accepts transfer credit from regionally or nationally accredited colleges and participates in the Michigan Transfer Agreement. The Transfer Evaluation System is used. If there is no equivalency, a content expert examines the course content.

Student preparation is determined through student services, Admissions, employers, graduate and student feedback, specialized accreditors. The annual ALC process is used to review pre-requisite requirements.

Communication of program requirements is by way of the website, high school contacts, community events, Program Offerings Guide, Student Handbook, and enrollment specialist advising.

A standardized set of placement scores was implemented in 2017.

Baker College uses a standardized curriculum and direct measure assessments of course outcomes for all modalities and program locations.

The College takes part in the National Alliance of Concurrent Enrollment Partnerships and follows its standards for dual enrollment consistency.

Annual reviews are conducted for program and General Education learning goals through the ALC.

At the end of each term, the College collects student evaluation of the faculty and instructor evaluation of the course.

The College supports specialized accreditation through an Accreditation Council. Baker College has 38 programs with specialized accreditation.

The College annually collects program direct assessment measures, persistent, retention and graduation rates, faculty credentials, employment rate and course retention to track student achievement. An improvement plan is created to address gaps.

Student retention, persistence and graduation rate data, licensure pass rates, employment rates and other KPIs, are reviewed annually by the College's Strategic Planning Process for viability.

The Baker College website's https://www.baker.edu/about/get-to-know-us/disclosure-of-consumer-information/ contains employment rates with links to retention, persistence and graduation rates.

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

Clear

Evidence

The College has purpose and content for each program described in the Program Offering Guide and on the website.

Each program has a curricular map with stated student outcomes and many programs have a Learning Outcomes Assignment Table detailing course work and associated outcomes.

The ALC process is used in determining program outcomes and ensuring stakeholder involvement. PLOs align with specialized accreditation, when appropriate.

Annual Assessment Reports use direct measures and input from advisory boards, graduate surveys, employer surveys, clinical evaluations and student course evaluations. The UbD process provides for aggregation of assessment feedback into curricular improvements and cites the Teacher Certification program as undergone improvements.

Improvement plans are part of the program review and incorporated into strategic planning to remain responsive.

Co-curricular programs follow the guidelines in the Student Club Manual and are required to align objectives to common learning outcomes.

Program faculty determine assessment tools for the PLOs that are approved through the ALC process. Program faculty establish targets and use external comparisons.

Standardization of curriculum, outcomes, assessments and measures provide comparisons of student performance across courses for all locations and dual credit. An Annual Report Rubric is used to assess the assessment process.

The Assessment Department tracks the quality and maturity level of assessments across the College to provide professional development and drive improvements in assessment activities.

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

Clear

Evidence

Retention, persistence and completion rates are compiled in reports generated from the Student Information System on a semester and annual basis. Completion data is collected for various cohort student groups.

The Persistence and Retention Committee (PRC) collects and synthesizes data, identifies deficiencies, and proposes solutions for improvement. Fall-to-spring persistence and fall-to-fall retention data is analyzed.

Program dashboards allow for the disaggregation of persistence and retention data in a variety of ways including by college, program, degree level, home campus, and a variety of demographic indicators.

The PRC develops targets for persistence, retention, and completion based on historical and current data, and national and state retention rates, as part of the strategic planning process and reflect good practice.

Retention rates are 48% in 2016, 45% in 2017 and 51% for 2018. Retention goals have gradually increased from 50 to 55% fall to fall so they are ambitious and attainable.

An ad-hoc committee consisting of Student Affairs personnel across the institution to address student retention, persistence, and completion and review the various tools and instruments available for surveying student engagement and satisfaction.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

Clear

Evidence

Baker College has the fiscal (repeatable budgeting process that includes key stakeholders), human resources (employing more than 174 full-time faculty and 941 adjunct faculty), physical (eight locations in addition to the main campus), and technological infrastructure sufficient to support its operations.

Baker College faculty-to-student ratio ranges between 7-to-1 and 16-to-1, indicating that the College has the academic human resources to support its academic operations.

The IT Strategic Plan and Information Technology Council provides guidance and oversight for maintaining sufficient technological infrastructure to support operations and improvements. All major systems have recently been updated including both hardware and software.

Physical plant and physical infrastructure are managed through a system-wide preventative maintenance Accruent FAMIS. The College can forecast future expenditures with greater precision and helps ensure that the physical infrastructure supports operations.

The annual budgeting process with oversight from the Strategy Council ensures resource allocation is 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.

