Academic Quality Improvement Program Systems Portfolio
June 1, 2014

This portfolio is available in an electronic version, along with all supporting documentation at http://baker.edu/aqip-2014/.

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> *The mission of Baker College is to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers.*

Overview

Founded in 1911, Baker College is a mission driven, private, not-for-profit college system with its headquarters located in Flint, Michigan. The College's mission is to educate and train graduates for rewarding careers with a high current demand. In addition to our mission statement, the College operates with a commitment to our Eleven Guiding Principles. The College offers a wide array of programs and confers from the certificate level all the way through the doctor of business administration degree. Although the College offers master and doctoral level degrees, the majority of the College's students are studying in pursuit of an associate degree. In general, approximately 85 percent of student enrollment is classified as sophomore or lower. As a "right to try" college, we extend the opportunity for higher education to any individual who has a high school diploma, or equivalent, with placement scores that affirm a student's ability to be successful.

The Baker College system is comprised of nine separate campuses which are located in Allen Park, Auburn Hills, Cadillac, Clinton Township, Flint, Jackson, Muskegon, Owosso, and Port Huron and branches in Cass City, Coldwater and Fremont. The campuses extend 200 miles across Michigan from east to west, and 160 miles north to south. Also located on the Flint Campus are Baker College Online and the Baker College Center for Graduate Studies. These two divisions of the College enroll over 50 percent of their students from outside the state and around the world. These divisions serve a large, active, military population as well.

Organization

Baker College is organized as autonomous campuses, supported by a centralized system that seeks to capitalize on economies of scale. Each campus is headed by a Board of Regents and a campus president who is supported by a team of vice presidents and/or directors for major functional units including academics, admissions, business office, facilities, financial aid, registrar, safety, student services, etc. These campuses are connected through the system headquarters, referred to as Professional Services.

Key instructional programs

In the fall of 2013, Baker College had a total enrollment of 33,938. Undergraduate programs are administratively divided into five academic areas each served by a system academic director. Figure 1 provides enrollment in each division.

> *Eleven Guiding Principles*
> - *Highly Effective Programs and Delivery Systems*
> - *Right to Try*
> - *Disciplined Fiscal Management*
> - *Customer Focus*
> - *Willingness to Change and Adapt*
> - *Strong Image*
> - *Accountable for Mission, Stated Values, and Public Trust*
> - *High Work Ethic of Employees*
> - *Team-Orientated Atmosphere*
> - *Community Orientation*
> - *Continuous Improvement*

Figure 1

Enrollment By Division*	
Computer Information Systems & Technology Programs	5839
Health Sciences	12,066
Business Administration Programs	7958
General Studies	657
Education and Human Services Programs	5323
Center For Graduate Studies (all graduate programs)	781

An additional 1314 undeclared and high school students were enrolled and are not listed above.

Human Resources

   Baker College relies on a highly dedicated staff to achieve its mission. The College seeks to employ a balance of full-time professionals responsible for oversight and administration of services with a cadre of adjuncts that are working professionals who bring their daily experience of professional practice into our classrooms.

Figure 2

	Full Time	Part Time	Total
Officers/ Managers	216	6	222
Professional	347	177	524
Faculty	209	2526	2735
Clerical	167	97	264
Support Services	88	329	417
Total	1027	3135	4162

Quality Journey

   Baker College has invested substantially in our quality journey since the submission of the last Systems Portfolio in 2010. Recognizing that our processes for improvement were not sufficient to meet our needs, the College adopted a Lean Six Sigma approach in early 2012 that has had a significant impact on our operations. All top administrators as well as other select leaders in the institution have completed extensive training. In addition, all academic leaders have participated in focused training at the Academic Leadership Retreat held every spring. Overall, over 200 individuals have been trained at some level, and many more at every level have participated in a Lean Six Sigma Quality Improvement Project. This work has changed the culture of the institution, and strengthened our commitment to Continuous Quality Improvement. As discussed in 8R5, data indicate that the infrastructure of the College is maturing, providing better support for our improvement efforts.

   As might be expected of a large, diverse institution, Baker College's practices and processes are at varying levels of maturity. In areas where external directives have motivated the College to consistency, including financial aid and business practices, processes are well integrated. A system of audits ensures assessment and ongoing improvement. In areas where external benchmarks and standards have not driven practice, processes are systematic or aligned. Processes in Category 4 and 5 represent repeatable processes with clear goals, but often without metrics that are tracked and process managers that are held accountable. Because we are a system of nine separate campuses, there are processes that are left to individual campuses. These processes are often more reactive or systematic. Campuses are striving to address this through specific Lean Six Sigma projects. Baker College of Jackson conducted Process Management Training for key personnel and is striving to be a test case for other campuses to follow.

Quality Improvement Projects Include:
- Affirming Student Success Through Data
- Blackboard Course Load
- Blackboard Usage
- Career Concepts
- College and Career Immersion
- Faculty Growth and Evaluation
- Financial Aid Literacy
- Lean Six Sigma Training
- Nursing Student Life Cycle
- Textbook Ordering
- Writing Analysis

Category 1: HELPING STUDENTS LEARN

Baker College has strong processes in place to help students learn. The consistent and unwavering focus on mission has allowed the College to maintain alignment in processes that support institutional objectives and learning outcomes. Processes for developing and maintaining program level learning outcomes reflect a systematic approach. However, specific projects in this area are moving the institution to greater levels of alignment among all units that support learning. A writing project currently underway seeks to provide a consistent process to help programs align their writing outcomes across the institution. Similarly, a project focusing on critical thinking, as one of several career skills the College is focusing on, will also create better alignment across the institution. Both of these projects are focused on creating processes and infrastructure that will lead, respectively, to better writing outcomes and increased critical thinking skills among graduates.   As these projects move into a control phase, process managers will be assigned and metrics collected and analyzed resulting in a level of institutionalization that will be sustainable across time.

The development of curriculum is well integrated across the College, and the associated processes are well known, disseminated, and managed. Process managers are in place and the process is controlled and improved as data indicate opportunity or need. The process remains stressed by the size of the institution and the amount of curriculum development/revision that is constantly being managed. Processes for new program implementation as well as discontinuation are also aligned across the system. Evidence shows that standardization is being achieved through increased transparency of action and thoughtfulness of impact across the College occurring from local changes. Having effective processes in place for development of programs and courses, for implementation and discontinuation of programs, and for creating learning outcomes allows us to maintain processes for communicating expectations to faculty and program officials alike. These processes are all constructed in a manner that allows for curriculum development and delivery to occur smoothly regardless of the manner (on-ground, on-line, hybrid) in which it is delivered.

The assessment of the curriculum is more reactive as individual units work to create their own assessment plans. A major initiative is under way that seeks to create a more systematic approach based on a series of assessment tiers, each building on the previous. Once these processes are more mature, the College will be able to reap the benefits of these more systematic and effective program assessment efforts.

Processes in place for identifying student needs range from systematic to aligned. Identification of specific need is done in ways that are repeatable and standard. Identifying the needs of some groups is undertaken at a local level and responses are met locally. However, processes are more sophisticated in response to other groups, particularly those who are underprepared for college-level coursework. Here processes are aligned across the College to meet specific goals. These processes for under-prepared learners are constantly monitored and improvement efforts are ongoing. A highly aligned system of student advising ensures high levels of service to students in a manner that allows for continuous improvement, learning across units, and harnessing work in this area to support goals not only for learning but in retention, financial aid, and employment. Quality improvement work focused on student advising is moving these processes to integration as the College better understands how to collect metrics on the processes and use that data to improve services.

1P Process

1P1 Currently, common objectives for all undergraduate programs within a degree level are explicitly stated as Institutional Student Learning Outcomes. These outcomes have developed across time in accordance with the mission of the College which is, in part, to "...enable graduates to be successful

throughout challenging and rewarding careers." To meet this mission, outcomes are driven by common professional needs across the range of programs offered by the College. To understand these needs, advisory boards, state, and national accreditation standards are consulted. This information has been used by faculty and administrative personnel to develop and revise these outcomes. These undergraduate outcomes were developed in conjunction with the standard curriculum development process and approved by the Presidents/ Executive Committee. A separate set of graduate institutional outcomes was developed by faculty in the Center for Graduate Studies. These outcomes were initially developed by the Graduate Faculty Council and have been revised and re-endorsed as additional programs have been added at the graduate level.

   While the level of knowledge and skills vary across degree levels (ranging from certificate to doctoral), the basic outcomes remain the same. Starting with our career-based mission, the first outcome speaks directly to broad career skills. Other outcomes address diversity in the workplace; information literacy; communication; critical thinking; and cultural, ethical, social and political issues. This set of outcomes is intended to insure that students possess the knowledge to be successful in a globally competitive environment. The general education core is well defined at each degree level and builds upon requirements from the previous level. As an example, students may choose to complete an associate degree where they are required to have 32 quarter hours of general education. Moving to the bachelor degree, students apply their 32 hours of learning and add to it to meet the required 72 hours. By building on previous learning, the general education program is progressive, appropriate to the degree being sought, and consistent with our mission of providing education across a student's work life. Many students return after completing a degree to pursue additional studies and his/her work at each level can easily be incorporated into the next.

   The general education program is well defined and presented to students in the college catalog where required hours, specific courses, and sequencing are discussed. Additionally, the catalog discusses the goals of the general education program as well as the specific learning outcomes that are used to foster those goals.

   The general education program is designed for the 21st century learner. Critical thinking, communication, and literacy outcomes focus student learning on understanding the world in macro and micro terms and in being able to communicate that understanding through written and oral modes, directly and through electronic mediated methods. Requirements in general education are categorized into communication, mathematical reasoning (including acquisition and analysis of information), personal and social environments (including attitudes and behaviors that promote success in the workplace), and computer literacy. Specific global and cultural perspectives and scientific reasoning are addressed in the personal and social environments cluster in certificate and associate programs, and as specific course clusters at the bachelor level.

   The Baker College Center for Graduate Studies has formally endorsed the Boyer model of scholarship. The Boyer model also reflects our practice at the undergraduate level. While faculty engage in each of the four types of scholarship discussed (discovery, integration, application, and teaching), the latter two forms of scholarship represent the majority of the scholarly work performed. This is consistent with our mission and role in the community as a teaching-based career college. In fact, the College seeks to blur the lines between classroom, teaching, skills application and professional roles for both students and faculty. The College purposefully seeks working professionals who move smoothly between applying their skills in the workplace and sharing those skills in the classroom. The goal is that each environment informs the other and strengthens both. Similarly, almost all students complete one or more placements in a field setting. This helps students connect their classroom-based experiences with work experiences. This connection further fosters their professional identity development through knowledge and skill application in their chosen career field.

1P2   As noted above, the mission of the organization as a career college provides the starting point for all curriculum objectives. Programs at Baker College are always intended to lead to a specific career path. As appropriate, state and national accrediting agencies, professional organizations, advisory boards, academic leaders, and faculty with expertise in the discipline are a part of the program development process. To ensure broad input in the development of program objectives, the program development process is designed to be inclusive of individuals at several levels of the organization. This process ensures that market needs, student needs and interests, facilities, faculty, and employment demands are all considered. To develop program as well as course level outcomes Baker College uses a model known as "Understanding by Design" (UbD). The UbD process is based on a backward design model in which the outcomes of the program are the first step in design. A team of curriculum design experts are utilized as consultants working with faculty and content experts who use the data from sources, as noted above, to determine the specific program outcomes that are necessary for the future success of students. The second step in the design process is the development of specific assessment procedures and material for each outcome. The approach taken dictates that assessment is driven by well-defined outcomes, and specific instruction is designed to build student competence as operationalized by assessment. This model assumes that the manner in which a student is assessed needs to be consistent with learning outcomes. If outcomes are knowledge based and focus on remembering facts as might be appropriate for some material in an introductory course, then assessment might be demonstrated through multiple choice testing. If however, a learning outcome is focused on a specific skill set that needs to be demonstrated, then assessment based on demonstration of technique in a high-fidelity simulation lab might be more appropriate. It is worth noting that this process results in a curriculum that can be delivered to any student, regardless of the modality (face-to-face, hybrid, or online) in which a course is delivered.

In established programs, an annual assessment process requires the collection and review of assessment data. These data, which include employment rates, pass rates on certification exams (if available), input from advisory boards and other stakeholders are considered in light of current program objectives. If data indicate that students are not well prepared for their career, or changes in the career field are noted, then program outcomes may be reviewed and modified. This process would then require the new outcomes to be considered and approved through the established curriculum revision process.

Whenever possible, Baker College seeks external accreditation for programs. This external accreditation process also drives program outcomes as accrediting bodies may provide guidance or even dictate certain outcomes. Additionally, the specialized accreditation process may result in changes to program standards as requirements for accreditation, certification or licensure change across time.

While every program has specific, stated learning objectives, every program also continues to develop the knowledge and skills that are part of the Institutional Student Learning Outcomes. Curriculum maps are developed that connect course learning outcomes to both program and institutional outcomes. This mapping process allows the institution to use assessment data to understand what students are learning and where the learning occurs. Annual assessment reports are developed for each program by faculty. Data are reviewed and improvement goals set. If data show an opportunity to improve learning related to a particular outcome, we can track that outcome back to specific classes where the skills are introduced and reinforced and instructional strategies can be reviewed and improved upon as appropriate.

1P3   The program design process begins with a proposal that is reviewed both by College leadership and by program leaders and faculty. This systematic approval process ensures that new programs

meet the mission and strategic goals of the College, and that they "fit" with our current mix of offerings. Steps in this process include an environmental scan to determine competitive offerings in the marketplace as well as an assessment of current and future job markets for graduates. The emphasis in this phase is to develop programs that are competitive and add to the market. Once a program has been approved for development, the curriculum development process begins.

Baker College's use of UbD allows the College to build consistency in courses across programs as well as across delivery systems. As an example, the use of the UbD process helps to ensure that the focus during the development process remains on large curriculum ideas and student learning outcomes. Individual faculty, who provide the content expertise, are drawn back to the broad course outcomes at each step in the process including the development of course content, the choice of supplemental materials, and the design of assessment instruments. The use of curriculum design experts allows the faculty with content expertise to focus on the content while receiving coaching and guidance from individuals with specific pedagogical expertise. The following flowchart outlines the process for program level design. A modified version of the process is used for course level design.

Figure 3: UBD Flowchart
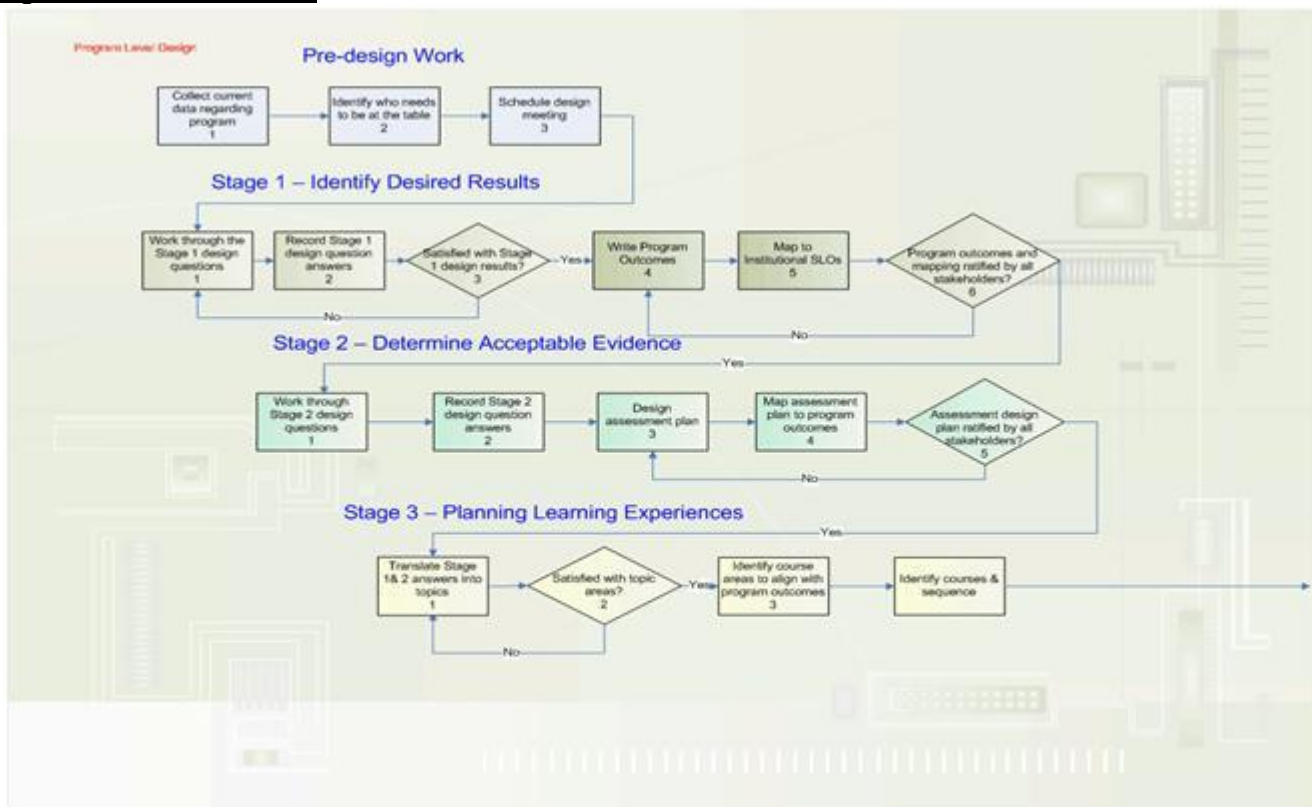
1P4 As a career college, designing curriculum to meet student career needs and the employment market is central to our business and our success. The design process noted in 1P3 is the tool that allows material to be integrated across courses and programs to meet those needs. Defining those needs is, in part, a separate process.

Using the model provided by UbD, it is the expertise of several different groups that ensures our responsiveness to career needs and the employment market. The first of these groups are the faculty

members themselves. Baker College hires faculty with significant experience in the workplace outside of academia not only to teach, but to design and administer programs. These knowledgeable individuals are supported by a cadre of adjunct faculty drawn from the local workforce. The adjuncts bring their workday experiences into the classroom and all College meetings every time they step on campus. The second group that is critical to this process is our advisory boards. Most academic programs are supported by an advisory board that consists of community and business leaders with knowledge related to the program(s) that the board supports. These boards review program and curricular issues to help us identify gaps and strengthen our offerings. Employers of graduates also contribute to the process. Many programs survey any identified employer that has hired a Baker Graduate from their program. These surveys allow the College to collect data on the readiness of graduates for their position and to understand how well we are meeting the needs of employers. In recent years, the College has allowed programs to decide if employer surveys will be used. However, the College is in process of returning to systematic surveys of all known employers for every graduate. The results of these surveys will be provided to programs through the Career Services office so that the data can be used in making curriculum improvements.

Baker College also strongly supports program accreditation across the institution. Through the guidance and feedback of these organizations, Baker College improves its offerings and ensures that it is meeting state and national standards.

While these stakeholders are relied upon to help understand employer's expectations and the professional requirements for our graduates, the institution maintains responsibility to integrate this information into the academic program. One manner in which the College maintains broader control over the quality and integrity of the curriculum is through explicit statements of intent. The institution has committed itself to a specific mission supported by eight specific purpose statements. This mission and purposes document provides a framework for our programs. Our Institutional Student Learning Outcomes are integrated with and informed by this mission and purpose. These outcomes provide the broad framework through which we enunciate our beliefs about what it means to be a Baker graduate. Specific program goals are then integrated into, but never supplant, these purposes and outcomes. The institution's commitment to educating a diverse student body that is prepared to work in a global economy represents central elements in our commitment that is reflected not only in these defining documents but in general education clusters as well as specific course outcomes.

These commitments extend across all of our programs as well as all campuses and all modes of delivery. The College makes no distinction in course/program requirements and expectations based on where or how the course is taught. The College teaches in several formats. Most classes are traditional face-to-face courses that occur over a 10-week quarter. The College also offers courses in an online format and hybrid courses that combine some face-to-face time with an asynchronous online component. Additionally, the College teaches on our campuses, at several additional locations, and direct-credit courses in high schools. To ensure consistency in educational quality, the College standardizes much of the supporting materials for a course. Course syllabi templates are provided to faculty that are pre-populated with student learning outcomes. Pre-requisites are determined at the program level, but are enforced at the College level. Faculty credentials are expected to be the same regardless of the learning modality. The College also strives to ensure that student support is equivalent for each group of students. Every student has access to a writing center, tutoring services, library services, and academic advising. Students may choose to access services through a local campus or remotely through online services. Either way, the College's expectations are that the quality of service will remain the same. The goal of these processes is to ensure that every student who takes a course will receive the same quality education and meet the same standards as every other

student. This commitment is essential in ensuring that as students move through a program, they have always obtained the pre-requisite knowledge expected for each new course.

As noted in 1P1 above, specific expectations for learning vary between degree levels, but the core areas where competence is to be achieved are consistent through all levels of the undergraduate education. The Center for Graduate Studies maintains a separate set of learning outcomes that are appropriate for graduate education. While worded differently, institutional outcomes for graduate students parallel the competencies of the undergraduate outcomes. This alignment is similar because both sets of outcomes are driven by the mission. While professional expectations vary between undergraduate and graduate level professions, central tenants such as an ability to contribute to the profession, an ability to operate in a diverse and multicultural world, understanding of ethical demands of the profession and communication and technology skills cut across the lives of all professionals.

A second manner in which the College maintains integrity of programs is through policies and practices related to acceptance of credit from other institutions. The College maintains a basic policy that says credit will only be accepted from institutions which are regionally or nationally accredited and only for credit that equates in content and hours to a course in the student's program of study. If a student requests transfer credit be accepted, the College must obtain an official transcript for review. Additional documentation such as a course description, course outcomes, and/or a course syllabus may be required to ensure that the content in the requested course equates to the Baker College course. This is an important step to ensure that program and institutional learning outcomes are fully met by all students.   The College may grant credit for experiential learning. If a request is made for experiential credit, the student must supply a portfolio for evaluation. If the portfolio demonstrates learning and skills that match all of the outcomes of a specific course, credit may be granted. Experiential credit is not available for all classes or in all programs.

Based on mission, the employment of graduates who are successful in their careers is our driving priority as an institution. Graduates in every program are tracked. Employers participate in the assessment process of our programs through the evaluation of interns and graduates, through employer surveys, and membership on advisory boards. The College also relies on internal stakeholders, specialty accrediting bodies, and students to help assess our programs. However, the most important driver for the institution is employment rates. Every program reports employment rates for its graduates. These rates are the driving factor in determining the success of the program as well as the decision to maintain a program. We define success in terms of graduates who are employed in their field of study and carefully track this data.

1P5 Baker College is a "*Right to Try*" college. We believe that every individual who desires to be educated at a post-secondary level should be afforded the opportunity. As such, we admit any student with a high school diploma or a GED that can pass at least one section of the Compass test in reading, writing, or math above the pre-determined cut score for these areas.

At the student level, every new student needs to be assessed to determine if they have the preparation required for success. Therefore, students new to college are required to take the Compass tests. We use this test to assess individual performance to determine if a student has the academic skills and knowledge necessary for success. The scores required to move into the college curriculum have been developed across time by tracking students of varying ability to determine which groups are likely to succeed without remedial intervention as well as by reviewing research conducted by ACT on the Compass tests. Once basic skills have been demonstrated or acquired through developmental education coursework, programs are designed to build the skills and knowledge necessary for success across time.

When building courses and programs using UbD, development always starts with the institutional mission in mind: [to] enable graduates to be successful throughout challenging and rewarding careers. Working with employers, accrediting or certification agencies, campus-based advisory boards, and current literature, needed skill sets are defined and outcomes developed. From these known outcomes, faculty and content experts work with a staff of curriculum designers to develop courses that are understood as part of a sequence leading to the defined outcomes. Continually working backwards from these known outcomes, a sequential set of skills and abilities can be identified at each level which then defines the skills needed as students enter that level. See 1P3.