The College's Mission and Guiding Principles are reviewed and affirmed early in the annual budgeting process. Goals to address emerging needs are addressed within the Councils and are approved by the Strategy Council and eventually by the President's Cabinet.

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.

The College's recruiting and hiring processes outline appropriate and identified qualifications, established job descriptions, credential verification, training, and evaluation processes for all faculty and staff.

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.

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 College utilizes SafeColleges 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 that is managed by the Center for Teaching and Learning staff.

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.

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.

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.

The Controller's office use Jenzabar CX 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.

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 regulatory/compliance training.

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

Clear

Evidence

The College's governance structure coupled with the strategic planning process supports strategic alignment of efforts across units and divisions which ensures optimum effectiveness and efficiency.

Annual IPRs include key performance indicators (KPIs), annual performance data, historical performance data, external performance comparison, 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.

Each 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.

Campus Presidents and the System Executive Committee share the responsibility to meet operational expectations as defined by the Institutional Strategic Plan, System President and, Board of Trustees. 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 of operation.

Baker's strategic planning, IPRs, Assessment Learning Communities, and other processes foster an environment for collaboration across units.

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

Clear

Evidence

Baker College engages various internal and external stakeholder groups including advisory boards, employers, K-12 partners, and graduates for the strategic planning process which ensures broad institutional ownership and performance.

Through its 4-phase strategic planning process, the institution brings in many internal and external stakeholders, allocates resources to mission-driven activities, and anticipates future factors in its operation.

The College conducts annual performance evaluations for all employees.

The strategic planning process ensures alignment of operations over a three to five-year timeframe, achieved through IPRs. A SWOT analysis with various stakeholder participation is coordinated by the Strategy Council every three years. Annual program review process provides insight and capital forecasts relative to program needs and expenditures.

The College collects outcomes on KPIs and reports them on a dashboard.

The College uses annual IPRs as a primary mechanism to maximum current resources and meet future needs. The Strategy Council and Council Chairs make recommendations and adjustment of priorities based on the current Strategic Plan.

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

Clear

Evidence

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.

The 2017, the AQIP project, i.e., "College Preparation Program" was aligned with the HLC Core Components of meeting student and other key stakeholder needs.

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.

Councils are charged with initiatives and performance metrics designed to support the Strategic Plan based on benchmarked data. The Institutional Performance Reports reflect annual data-driven improvements overseen by the Strategy Council.

Gaps are addressed in relation to the Mission, Guiding Principles, and Key Performance Indicators.

Table 6.2.1 reflects the progress in council initiatives and metrics specifically documenting a reduction in initiatives and metrics in order to better leverage human and capital resources in each respective area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Reflective Overview	
2	Strategic Challenges Analysis	
3	Accreditation Evidence Screening Summary	
4	Quality of Systems Portfolio	
5	AQIP Category Feedback	
I	Helping Students Learn	
II	Meeting Student and Other Key Stakeholder Needs	
III	Valuing Employees	
IV	Planning and Leading	
V	Knowledge Management and Resource Stewardship	
VI	Quality Overview	
1	Mission	
1.A	Core Component 1.A	Clear
1.B	Core Component 1.B	Clear
1.C	Core Component 1.C	Adequate
1.D	Core Component 1.D	Adequate
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Clear
2.B	Core Component 2.B	Clear
2.C	Core Component 2.C	Clear
2.D	Core Component 2.D	Clear
2.E	Core Component 2.E	Clear
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Clear
3.B	Core Component 3.B	Clear
3.C	Core Component 3.C	Clear
3.D	Core Component 3.D	Clear
3.E	Core Component 3.E	Adequate
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Clear
4.B	Core Component 4.B	Clear
4.C	Core Component 4.C	Clear
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Clear

5.B	Core Component 5.B	Clear
5.C	Core Component 5.C	Clear
5.D	Core Component 5.D	Clear

Review Summary

Conclusion

Baker College has demonstrated quality processes and improvements throughout the portfolio. In addressing the identified four Strategic Challenges the College can enhance its quality culture and provide additional evidence for Core Components 1C, 1D, and 3E: 1) creating a robust process for faculty and staff recognition 2) consistently connecting processes and results for decision-making 3) establishing measures and tools for each item within the Categories for data collection, analysis, interpretation, and reporting, while establishing longitudinal results, internal targets and external benchmarks 4) sharing examples of the work done by the Assessment Learning Communities that tie directly into strategic planning and budgeting processes.

Overall Recommendations

Criteria For Accreditation
Adequate

Sanctions Recommendation
Not Set

Pathways Recommendation
Not Set

No Interim Monitoring Recommended.