1P6 Baker College provides multiple opportunities to communicate expectations to both new and returning students as well as other communities of interest. A key tool in communication is our website. Available to anyone with interest in the College or our programs and services, the College strives to maintain current and accurate information on our website at all times. Through the website, anyone with interest can obtain detailed information about programs, requirements for admission, accreditation relationships, costs, and other information of importance. The College website contains a Cost Estimator that students can access to fully understand the cost of attendance, as well as to obtain additional information about financial aid.

The College also uses additional opportunities to communicate that include but are not limited to:

- Various print and electronic marketing and informational materials where students can view student learning outcomes as well as institutional policy including the college catalog (which provides a listing of Trustees and Regents, Officers, Administrators, Advisory Board Members, and Faculty), college website, and program supplements
- Initial interview/meeting with admissions advisors
- Ongoing advising from admissions advisors, as well as program advisors
- New student orientation
- Completion of COL 111A College Success Strategies (on-ground students), or COL 112 College Success Online (online students)
- Student Tracking of Educational Progress (STEP) Plans
- Standardized course syllabi and learning outcomes that address program goals and student learning outcomes

Admissions advisors not only introduce potential new students to the offerings and culture of Baker College, but advising meetings are also intended to provide an opportunity for the students to connect with someone at the College and to communicate to students the unique mission and purpose of a career college. Advisors also provide specific information about programs of interest and help to clarify the College's specific academic and behavioral standards and expectations that will assist students in being successful.

Once students have been admitted to the College, previous discussions of expectations as well as outcomes and policies are reinforced. This is done through an orientation process, the College Success Strategies course (COL111A or COL112), and advising meetings.   Advising meetings help to further prepare students to move into their coursework through the development of a STEP plan. The STEP plan provides an academic roadmap so that students are aware of the courses they need to complete as part of their program, as well as when they can expect those courses to be offered. Advisors also help students set achievable goals and maintain a program of study that meets their needs and desires. The advising process has been part of an ongoing Quality Improvement Project and further details are available under 1I1.

Student Support Services are available to assist students with additional support for successful course and program completion. Services include advising, tutoring, and library services. A Writing

Center is also available on each campus where students receive one-on-one tutoring/assistance provided by faculty. Some campuses also maintain a separate Math Lab where additional tutoring services are available.

1P7 Prospective students begin the search for a program of study often before arriving on campus. Our marketing materials and website are oriented toward helping individuals understand the programs we offer and how these connect to specific career goals. Once prospective students contact the College, they have an opportunity to meet individually with an admissions representative who is knowledgeable in the school's range of programs and trained to help students consider their options and make choices.

After admission, students who do not have transfer credit are required to complete Compass testing. This assessment is used for placement purposes in the content areas of English and mathematics. Once Compass testing is completed, students meet with advisors and are provided with information about specific programs. While the College is an open enrollment institution, we do have select programs where enrollment is limited. Compass testing can help students identify some of the difficulties that must be overcome if they want to be admitted to a limited enrollment program. Alternate programs may be identified to help students continue in college if they cannot gain admission into a selective program. Students also have the option to enroll as "undeclared" as they explore career opportunities.

For specific programs and specific groups of students, special procedures are in place. For instance, specific advising is offered to students with disabilities. This advising not only identifies needs that the College can respond to, but can also help students recognize if specific limitations may impede their progress in a particular program.

An increasingly important aspect of helping students choose programs for study relates to a student's criminal history. Many professions require criminal background checks before practicums or field experience and some limit licensure or certification when applicants have a criminal record. Baker College has procedures in place to screen all students entering certain programs to ensure that students are aware of how past legal involvement may impact their ability to pursue a particular career. These procedures allow for background checks to occur and results to be discussed in private. In some cases, students may choose to pursue a particular area of study even after being advised that field experiences and/or employment may not be available. Each case requires careful consideration and personal handling.

Baker College enrolls a large number of students every year that wish to become nurses. The nursing program is a limited enrollment program, and students must apply for admission to the professional track after they have completed certain pre-requisite courses. Unfortunately, many students will not be accepted into the professional track of the nursing program. This is another important opportunity for the College to respond to student need in choosing a program. The College has implemented new advising procedures to identify students early that are likely not to be admitted into the nursing program, and steps are taken immediately to help these students identify an alternate program of study. Additional information about this can be found in 1I1.

The College recognized a need for more directed intervention with certain groups of students, particularly those new to college. As a result, a first-year advising program was developed and implemented. This program created a more intrusive advising model that required advisors to proactively reach out to new students in an effort to anticipate and respond to need. This included helping students make specific curricular choices. Unfortunately, a systematic review of the program indicated that these efforts had no significant impact on student behavior, particularly in regards to persistence or retention. As a result, this program has been suspended while the College reviews

additional data and seeks alternate approaches to intervening that may more effectively meet the needs of students. However, some best practices were implemented as a result of the first-year advising project.

1P8   As an open enrollment institution, Baker College enrolls a significant number of students who have challenges in reading, writing, and mathematics that must be addressed. Figure 4 shows the large number of students in developmental education courses and the College's commitment to providing assistance. The College provides assistance to these students in a variety of ways including Learning Support Services on every campus, tutoring, programs in the residence halls, specialized support services in the classroom, consistent curriculum and course competencies, and discipline-specific professional development for faculty who teach developmental courses.

Figure 4: Developmental Education Three-Year Enrollments

Developmental Education Courses Enrollment			
	10-11	11-12	12-13
ENG 091: English Review	2791	2125	1683
ENG 098B: College Reading	1970	1468	905
MTH 091: Essential Math Concepts	7487	6098	4859
MTH 099E: Pre-algebra	5626	5994	3893

   The primary and most important set of services are our developmental education offerings. After enrolling, any student who does not transfer in college credit must complete the Compass test to assess his/her skills. When remedial needs are identified, students are advised of the test results and are registered in specific developmental courses to improve skills. Baker College places considerable focus on developmental education, and continually strives to identify more effective approaches. A previous action project focused on improving these courses and creating a specific sequence of courses to assist students who require more than a single course. These sequences are based on the student's identified major to ensure that students complete developmental course work in a manner that allows them to move into their major as quickly as possible while assuring the skills necessary for success.
   A more recent action project has followed up on this effort by focusing on those students with the most need: students requiring three developmental courses. This project has resulted in the development of COL115 which is a single course that meets multiple hours, multiple times per week. In this single course, students cover an array of basic math, English and writing outcomes that would normally be covered in three separate courses. This project has shown some success. Results are discussed in 1R3.

1P9   All students have access to a learning styles inventory through our campus network. This material is discussed in our College Success Strategies courses (COL 111A and COL 112) and links to a self-assessment are available through the STAR System. Additional materials as well as an additional learning styles inventory is available on the COL 111A course library page. Professional Development is provided to faculty that addresses learning styles as well. In these ways, we strive to ensure that students are aware of their own learning styles and that faculty and other staff in support roles understand differences in student learning.
   Since our last portfolio, the College has sought to be more responsive to student learning styles. Baker College initiated an AQIP project that sought to clarify and explicate our understanding

and expectations for teaching and learning. The project became known as the Academic Improvement Model project (AIM). This project led Baker College to adopt a learner-centered approach to teaching. Learner-centered instruction is the core of the [Baker College Academic Improvement Model](#) that includes quality teaching and learning, curriculum development, and assessment. It is also central in professional development activities as well as the Baker College Faculty Growth and Evaluation process. Maintaining a learner-centered educational approach means that the College seeks to provide educational experiences that meet our students' needs. While individual faculty members may not know each individual student's learning style, classroom structure, activities, and assessments are intended to cover a range of learning styles. We believe this is the best way to actively involve all students and meet the myriad needs that exist in a single classroom.

1P10   Baker College prides itself on the unique role that it has in the communities that it serves. As an open enrollment institution, Baker College students reflect the broad range of individuals that live and work in our communities. The College recognizes that this diversity is a benefit to all stakeholders. Students benefit because they are better prepared to operate in a global society based on their experiences here. Communities benefit because access to education helps to decrease barriers and promote interactions that foster understanding and acceptance. While the [mission of the institution](#) reflects this commitment ("To encourage graduates to …lead effectively in a world without boundaries."), the commitment is also actively pursued as part of our [Institutional Student Learning Outcomes](#) ("…promote success in the workplace and effective social interaction with diverse people" and "…understanding of cultural, ethical, social, political, and global issues").

   Understanding diversity and the diverse needs of our stakeholders is important to our success. When responding to diversity operationally, the College must attend to not only cultural and ethnic differences, but other characteristics that create specific need. A large percentage of the students that enroll at the College have some barriers that make success in higher education difficult. As a result, the College has committed itself to working with all students in a manner that addresses these barriers. Many of our entering students require some level of developmental education (see 1P8). In response, we offer developmental courses in a systematic manner that ensures students can develop the skills necessary for success before they enter into their program coursework. The College has engaged in two AQIP projects to address the specific needs of students requiring developmental education. To address the needs of a population that is employed, and often in school part-time, the institution offers classes both day and evening, weekdays and weekends, online and face-to-face.

   The needs of smaller groups of students are not overlooked. Personnel on each campus are assigned to address the needs of students with specific physical needs as well as cognitive conditions which may require special accommodations. Often these individuals work closely with outside agencies such as Vocational Rehabilitation offices or Veterans Affairs to identify student needs, identify support services at the institution and elsewhere, and to ensure that services are provided in a timely fashion. Individual campuses also find it beneficial to develop local responses to specific needs. For example, Baker College of Flint has developed programs to assist students with particular needs in the residence halls, while other campuses have focused on subgroups represented on the individual campus.

   To the extent possible, Baker College provides the same services to online students that are available to students on-ground. Developmental education offerings are required of online students as appropriate based on past performance and standardized test scores. Online tutoring is available, as are all campus services such as financial aid, business office, advising, bookstore assistance, etc. The College maintains a separate office for students who are currently in the military to ensure that their unique needs are met regardless of their location or situation in the world. The College strives to

ensure that students can access the same services regardless of which campus they are enrolled on or the delivery method of the courses they choose.

1P11   Baker College undertook an AQIP project which became known as the AIM project specifically to address this need. The project was successful in helping the institution clarify and communicate expectations and has generated much additional work.

   The AIM project started by seeking to understand and clarify our expectations for instructional activities. Groups of faculty from every campus worked to construct a model not only of expectations, but of how those expectations would be enacted in the classroom. Specific behavioral statements were developed and tied to values and beliefs. These statements provided a rich framework for discussion.   Through this process, the College committed itself to a learner-centered approach to learning that is consistent with our beliefs and guiding principles.

   The AIM project has led to a significant project around Faculty Growth and Evaluation (FG&E). The FG&E project has developed a model of professional development and mentoring that provides a specific framework for every faculty member's work to be reviewed, discussed, and professional development goals set. Operating from a consistent model, this FG&E process ensures that all faculty are being reviewed in those areas most important to us, and are being supported in a manner that encourages professional development aligned with our expectations.

   The AIM project also generated work in assessment. Assessment activities, both formative and summative, are designed specifically to reflect our commitments to learner-centered learning.

   Supporting these processes, standardized materials are available that are designed to further reinforce expectations. Every course has a master syllabus that is used as the foundation for teaching the course. This syllabus is constructed to include assignments, course outcomes, and support materials that further reinforce and clarify expectations. The College also has specific expectations regarding course and program assessment. The AIM project has resulted in the development of a tiered approach to assessment. Each successive tier represents a more robust and effective set of assessment characteristics. The model explicitly presents the College's expectations and provides an end-state toward which all programs are moving.

   While there are challenges in clear communication across a multi-campus organization with a predominance of adjunct instructors spread across a very large geographic area, a variety of communication methods/tools are used to ensure that all members of the Baker team understand the mission, standards, and expectations. Examples of these communication tools include, but are not limited to the following:

- Technological tools:
    - Course materials, specific student learning outcomes, common assessment instruments, course syllabus guides, course outlines, and supporting learning materials (see 1P12) are housed in Orbit or the Blackboard Learning Management System
    - Blackboard is used as a communication and information delivery tool
    - Email
    - WebEx meetings
- Required/aligned syllabus template used for every course by all faculty
- Written materials provided:
    - Faculty Handbook
    - Student Learning Outcomes
    - Customized student packets for specific programs e.g., health, teacher preparation
- System program workshops attended by academic leaders, program champions, and faculty from all campuses

- Campus departmental and divisional meetings
- Yearly retreats for deans and other academic leaders
- Quarterly required campus-driven (including Online) new faculty orientation
- Required professional development modules for all faculty, developed by the Effective Teaching & Learning Department (facilitated both face-to-face and online)
- System aligned and campus customized professional development opportunities for academic leaders and faculty
- Quarterly student evaluations of teaching in each course

To help adjunct faculty succeed in our system, supporting processes are in place. For instance, every fall there are campus kick-off meetings. These meetings provide not only an update on policies and procedures, but also provide professional development. Based on the system academic emphasis, professional development is created to address a specific need. Campuses create additional professional development to respond to local needs. All adjunct instructors are expected to participate in these activities. In addition, adjuncts are required to participate in additional paid professional development throughout the year. New adjuncts are required to attend a specific set of activities to provide a foundation while returning adjuncts choose from a broader menu of options.

Baker College recognizes that there is balance in expectations between the institution and the individual faculty member. Striving to create consistency in courses and programs across a large institution, the College seeks to standardize processes including some aspects of curriculum and course content. However, the College recognizes that each faculty member is a valued professional with unique expertise, expectations, and strengths. The College seeks to protect the rights of faculty members and has done so in part through the explicit adoption of the AAUP Statement of Principles regarding academic freedom. The statement is reproduced, in part, in the faculty handbook which every faculty member receives, and a link is provided to the full statement online. Baker College strongly believes that each faculty member brings a unique experience to the institution. While the College relies on a consistent, standardized curriculum to ensure each student achieves the same student learning outcomes, the College stresses that faculty are always free to move beyond course outcomes and standard assignments, to enhance a student's experience, and to respond directly to teachable moments in the classroom. Standardized materials are always intended to provide a foundation upon which teaching and learning will occur, and are never intended to constrain the faculty-student interaction.

The College works to support faculty and students in their pursuit of knowledge, and responsible conduct of research. The College provides for all employees and students access to online training in the ethical conduct of research. Some programs at both the undergraduate and graduate level require all students to complete this training as appropriate to program goals. Such training is required of all employees and students engaged in human subjects research that is submitted to the Institutional Review Board (IRB). The College maintains an institutional review board to review research on human respondents that is patterned after requirements established by HHS and FDA. The IRB reviews research conducted by employees, as well as both undergraduate and graduate research based on established policy. The institution also maintains an Institutional Animal Care and Use Committee (IACUC) associated with our veterinary programs.

When students conduct course-based research that is not reviewed by a specific internal committee, faculty and program staff maintain responsibility for ensuring that student work meets the ethical expectations of the College. Students learn about these expectations in COL 111A and COL 112 when they enter the College. The Academic Honor Code and Statement of Personal and Professional Conduct are part of the College catalog and provided to every student. Concepts related to academic

honesty, copyright, and plagiarism are reinforced in library training sessions and appear as student learning outcomes in specific courses.

1P12   Baker College has developed a course delivery system that is responsive to student and institutional needs. Developing, maintaining, and offering a curriculum that is consistent across multiple campuses throughout the state and that can be offered both on-ground and online is a challenge. To maintain effectiveness and efficiency in that process, we rely on centralized processes constructed using input of faculty and content experts across the entire system.

As noted above, Baker College uses the UBD design process for both curriculum and program development. This process allows us to create effective curriculum that is designed for delivery in multiple formats. By utilizing faculty who deliver the content in various modalities, we capitalize on the expertise of our faculty, gain their support in the process, and create standardized materials that ensure all students receive the same high quality education regardless of location or modality. When developing outcomes, the content expectations are always integrated to operate in conjunction with Institutional Student Learning Outcomes (at both the undergraduate and graduate level). The UbD process relies on collaboration between content experts, faculty, program champions, and instructional designers. Individuals chosen to participate in each role are carefully vetted, with a recognition that the qualifications of individuals appropriately varies not only by program but also by degree level. If a course will be offered through more than one delivery method, then individuals with experience in each delivery method will be added to the team.

Managing a system that is effective and efficient requires skilled interactions between our system offices and each campus. Delivering *Highly Effective Programs* is the charge of the System Academic Division. This division is headed by the system vice president for academics. Reporting to her is a system director for each of the major curriculum areas (Health, Business, CIS and Technology, Education and Human Services, General Education, and Developmental Education). This team is further supported by curriculum designers, teaching and learning specialists, library services, educational technologists, and the office of assessment. The team's role is to oversee curriculum development, to collect the data necessary to manage and improve curriculum, and to provide the support services (including professional development) necessary for success in the classroom. These processes are built around specific data collection and analysis efforts intended to drive decision making.

Operation of the course delivery system is managed by the campus. Campuses create schedules containing a mix of course sections designed to meet student needs. This is accomplished by tracking past offerings to determine when (time of day, day of week) offerings fill most rapidly so that student demand can be met. Campuses also track student need by reviewing student STEP Plans to determine how many students need specific courses so that they can be scheduled during quarters of high need (see 1P6 for additional STEP Plan information). Finally, Baker College does not like to over-fill sections or deny students access to a course. Therefore, when a section fills, campuses respond whenever possible by opening an additional section of a course to provide adequate opportunity for students to continue their studies without interruption. While no specific course cap exists across all courses, the College does maintain low student to instructor ratios and minimizes class size. During the fall 2013 quarter, average class size on our campuses ranged from 15.62 to 20.51 (see Figure 5). Note that Cass City (average class size of 10.67) is an additional location, not a full campus. Baker College Online also maintains very low class sizes. Average class size for an undergraduate class during the fall 2013 quarter was 12.21, while the average graduate class offered through the Center for Graduate Studies was 9.92.

Figure 5: Average Class Size by Campus

Campus or Location	Average Class Size: Fall 2013
Allen Park	19.08
Auburn Hills	19.01
Cadillac	16.36
Cass City*	10.67
Clinton Township	19.36
Flint	20.51
Jackson	15.98
Muskegon	20.24
Owosso	19.84
Port Huron	15.62

1P13   Program and course effectiveness is driven, in part, through the following processes. Baker College seeks to achieve accreditation from the various professional entities that represent the programs and degrees we offer. Best practices are identified in program areas, and standards and recommendations of accrediting organizations are used to help define and improve curriculum. Advisory boards exist for each program area, and their input is used to assist in updating curriculum in a timely manner and to validate that our graduates are successful based on skills necessary in the workplace (also see 1P4).

In addition, every undergraduate program at Baker College requires some work experience component. This results in the College having constant interaction with employers in every field in which our graduates are prepared to work. Formal evaluation processes include surveys of both employers and students to assess the student's preparation for work. This creates a constant stream of data to review to help us ensure that our programs are current and effective in meeting our primary objective: quality higher education and training which enable graduates to be successful.

To ensure that data is utilized to improve programs, Baker College has instituted a program assessment process as part of our AIM initiative. The program assessment model identifies five levels of maturity in terms of assessment processes (1P18 and 7P6 provide additional information). Programs are assessed to determine their level of maturation, and can readily identify the needs to be fulfilled to move to the next level. This process sets a clear roadmap for every program in terms of how data is to be used. While not all programs are currently at the highest level of achievement, programs have filed action plans that detail steps that are being worked on each academic year to move forward. In this fashion, the College has created a process for every program to improve in its use of data to ensure currency and effectiveness.

1P14   Program and course changes and discontinuations can be prompted in one of several ways. Each of these starts with a review of data and then follows a standard process through decision.

Every academic division maintains a report card with key performance data tracked over a multi-year period. If trend data indicate that enrollments are no longer sufficient to maintain a program, or if data indicate that graduates can no longer reasonably expect employment in their field of study, then a consideration of program discontinuation will be made. This can occur on an individual campus or may occur at the system level. Once under consideration, data is collected from all campuses where a program exists to determine enrollment, graduation, and employment rates. The actual process is managed through a series of online forms that allow for complete transparency as responsible individuals complete requests, forms are reviewed and approved, and decisions are made. By

maintaining transparency in the process, all interested parties are involved. Sometimes a decision to pursue closure on one campus results in consolidation on another campus, thereby concentrating students in a manner that allows for more efficient delivery.

Course changes are generally driven by assessment data, changes in accreditation or licensure standards, or based on input from employers and advisory boards. At this level, data are collected on the reasons that changes may need to be made and on the broader impact that a curriculum change will have not only on the individual program but also on other programs. These data are summarized on standard forms and brought to an "Evidence Room." All programs meet twice each quarter at a single location. These large meetings provide an opportunity for information to be shared broadly as well as providing time for individual program faculty and leaders to meet face-to-face with colleagues from other campuses. During this meeting, academic leaders from across the system staff an Evidence Room. If curricular changes are proposed, program leaders can bring proposed change with supporting documents and data to the Evidence Room to meet immediately with leadership to discuss the change. The academic leaders (CAOs/V.P.s of academics from campuses as well as system directors) discuss the change and review the impact that the change will have across programs and campuses. The process is driven by program experts but provides communication pathways to ensure that unintended consequences and broader impacts are considered as changes are made. This process also allows programs to make needed changes relatively quickly without waiting for additional approvals. As part of the process, all documentation submitted to the Evidence Room, requests for additional data, and approvals are available on the website to ensure appropriate communication and transparency.

1P15   Individual student needs are determined through a series of regularly occurring steps throughout a student's academic career. The use of the Compass test is an early assessment tool to understand needs. In addition to assessing general education knowledge, this instrument also provides demographic information, which can be used to obtain a general overview of the incoming student body.

Individual students are tracked in the student tracking system. The system allows for notices of concerns to be sent and addressed by an academic advisor. Warnings may be triggered by excessive absences, low GPA, financial issues, failure to attend required meetings, or other indicators of problems. A warning may also be triggered by an individual advisor, faculty member, or others on campus following a meeting with a student.

At an institutional level, the needs of the student body or subgroups are identified through specific activities intended to develop a clear understanding of the "voice of the customer." For instance, when data indicate a need to address a specific issue, collecting voice of the customer (VOC) data is a standard part of the quality improvement program in place at the College. This VOC data may be collected through surveys, focus groups, student organizations, or course and program evaluations. In some situations, the College has even contracted with outside consulting agencies such as Eduventures to conduct in-depth interviews and work with student groups. These data are critical in understanding broader student needs and preparing appropriate institutional responses. One example is found in our work developing processes and expectations for use of the Blackboard Learning Management System. The improvement team working on this project collected data from students to understand their expectations and desires for how this system would be used in the classroom to support their learning and meet their needs.

The Faculty Growth and Evaluation (FG&E) process is a critical component in understanding and responding to faculty needs. The FG&E process incorporates feedback from classroom observations and standardized assessments with personal assessments to foster conversations between faculty and

program leaders and deans. These conversations create a collegial environment where faculty can provide feedback about their needs directly to administration, and administration can aggregate data to understand institutional needs for response. Quarterly system meetings as well as annual retreats also provide opportunities for all employees to express needs related to their own professional development. Whenever professional development is provided, evaluation forms assess not only the content and delivery, but also ask individuals about their wants and needs for future professional development. This creates an ongoing written dialogue between employees and individuals responsible for planning (the individual responsible for planning varies depending on the type of professional development and whether it is a campus-based or system-wide activity).

Other support activities rely on targeted procedures to understand their constituents. The library relies on input from faculty as well as deans and other administrators in addition to data collected such as number of presentations made, number of interlibrary loans processed, number of items checked out, etc. Librarians also review curriculum and help faculty and programs plan for course activities and materials. By being involved directly in the classroom and in planning meetings, librarians have input into and understanding of specific student and faculty needs. Library Services provides in-class as well as library-based training sessions to assist students in effective use of resources, and in issues related to plagiarism, ethical research, and academic integrity.

Baker College provides a complete range of learning support services to students, as well as instructional support services to faculty. Students have access to modern purpose-built laboratories on each campus as the needs of programs require. Each campus has a professionally-staffed library and systems are in place to quickly move materials throughout the Baker College system as well as obtain materials from partnering schools throughout the state. Each campus has an Academic Resource Center where students can access tutoring, advising, and writing assistance. Counseling services and referrals are available. Each of these service areas has been developed in response to data collected that demonstrates a need. The College seeks to evaluate each area in a manner that allows us to continually improve. Faculty are similarly supported by many of these same areas. Faculty may seek assistance from Library Services to aid not only in the classroom, but in their research and preparation as well. The College maintains an office of Effective Teaching and Learning where faculty can obtain assistance on specific classroom needs, discipline issues, or technological matters. Qualified instructional designers are centrally located to help individual faculty members as well as programs improve assignments, courses, or entire programs. Campuses have Instructional Effectiveness Specialists that work directly with faculty to seek improvement in student learning. Baker College maintains a Career Service department with multiple full-time employees on every campus to support field placements as well as job placements for graduates. Career Services is supported by a full-time Health Sciences Site Coordinator who manages field experience in her division.

1P16   Baker College is very mission focused and generally does not maintain explicit co-curricular goals for students. Where co-curricular activities exist such as student chapters of professional organizations, the goals we target are the same career-oriented goals that are central to our programs in all other settings. In this sense, there is no distinction between co-curricular goals and curricular goals. This strict mission focus describes quite directly how we align our goals across all activities. While students may think of student organizations, student competitions, and volunteer efforts as co-curricular, we see each of these as an extension of the classroom and a tool to promote generalized learning. Activities that are not seen as a way to develop the professional life and skills of the student are generally not a part of the college experience at Baker College.

1P17   Every program in the Baker College system is required to have [program outcomes](#) with measures to determine if students possess both the skills and the knowledge necessary for success in their chosen career paths (major). Programs choose/develop their own measures to assess student performance on these outcomes. Some program areas have certification and licensure exams that provide standardized instruments that can be used as direct measures. This is true in many of the health professions as well as teacher preparation.

Other areas, such as the business division, have chosen to purchase commercially available outcome assessments that allow the College to compare our results with other schools throughout the country. All business administration students at the associate degree level complete the ETS Major Field Test. At the graduate level, MBA students all complete the MBA Test (IVY Software) as a direct measure of student learning. In addition, the MBA program uses a discipline-specific graduate survey (EBI MAP-Works Survey) as an indirect measure of student learning.

Some programs create their own assessment materials because there are not readily available instruments that are consistent with our outcomes. This process is explained in more detail in 1P18 below.

In addition to these summative instruments, course-level assessment materials are used throughout the curriculum to provide both formative and summative data on student performance. These assessments have been standardized across campuses to allow comparison and to ensure that all students are receiving the same quality educational experience. Data from these tools is aggregated and reported on an [annual assessment report](#). The Waypoint Outcomes system is used to collect and store data, and to aid in the generation of reports for analysis.

Based on our mission, an additional key performance indicator in all areas is our graduate employment rate. Our high graduate employment rate ([currently at 97.7 percent](#)) demonstrates that employers continue to find our graduates to be well prepared in their area of study. This rate is watched closely and reported on at the program level. Low employment rates at the program level may be an indication that graduates do not have the skills necessary for success, and programs track and interpret this data to ensure that the curriculum remains current and effective.

1P18   The development of assessment materials is an important part of our curriculum development process. The process starts by determining outcomes: the knowledge and skills necessary for success. These are determined in conjunction with content experts, faculty, business leaders, advisory boards, accrediting bodies, and other key stakeholders. Once these outcomes have been determined, the next step is to determine how they will be assessed. Creating assessment materials early in the process helps to ensure that the focus is continually maintained on expected outcomes. Because the curriculum design process is intended to create courses across platforms, the assessment materials developed are suited for online as well as on-ground students. This allows the College to hold all students accountable for the same learning outcomes and to compare the effectiveness of online, hybrid, and on-ground courses.

The [UbD curriculum development process](#) is applied to all new programs, and existing programs are being re-designed using the process. Currently, not all programs have been through the re-design process. For these programs, assessment of student learning is housed at the department level with support from the office of the vice president of academics. By focusing on the same requirements, such as accrediting expectations, discipline specific needs, employability concerns, and student needs and goals, program officials choose or create appropriate assessment materials. The contrast between health sciences and business disciplines is illustrative. In the Dental Hygiene Program, assessment measures include many performance-based assessments in which students demonstrate specific skills to the assessor. In business disciplines, assessments are less likely to involve demonstration of motor

skills or specific behaviors and may rely more on written responses focusing on problem solving skills. Similarly, within the business disciplines, assessments in the accounting arena may mirror the standardized assessments required to obtain certification as a CPA, while management assessments may involve more open-ended assessment techniques.

To support programs in their assessment efforts, the College has adopted a standard assessment program that is applied to all programs, regardless of delivery method or geographic location. This applies to programs that have been through the UbD design process as well as those waiting to go through the process. Recognizing that some programs have well-developed assessment procedures, and other programs are less mature, our approach uses a level system where assessment processes for each program are mapped to a [5-tier system of achievement levels](#). The model ensures that every program is assessing students, and ensures that every program understands the expectations for continued growth in assessment. This model creates a roadmap for the design of comprehensive assessments and helps ensure the support needed for each program to move closer to the highest level of maturation.

Programs are required to submit an annual assessment report. The annual assessment report requires programs to review their achievements, identify opportunities for improvement, and to assess the impact of improvements made previously. The annual assessment report provides the vehicle to aggregate data across courses to understand entire programs. One example is provided by the assessment report filed by the Bachelor of Science in Nursing Program. This report presents both direct and indirect measures of student learning. The report then reviews some key metrics including retention, persistence, and employment rates. The report continues by addressing improvements from the last report. The final section of the report sets goals for the future. This process is mirrored by programs across the institution. This process is further discussed in 1P2 and 1P17.

1R Results

1R1 Baker College uses an assessment management system called Waypoint Outcomes. Waypoint Outcomes allows faculty to collect assessment data connected to specific course, program, and institutional outcomes. During the 2012-2013 school year, over [60 rubrics](#) were used in the system to collect assessment data on over 20,000 assignments completed by students. The use of this system continues to expand rapidly. During the fall quarter of the 2013-2014 school year, 50 rubrics were used to collect data on over 12,000 assignments. Waypoint Outcomes allows faculty in each program area to receive a snapshot of student performance on specific objectives at the assignment, course, or program level. At this time, while all institutional outcomes are part of the Waypoint Outcomes system, not every course that is intended to further each outcome is using this data collection tool. In some cases, a single course may use the system collecting data on a small group of students numbering only in the teens. In other cases, data collection is much broader. One assignment in ENG 101 collected data on over 2,000 students during the fall, 2013 quarter. This particular assignment is used as an important assessment point to gather data on student writing ability early in the general education program. Students in SPK 201 Oral Communication are assessed on a common rubric and in the fall of 2013 over 1300 students were assessed. While some of the largest assessments are in general education courses were institutional student learning outcomes are assessed, the system is also used in other places. The system is used in capstone courses at the undergraduate level as well as in a variety of graduate courses.

In some areas, Baker College is carefully collecting pre- and post-test data to understand the value of specific student experience. One example of this is ENG 098B College Reading. Most students complete Compass testing when they enter Baker College. The Compass tests are used to help determine placement in developmental education courses if needed. Students who test into ENG 098B

retake the appropriate Compass test at the conclusion of the course to ensure they meet the minimum scores to progress into college-level work.

Where possible, Baker College collects evidence of student learning on standardized instruments that allow some comparison with other institutions. Students in business administration complete the ETS Major Field test, which allows the College to compare our students' preparedness with students from other institutions. State and national certification exams are carefully monitored to understand graduate performance and identify opportunities for improvement.

While these direct measures of student learning are very important and help the College understand individual learning, the College also collects a variety of indirect measures of student learning and development. As noted elsewhere, Baker College uses reports cards with key performance indicators to track specific metrics. Maintained for the entire system as well as each campus, these report cards include retention, persistence, graduation, developmental education completion rates, and employment rates. These higher level data are intended to encapsulate a broader range of experiences at the College than a single assignment. Both levels of data are important in making decisions and improvement.

1R2 Waypoint Outcomes allows Baker College to access information on Institutional Student Learning Outcomes in a variety of formats. Reports can be generated that list every rubric that is connected to one of the six undergraduate Institutional Student Learning Outcomes, to every course, or simply to all of the data aggregated. Figure 6 below shows aggregated data on all six undergraduate Institutional Student Learning Outcomes. Each bar on the graph represents one of six undergraduate learning outcomes. The circled number represents a mean across all rubrics and all courses that are tied to each learning outcome. However, this number can be influenced by the construction of individual rubrics and should not be interpreted directly. In this case, the numbers need to be drilled into (which can be done on the live system) to get a better understanding of their meaning. Wording on rubrics varies from course to course, but generally, the dark blue shaded area is akin to exemplary or outstanding while the light blue area is acceptable. The grey area is often referred to as developing or satisfactory. The dark grey may be described as approaching expectations while the orange is failing or below expectations. As can be seen, across all assessments that are tied to institutional student learning outcomes, students are performing well. At both the undergraduate and graduate level, there are a few students that are demonstrating a level of skill or ability that is below expectations. To fully understand this, it is important to drill further into the data to determine on which assignments or assessments students are struggling.

While undergraduate outcomes #1 (Career ready knowledge and skills) and #2 (Attitudes and behavior that promote success) have the highest mean rating, they also have the highest percent of students who are failing. This bivariate distribution is common among Baker College data and represents the reality that our student body, in relation to their academic ability, often does not conform to a normal curve. The remaining outcomes are 3) Information Literacy, 4) Effective Communication, 5) Critical Thinking, and 6) Broad-based Knowledge. A better understanding of the Waypoint Outcomes interface can be seen on the attached Waypoint Dashboard example.

Baker College also seeks to maintain the same standards of assessment for graduate programs as we do for undergraduate programs. Figure 7 depicts assessment data for the 6 Center for Graduate Studies Institutional Outcomes. As can be seen, while most students do meet the expectations, there are small numbers in several areas that do not meet expectations. Waypoint Outcomes allows the Center for Graduate Studies to quickly drill down into each outcome to look at specific courses, rubrics, and assignments to determine where students are struggling.

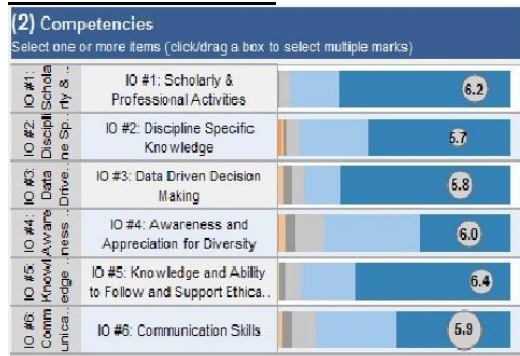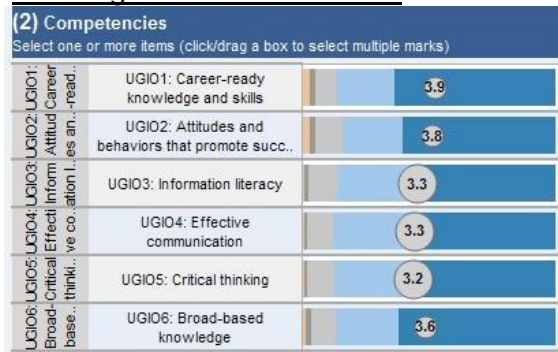Figure 6: Undergraduate Institutional Student Outcome Attainment

Figure 7: Graduate Institutional Student Learning Learning Outcome Attainment

   In addition to internally developed assessment materials, Baker College has started to look at some standardized materials that can be used to assess our students on specific Institutional Student Learning Outcomes. One tool that has been used is the California Critical Thinking Skills Test (CCTST). The CCTST has been administered in an introductory psychology course (PSY 101) as well as a work experience course taken as a final course in many programs (WRK 291B). As can be seen from Figure 8 below, Baker College Students scored just above the 30th percentile on the CCTST each of the past three years. This data provide an important insight into the Baker College student population. The College has directed effort in the last several years to addressing critical thinking as an institutional outcome. As noted in Figure 9, when comparing beginning students (PSY 101) with students completing their program (WRK 291B) we do not see a gain in critical thinking skills. A quality improvement project is underway in our undergraduate business division to address this opportunity. Results will be available prior to our next portfolio submission.

Figure 8: CCTST Scores Aggregated by Administration

| Population	Number of Students (n)	Average Overall Percentile Score compared to Two Year Colleges	Overall Mean of all Skills/Attributes
Spring 2013 PSY101 & WRK 291B	385	31st percentile	69.6
Spring 2012 PSY101 & WRK 291B	432	32nd percentile	69.8
Fall 2011 PSY101 & WRK 291B Pilot Port Huron Only	131	34th percentile	70.3

Figure 9: CCTST Scores By Course

Population	Number of Students (n)	Average Overall Percentile Score compared to Two Year Colleges	Overall Mean of all Skills/Attributes
PSY 101: Spring 2013	196	26th percentile	68.6
WRK 291B: Spring 2013	171	25th percentile	68.5

1R3 1R2 focused on institutional learning outcomes. Just as Waypoint Outcomes is used to track institutional student learning outcomes, it is also used by many programs to track specific program outcomes. An examination of entries in the system shows that the Associate of Applied Science in Opticianry tracks 17 separate program outcomes. Consistent with the level of the program and accreditation requirements by the Commission on Opticianry Accreditation (COA), these outcomes are competencies that are bivariate in nature. Students can demonstrate the skill or fail to demonstrate the skill. The Bachelor of Science of Nursing has 10 program-level student learning outcomes which may be assessed on a broader scale than those in the opticianry program. The Doctorate of Business Administration has 11 program-level student learning outcomes that may be assessed on up to 5 levels in the associated rubrics. Over 20 programs currently track student learning outcomes in Waypoint outcomes representing over 175 total program-level student learning outcomes which are being tracked. It is not possible for Baker College to provide a single report of all program outcomes in this portfolio. Three sample programs have been chosen.

A sample of three program outcomes is shown from the AAS Opticianry Program (Figure 10). These are 1) Demonstrate principles of adaptation, dispensing, and fitting of contact lenses. 2) Identify procedures associated with dispensing low vision aids and artificial eye when appropriate. 3) Discuss prescription eyewear/vision aids and other patient-related information with the prescriber and laboratory. Remembering that each outcome is bivariate, only two colors are shown with deep blue representing a proficiency that has been met. As can be seen, all students assessed met the first 2 criterion, while the third criterion was not met by 1 or more students.

Figure 10: AAS Opticianry Program Outcomes
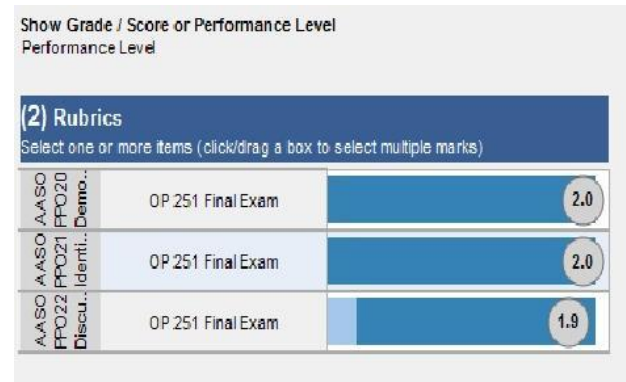
A sample from Early Childhood Education looks at 3 program outcomes (Figure 11). In this case, the shades of blue indicate "meets expectations" or "exceeds expectations." The grey area indicates that expectations were not met, and the orange area represents performance well below expectations. This bar graph shows that for the first program outcome 49.2% exceeded expectations while for the second 13.2% were well below expectations. This second outcome has to do with application of regulation in the profession and is an area where the program will need to continue efforts to improve.

Figure 11: AAS Early Childhood Education Program Outcomes
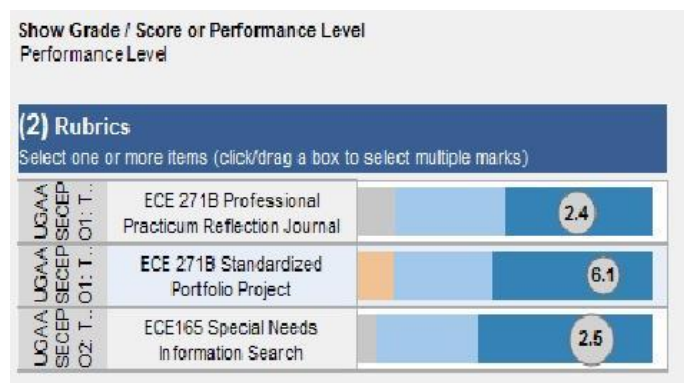
A final example is pulled from the Bachelor of Business Administration Program (Figure 12). This example shows that some program outcomes are assessed relatively early in the program (in this case in MGT 222) while other outcomes are assessed later (MGT 431). This example shows good performance by students on outcomes #1 (ethics) and #3 (marketing principles). However, there are indications that students struggled with outcome #2 (Legal Principles). MGT 431, which these data

represent, is not the capstone course. Students will continue their work and their education in legal principles. At this time, data on legal principles is not collected in other classes and entered into Waypoint Outcomes.

1R4 One method the College uses to ensure that our students have acquired the knowledge and skills necessary for success is by tracking pass rates on certification and licensure exams. The College currently has data on 44 professional exams completed by students that provide a national comparison. On 39 of the

Figure 12: Bachelor of Business Administration Program Outcomes

exams, Baker College students met or exceeded the national average in 2012-2013. The achievement of students on these exams demonstrates that compared to other institutions, Baker College graduates are performing well. Currently, the College has no aggregate data on pass rates. Therefore, while we can report averages across the Baker College system, we cannot accurately report total percentage of students that achieved licensure/certification.

Driven by mission, the ultimate success of the College lies in the ability of our students to obtain and maintain employment. As shown in 1R1-1R3, the College does collect a variety of data on Institutional Student Learning Outcomes as well as program-level student learning outcomes. These outcome measures largely focus on components of the educational endeavor. We believe that the assessment of the entire enterprise is best demonstrated by the success of graduates in careers. Baker College has maintained an employment rate for available graduates above 95% for years. In spite of very tough economic times in the state of Michigan, where the majority of our graduates live, we have maintained a high level of employment even in recent years. The chart below (Figure 13) indicates the number of graduates who were available for employment (row one). This means they were not continuing their education full time, and had not voluntarily left the job market. Row two indicates the number of individuals who had not found employment during the reporting period. The final row represents employed graduates. A broader summary of employment is available.

Figure 13: Summary of Graduate Employment Report

Employment Information	Mar-14		Mar-13		Mar-12		Mar-11	
Available for Employment	5455	82.6	5720	81.0%	5170	77.90%	4556	77.40%
Minus Unemployed	127	2.3	144	2.50%	143	2.80%	123	2.70%
Equals Total Graduates Employed	5328	97.7	5576	97.50%	5027	97.20%	4433	97.30%

While employment is a key metric for the College (see 3R5 and 2R2), there are other important indicators that the College relies on to assess our performance. Where possible, the College uses standardized assessment materials to understand student achievement. One example of this is the MBA Test (IVY Software). The MBA test is a comprehensive, master's level assessment of student knowledge. It provides both a composite score and scale scores and allows comparison between

Baker College students and a national sample. The test also provides a comparative sample of other business programs that are accredited by our accrediting body, the International Assembly for Collegiate Business Education (IACBE). As seen in Figure 14, Baker College students who complete the MBA Test during their capstone course, score at the mean both with a national sample and other students at IACBE institutions. This demonstrates that Baker College graduates have the skills and knowledge that are consistent with expectations and achievement in other MBA programs. Our MBA program is 100% online, and our students are based around the world. Meeting standards set nationally by other institutions is an indirect measure that we are meeting the expectations of a national employment base.

Figure 14: MBA Test Results by Discipline

Test Takers Average by Subject			
	Baker College MBA Capstone	All MBA	IACBE
Financial Accounting	63%	61%	61%
Management	64%	61%	63%
Marketing	58%	56%	56%
Strategy	50%	48%	49%
Managerial Accounting	56%	52%	55%
Corporate Finance	52%	55%	52%

1R5 Baker College uses the Noel Levitz Student Satisfaction Inventory (SSI) as one indirect measure of performance results. The SSI consists of a number of scales grouping questions by category. Two of the scales are Campus Support Services and Academic Advising. Below are the results comparing the last two administrations of the SSI on these scales (Figure 15, p.26). Shown are both the scale results and results for the questions which comprise the scale. As can be seen, on the scale for Campus Support Services, Baker College satisfaction improved between the 2009 and 2011 administration and was higher than the national average on the 2011 administration. Academic advising also improved between 2009 and 2011, and was statistically equal to the national mean for the 2011 administration. On the individual questions that comprise the scales, Baker College was above the national mean on every question on the Campus Support Services Scale. On a single question (#14) the College was below the national mean on the academic advising scale. The College has used this data as a starting point for an AQIP project to continue to improve advising services.

Baker College has also collected data on the impact of tutoring services on student success in developmental math classes. At this time, the data have not shown a significant positive impact on student success. Work continues in this area to better understand the impact of tutoring services and how they can be improved.

1R6 1R5 reports on indirect evidence in the form of the Noel Levitz SSI comparing Baker College performance in Advising and other student support including library services. This evidence demonstrates that students find this support valuable and are generally at least as satisfied as the national comparison group, and in most cases are more satisfied than the comparison group. Additional comparative data are presented below.

Figure 15: Noel Levitz Student Satisfaction Inventory Results with Baker 2011, Baker 2009 and National Comparisons

Baker Colleges SSI Composite 2011			Baker Colleges SSI Composite 2009					National Four-Year Privates				
Scale	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference		Import	Satis / SD	Gap	Mean Difference	
Campus Support Services	6.24	5.68 / 0.99	0.56	6.27	5.60 / 1.02	0.67	0.08	***	6.04	5.37 / 1.02	0.67	0.31	***
13. Library staff are helpful and approachable.	6.10	5.85 / 1.26	0.25	6.15	5.78 / 1.30	0.37	0.07	**	5.73	5.53 / 1.35	0.20	0.32	***
18. Library resources and services are adequate.	6.27	5.81 / 1.21	0.46	6.32	5.78 / 1.25	0.54	0.03		6.11	5.42 / 1.37	0.69	0.39	***
26. Computer labs are adequate and accessible.	6.40	5.74 / 1.36	0.66	6.41	5.59 / 1.47	0.82	0.15	***	6.29	5.36 / 1.56	0.93	0.38	***
32. Tutoring services are readily available.	6.29	5.76 / 1.38	0.53	6.29	5.64 / 1.44	0.65	0.12	***	5.93	5.40 / 1.44	0.53	0.36	***
44. Academic support services adequately meet the needs of students.	6.21	5.49 / 1.37	0.72	6.23	5.44 / 1.37	0.79	0.05		6.09	5.23 / 1.40	0.86	0.26	***
49. There are adequate services to help me decide upon a career.	6.26	5.42 / 1.50	0.84	6.29	5.41 / 1.48	0.88	0.01		6.23	5.18 / 1.51	1.05	0.24	***
54. Bookstore staff are helpful.	6.18	5.69 / 1.38	0.49	6.21	5.55 / 1.49	0.66	0.14	***	5.86	5.44 / 1.48	0.42	0.25	***
Academic Advising	6.31	5.44 / 1.26	0.87	6.32	5.37 / 1.26	0.95	0.07	**	6.31	5.42 / 1.26	0.89	0.02	
6. My academic advisor is approachable.	6.38	5.63 / 1.49	0.75	6.37	5.54 / 1.51	0.83	0.09	**	6.39	5.62 / 1.55	0.77	0.01	
14. My academic advisor is concerned about my success as an individual.	6.22	5.27 / 1.59	0.95	6.23	5.19 / 1.61	1.04	0.08	**	6.28	5.38 / 1.60	0.90	-0.11	***
19. My academic advisor helps me set goals to work toward.	6.08	5.04 / 1.66	1.04	6.07	4.95 / 1.68	1.12	0.09	**	6.01	4.96 / 1.67	1.05	0.08	***
33. My academic advisor is knowledgeable about requirements in my major.	6.45	5.58 / 1.55	0.87	6.46	5.53 / 1.58	0.93	0.05		6.48	5.61 / 1.55	0.87	-0.03	
55. Major requirements are clear and reasonable.	6.41	5.66 / 1.36	0.75	6.44	5.64 / 1.34	0.80	0.02		6.39	5.51 / 1.38	0.88	0.15	***

As an open enrollment institution, a large percentage of students enrolling at Baker College require some developmental education course work. We believe that helping students succeed in this area is critical to their success as they move into college-level courses. The National Community College Benchmarking Project (NCCBP) is one method of comparing our success in helping this group of students with other institutions. Figure 16 shows the success rate of students at Baker College moving from a developmental math course and a developmental writing course into corresponding college-level courses. Students who successfully complete the math course successfully complete the next math course at a rank slightly above the national average placing Baker College in the 57th percentile. Students who successfully complete a writing course do not fare as well in the successive college writing course, placing Baker College at the 11th percentile. These data have supported the development of a writing quality improvement project that is working to address writing issues as students move into their areas of concentration.

Figure 16: Development Education Completion Rates of Baker College Students and NCCBP Norms

	Reported Value	% Rank	N	10th	25th	Mdn	75th	90th
Math Completer Success Rate	79.19%	57%	246	65.31%	70.41%	77.50%	84.21%	88.81%
Writing Completer Success Rate	68.79%	11%	245	68.18%	74.62%	80.79%	86.55%	90.73%

1I Improvement

1I1   Baker College has engaged in several quality improvement projects that impact this area. Some of these projects continue to unfold while others have drawn to a conclusion.

As an open enrollment institution, Baker College admits a large number of students that have specific academic deficiencies that must be addressed before the student enters the college-level classroom. Among this group, there is a small population whose test scores indicate they need developmental assistance in reading, math, and writing. We know that a large percentage of these students will not remain at the College through graduation. Based on research found in the literature, Baker College developed an immersive experience that required this group of students to take a single course that met multiple times during the week rather than three individual developmental education courses. The new course, COL 115 College and Career Preparation, was designed to integrate basic writing, reading and math skills into a series of assignments that stretched across the disciplines that the College teaches. This integrative, hands-on approach was intended to provide more connection between the skills being learned and the discipline of interest to students. It also allowed students to explore multiple potential future majors in a single course. The course was expensive to develop and resource intensive to run as faculty from many different disciplines circulated in and out, while a core instructor remained with the students through the quarter. An analysis of results indicated that student performance in subsequent courses was not significantly improved in comparison to the traditional three-course format. To allow for more flexible scheduling and to allow this population to more readily choose to take only 1 or 2 developmental courses in a quarter, the COL 115 course has been suspended. This was a positive experience for the College in terms of learning, although the impact on students was not demonstrable. As the College explores additional approaches to respond to this group of students, a policy has been enacted that limits any student that requires developmental education in all three assessed areas (math, English, writing) to part-time enrollment until they have successfully completed their developmental education requirements.

A second improvement in this area has been with academic advising. Based on results from the SSI as well as focus group data, the College was able to determine that academic advising services were not achieving the goals that we desired. Using the principles of Lean Six Sigma, a quality improvement project was undertaken to restructure advising in a manner that provided more consistency across advising sessions. The intent of this consistency was to ensure that each advisor was checking and responding to specific key information on each student during every advising session. As an example, during each session, advisors complete a check list requiring them to look at student attendance, review grades, and review progression toward degree completion. This structured advising process is intended to allow the College to be more intentional when interacting with students, assuring that indicators of performance problems are not missed. It also allows advisors to recognize and respond to strengths exhibited by students, supporting their continued work.

A third important development in this area is a project focusing on pre-nursing students. Baker College admits a large number of students every year that want to enter into the nursing program. Our nursing program is a limited enrollment program and students must apply for admission after completing certain pre-requisite coursework. The number of applicants each year is larger than the available openings. Baker College has been able to identify target benchmarks that a student must achieve if they are going to be admitted into the nursing program. This includes a minimum GPA after the completion of certain courses and the completion of certain courses without needing to repeat a course to increase his/her GPA. The College has instituted a process that tracks pre-nursing student performance so that students who are not reaching the expected benchmarks are notified early in their education, and if appropriate, advised into other career paths. This is important so that students do not continue taking courses that will not contribute to their final degree if they are not admitted into the nursing program, and so that students do not run into financial aid problems because they are in school too long, having remained in pre-nursing even when it is apparent they will not be admitted to the professional track.

An additional improvement that has been made is in our model of assessment. The College has struggled to help individual programs become more successful in their assessment processes. In response, the College has developed a tiered assessment approach that creates levels of assessment achievement. Programs have all self-identified their tier of achievement based on specific criteria and have developed action plans to move to the next tier. To support the process, the College has developed tier training, allowing faculty to receive customized training based on their level of knowledge of assessment and the level of assessment that is being achieved within the program. The process has allowed the College to develop a comprehensive understanding of where each program is in its assessment journey, where the institution is as a whole, and what additional efforts need to be undertaken to continue moving each program forward.

Finally, while not a quality project, a very important change has been made in our assessment of classroom behavior. For a number of years, Baker College has used the Noel Levitz SSI. The SSI is a very good tool and has provided excellent data for the institution. However, as a satisfaction survey, the SSI has failed to describe student or faculty behavior in a manner that allowed for immediate intervention. While we knew that students were satisfied with our services, the survey did not tell us what students or faculty were doing. The College determined that while the satisfaction data was helpful, data that better described behavior would provide more opportunity for institutional growth. Therefore, during the 2013-2014 academic year, the College administered the Community College Survey of Student Engagement (CCSSE) for the first time. This survey, which asks students to describe behavior, is aligned with the College's efforts to focus on learner-centered environments. The data from this

survey was not available in time for submission with this portfolio, but will be available for future submissions.

1I2   In terms of assessment of student learning, the College has created an infrastructure that clearly identifies areas for improvement. As noted in 1I1, the College has developed a 5-tier system of assessment. Our assessment infrastructure has been built around this model, providing programs with forms, training, software, and expert consultation to move through the levels. This infrastructure provides specific targets of achievement in the assessment area both for program accomplishment as well as faculty and administrator knowledge. The infrastructure clearly identifies the goals to be accomplished to move to the next level. Each level in the tier model requires more sophisticated processes, so by identifying where a program is currently, the goals for next steps are set.

Beyond program assessment, the culture of Lean Six Sigma is creating the mindset necessary to identify and focus on improvement needs in all areas of the College. In terms of helping students learn, the College has moved from processes that allow individual faculty to drive programmatic decisions to processes that require groups of faculty to assess data and determine need based on set criteria. By requiring data for all curricular changes, the culture of the College is pushing everyone to collect and use data daily. For instance, when a faculty member wishes to change a textbook in a course, he or she can no longer simply argue loudest at a program meeting. Now, the faculty member must come to the meeting with specific data demonstrating how students can be better served by new materials that address program or course weaknesses.

Category 2 ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Baker College is a non-profit, private career college. The majority of students are at the associate degree level, although about 1/3 of all degrees conferred are at the bachelor or graduate level. We are a teaching college that is driven by mission. Our passion and focus is our mission which is accomplished through the enactment of our Eleven Guiding Principles. Fielding no athletic teams, and investing very little in the research of discovery, our distinct objectives beyond the mission are living up to the Eleven Guiding Principles. Broadly spanning every aspect of how we approach our work, processes supporting the Eleven Guiding Principles range from reactive to integrated.

These principles are ingrained in our culture. In terms of our operations, some (e.g. Community Involvement, High Work Ethic of Employees) are reactive in that they are expected and central but not always representative of standardized process and planning. Other principles are well integrated (e.g. Highly Effective Delivery Systems, Disciplined Fiscal Management) with control and improvement mechanisms in place to support institutional operations. Because the College lives these principles daily, they have not in all cases been elevated to a point of pre-determined structural support, planning, and assessment.

Our primary non-instructional objective is placement of graduates into careers in which they can be successful. Many of our efforts are focused on this objective. Some, such as internship placements, are increasingly the result of integrated processes that seek to capitalize on economy of scale and spread best practices across divisions and units. Other pieces of the employment process remain more aligned with practices being uniform but not existing under the same level of process control and improvement.

The processes for communicating expectations in these areas are clearly aligned rising to integration. Every employee knows from their first days on campus what the Eleven Guiding Principles are and the central role these principles play in the organization. Communication of the principles is

managed through orientation processes at the system and campus level, and reinforced continually at meetings, in planning documents, and through published media.

At the present time, in most case, the assessment of these objectives is reactive. These principles are so central to the thinking and actions of the College that the development of assessment processes has been delayed as assessment efforts have been focused elsewhere. There is a belief that the College is meeting these objectives and assessment has been largely unnecessary. While there is a recognition that assessment in this area needs to continue maturing, resources have focused on assessment of student learning because the need and impact in that area has been considered greater. There are efforts underway that demonstrate assessment of these principles is increasing and that the College is moving forward. A change in the willingness and desire to collect comparative data in areas including human resources, curriculum outcomes, employee perceptions of the institution, and elsewhere signals a recognition that we can, and need to, do better with these outcomes. If they are being met, we need to be able to clearly tell that story. If they are not, we need to understand the gaps and seek to respond. As a result of a relatively low level of maturity in terms of assessing these outcomes, our ability to respond to data sets also remains more reactive. Responses are appropriate when data exist but tend to occur in isolation rather than as a piece of a well-planned and integrated whole.

2P Processes

2P1   Baker College is driven by two intertwined documents: the Baker College Mission and Purposes and the Eleven Guiding Principles. These documents explicitly define who we are, what we value, and how we operate. Our key non-instructional objectives are driven by our mission and the Eleven Guiding Principles. The mission is the most important of these, and our key non-instructional objective is to help students succeed in their careers. This mission is not only at the heart of academics but also many other processes within the College.

Supportive of this mission, our Eleven Guiding Principles are the public statement of our values and reflect our commitments including academics and beyond. These commitments are operationalized through specific goals which are enunciated in the 2012-2015 Strategic Initiatives.

Key non-instructional processes exist at the College at two levels. Processes that impact all stakeholders across the entire College system are managed at the system level. To successfully manage processes across a large and diverse organization, system personnel work with representatives from all campuses to develop processes and set goals that achieve system objectives while being responsive to local needs.

One example of this is the management of field placements including internships, student teaching, and clinical placements. Almost every student will complete a field placement prior to graduation. System personnel work with campus counterparts to develop the processes necessary to successfully manage these placements. While the placements vary from community to community, our goals for interacting with employers and adding value to the community are the same in all the markets where we operate.

Other key processes are locally controlled. For example, the manner in which campus personnel work with local community organizations providing assistance and support varies considerably. Committed to being a good community partner, all campuses are involved in their communities but not in a prescribed manner. So these activities are dealt with locally by the campus executive team and operations committee.

2P2 Baker College refers to itself as mission-driven and guided by principles. The mission and Eleven Guiding Principles are the foundational documents that drive the identification of and commitment to our organizational objectives, both academic and non-academic.

The Baker College System develops a [strategic plan](#) that provides details of the strategic objectives for the near term. The strategic plan is developed through a process of input received on the campuses through the existing organizational structure which is then brought to senior leadership at the Presidents/Executive Committee. Ultimately, this group creates and submits the plan to the Board of Trustees for approval.

This process allows every campus to provide input into the system plan that reflects local goals and needs. This is important because each market is different and requires an individualized approach. However, because we are a system and operate under a single accreditation and management system, it is important that we strive for consistent, high-quality achievement across all activities in every local market.

The Strategic Initiatives document presents direction for the institution (see 8P1 and 2P3). This direction then has to be acted upon. This occurs through campus and unit plans. Every campus creates an [annual plan](#). Goals in the [annual plan](#) are tied to the Strategic Initiatives document. Units at the system level, such as academics, also create an [annual plan](#). These annual plans set the shorter range goals that direct daily operations as we work toward larger strategic objectives. These annual plans are reviewed regularly, and results and opportunities are used to help craft plans in subsequent years.

There are three primary groups responsible for identifying our objectives. The first is the Presidents/Executive Committee. This committee, composed of the system president/CEO, campus presidents, and system vice presidents representing each of the functional areas in the institution, is responsible for development and implementation of system-wide activities, particularly those activities wherein the system has responsibility for support of those at the campus level. An institutional objective in which external stakeholders have a strong interest is our principle of *Disciplined Fiscal Management*. In some communities, we are one of the larger employers. State-wide, many vendors and other businesses rely on Baker College as a business partner. Over the past five years, in spite of the considerable economic problems in the state of Michigan, the College has remained a viable business partner and economic contributor in the communities where we operate.

Other aspects of our objectives are directed at the campus level. Each campus has an Operations Committee comprised of vice presidents, directors, and other campus leaders. These committees meet at least monthly and act as the strategic planning team for the campus. They are responsible for ensuring that objectives are met at the local level. One of the College's guiding principles is *Community Orientation*. At our Port Huron, MI campus, this orientation is shown through a cooperative partnership that has led to Baker College's participation in a significant redevelopment project, including opening a new culinary institute that will help to anchor a newly developed hotel and convention center complex. The decision to support this enactment of a specific guiding principle (e.g. *Community Orientation)* while approved at the system level, represents a local response to a specific community need. Individuals on the Operations Committee all have an opportunity to provide input into the decision process.

Other objectives are dealt with at a program level. Many of the institution's programs are accredited by specialized accrediting bodies. These organizations are external stakeholders in the activities of the College. Decisions at this level are made by groups of individuals that include the system director, program deans, program coordinators, faculty, and advisory boards. The advisory boards are the institution's primary connection to employers, another significant external stakeholder.

2P3 Because the Strategic Initiatives Document is the primary document used for setting direction, this becomes the linchpin for all planning (see 8P1). This document is approved by the Board of Trustees and the Presidents/Executive Committee. Copies are available online to all personnel. Campus and system units then create their own annual plan in response to these strategic objectives. As an example, the academic division has created a plan covering 7 key areas with specific outcomes to be achieved in each year of the plan. The campus plans and unit plans are available to the respective employee base.

At the campus level, specific departments are impacted by the campus plan because of goals set that are department or program specific. These units must develop plans to achieve the goals set in the campus plans. Because these units had input into the process by communicating their goals up the ladder to the campus CAO and President, who took that information to the planning meetings for the strategic initiatives plan, the circle is complete when the input is incorporated into that plan, and units are held accountable to follow through on their commitments.

While available when requested, campus plans are not widely circulated among campuses. Strategic initiatives are shared at regular meetings that bring together personnel from across campuses. As a result, while financial aid personnel may not know of all the projects undertaken by other areas, they are well informed of any work being done in financial aid on other campuses or at the system level. All functional units, as well as all academic divisions, meet regularly to ensure communication across campuses. Communication structures are further discussed in Category 5.

2P4 The broad objectives related to the enactment of the mission and Eleven Guiding Principles are reviewed as part of the strategic planning/visioning process that leads to the development of broad, strategic objectives every several years. Most recently, this occurred with the development of the Baker College Guiding Principles and Strategic Initiatives Document (2012-2015). This document, created by the president and the Presidents/Executive Committee provides the broad strategic directives for the institution. The use of this planning document helps to maintain a focus on mission and vision as operational objectives are developed by individual units. Each campus, as well as each functional unit at the system level, creates an operational plan on an annual basis. These annual plans integrate results from the previous year along with changes in the business environment, both internally and externally, to create a plan for the coming year. Relationships with, and commitments to, external stakeholders are reviewed to assess the value we receive as well as to ensure we are meeting our obligations. These tasks are completed at the level where the plan is implemented and reviewed at least one level above. As an example, plans involving partnerships with community organizations in which students are involved in field experiences are reviewed to assess if the placement site is providing appropriate educational opportunities, as well as to assess if we are supporting the site in meeting its mission as an institution. If the value to both parties remains, then the site will remain as a portion of any annual planning that occurs. These decisions are then reviewed at the next level up, such that program-level plans are reviewed by campus leadership. Similarly, campus plans are reviewed by the campus Board of Regents as well as system leadership. System plans are reviewed by the Board of Trustees. This process maintains local control and autonomy while providing oversight.

2P5 The number of personnel needed to accomplish a specific task is determined through an analysis of job duties, as well as a comparison of staffing on other campuses. In some cases, data is drawn from national comparisons (e.g. number of computer technicians per FTE) to help assess needs. Decisions are made during the budgeting cycle when staffing levels can be adjusted as needed.

The needs of individual faculty and staff members in relation to specific objectives are determined through procedures including a well-defined committee structure. Employees express needs either

directly or through representatives who serve on planning and governing bodies. Employee needs are also assessed as part of the annual performance review process with supervisors. When necessary, specific projects have been initiated to assess and better understand needs.

2P6 Baker College is a very dynamic organization. Processes must remain flexible so that we can remain responsive to the changing needs of students and other stakeholders. Lean Six Sigma has become a driving tool in our arsenal to insure that we incorporate data into our process development and revisions. This model supports faculty and staff needs in two ways.

First, faculty and staff who are closest to any single process are always the experts relied on to develop/revise a process. Those closest to the process are best positioned to understand how the process works, and by relying on this group to help develop standardized processes, they ensure that their needs are considered in the development of standardized processes.

Additionally, Lean Six Sigma provides a model that focuses directly on root causes of process issues. When determining what the root cause is of any process that is not performing to expectations, personnel needs are always considered. Sometimes this root cause analysis shows a need for different skill sets, increased training, more personnel, or different supports for the personnel involved in the process. The root cause analysis cannot be performed without considering data that demonstrates the needs of the faculty and staff involved.

Finally, it should be noted that the Lean Six Sigma process relies heavily on "Voice of the Customer" (VOC) data. Lean Six Sigma is built around improvement of processes. Every project starts with a careful delineation of the process to be addressed. Each process has an identified output, and every output is tied to a specific customer(s). VOC data is always collected to identify the needs and expectations of the customer. For instance, if a project team is addressing the budgeting process, the process would be defined as producing a local budget. One customer for the budget is the College CFO who needs to receive the budget in a timely manner and in a specific fashion. If the budget does not conform to the CFO needs (customer expectations), then some time will need to be spent to rewrite or reformat the budget. Clearly understanding the customer (CFO) needs is a crucial step in ensuring that the budgeting process is creating the value this customer expects.

2R Results

2R1 The primary non-instructional objective that Baker College closely tracks is our employment rate. Employment rates are calculated for all graduates and can be disaggregated by campus, discipline, and major. We also track graduates employed in their fields of study and graduates employed outside of their fields of study.

In addition to employment, Baker College defines other non-instructional objectives in relation to our Eleven Guiding Principles. The first of these is instructional (*Highly Effective Programs and Delivery Systems*) and will not be addressed here because it is addressed in Category 1. We do collect data on many of the Baker College guiding principles.

Figure 17: Data Collected for Baker College Guiding Principles

Guiding Principle	Data Collected	Comments
1) Highly Effective Programs and Delivery Systems		Programs and delivery are discussed in depth in Section 1

2) Right to Try		Data is not collected on this principle. It is represented by our open-enrollment policy and the services we provide to students who may not have other viable options.
3) Disciplined Fiscal Management	DOE Financial Responsibility Rating; Endowment Growth; External Audit with no findings	Metrics supplied from Department of Education, from the College's financial statements, and from external auditors
4) Customer Focus	Noel Levitz Student Satisfaction Inventory	Data allows year-to-year, campus-to-campus, and national comparison
5) Willingness to Change and Adapt	Number of Program starts and stops	Baker College has a continually changing program mix. As student interest in programs decline, or as employment opportunities decline, the College discontinues programs rather than offering programs that do not lead to employment. Similarly, the College continually seeks programs to add to the mix that offer students viable employment opportunities.
6) Strong Image	%of Students that identify us as a 1st choice institution	Tracked through the Noel Levitz SSI
7)Accountable for Mission	Employment Data	Tracked for all graduates in all programs
8) High Work Ethic of Employees	PACE Survey	Tracks employee involvement and motivation
9) Team-Oriented Atmosphere	PACE Survey	Tracks campus climate
10)Community Orientation	Campus President Involvement in Community Organizations; Economic Impact	Presidents maintain active involvement in a variety of organizations in their individual communities.
11)Continuous Improvement	Tracking of Improvement Projects	The overall number of projects has not been tracked because as a metric it does not provide useable data. However, the work performed and results achieved by each project is tracked, documented, and archived.

2R2 As noted in 2R1, the College collects a variety of data on our Eleven Guiding Principles. With the exception of Principle 1: *Highly Effective Programs and Delivery Systems*, the data collected is summarized below.

Guiding Principle 3: *Disciplined Fiscal Management*

    Baker College undergoes an external financial audit every year and is regularly found by auditors to have no "findings" in the audit. This reflects the care and precision with which the College operates, and shows one external reviewer's metric of our strength. Our self-funded endowment increased 29% between 2011 and 2013. This metric demonstrates the benefit of our careful approach to fiscal issues. Finally, the Department of Education Financial Responsibility Score for the College is a 3. This is the highest score available. Out of <u>87 independent colleges and universities</u> on the list in Michigan, only 11 received a score this high.

Guiding Principle 4: *Customer Focus*

    Baker College believes that our commitment to students and customer service is a prime differentiator for the College in the marketplace. The principle data set we rely on as a measure of our customer service is the Noel Levitz SSI. During the last administration of the SSI, Baker College was above the national average on 11 of 12 scales, and statistically equal to the mean on the 12th. This indicates that the College is performing well on *Customer Focus.*

Figure 18: Baker College Noel-Levitz Results and National Norm Base

Baker Colleges SSI Composite 2011			National Four-Year Privates				
Scale	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
Student Centeredness	6.18	5.63 / 1.06	0.55	6.20	5.35 / 1.16	0.85	0.28 ***
Campus Life	5.54	5.10 / 1.09	0.44	5.74	4.88 / 1.12	0.86	0.22 ***
Instructional Effectiveness	6.35	5.61 / 1.01	0.74	6.36	5.42 / 1.04	0.94	0.19 ***
Recruitment and Financial Aid	6.29	5.44 / 1.12	0.85	6.19	5.04 / 1.21	1.15	0.40 ***
Campus Support Services	6.24	5.68 / 0.99	0.56	6.04	5.37 / 1.02	0.67	0.31 ***
Academic Advising	6.31	5.44 / 1.26	0.87	6.31	5.42 / 1.26	0.89	0.02
Registration Effectiveness	6.29	5.54 / 1.05	0.75	6.18	5.10 / 1.15	1.08	0.44 ***
Safety and Security	6.39	5.43 / 1.14	0.96	6.18	4.90 / 1.27	1.28	0.53 ***
Concern for the Individual	6.11	5.34 / 1.13	0.77	6.17	5.25 / 1.15	0.92	0.09 ***
Service Excellence	6.10	5.43 / 1.03	0.67	6.03	5.13 / 1.07	0.90	0.30 ***
Responsiveness to Diverse Populations		5.70 / 1.19			5.16 / 1.34		0.54 ***
Campus Climate	6.16	5.54 / 1.02	0.62	6.17	5.27 / 1.08	0.90	0.27 ***

Guiding Principle 5: *Willingness to Change and Adapt*

   Baker College has always prided itself on its ability to change and adapt to market conditions. As a career college, we must always maintain a program mix that leads to viable employment opportunities for students. The fast pace of change in the Michigan economy, along with the loss of major industries in the past decade, has resulted in a need for a dramatic change in program offerings. As a multi-campus system, the College regularly has offered many programs on multiple campuses. Additionally, programs are often offered at various levels. For instance, many programs have both a certificate and associate degree option. If each program offered at each degree level is counted across our separate campuses, Baker College offers well over 1,000 programs. Over the past five years, the College has discontinued over 100 program options, most at the certificate level. Many of these discontinuations represent consolidations where a program is no longer offered on all or most campuses, but has been reduced to only a few campuses. This consolidation allows the College to maintain a sufficient student base in one location to offer a high-quality program, even while enrollment in that program decreases across the entire system. In addition to a changing Michigan economy, this reduction also represents a decreased interest in certificate programs among employers. During the same period, the College has approved the addition of 68 programs across the system. In some cases, these are entirely new programs, the result of new market opportunities. In other cases, these programs represent the spread of existing programs from one campus to another based on student and employer demand.

Guiding Principle 6: *Strong Image*

   One measure the College relies on to understand the image we have among students and potential students is the percentage of students that choose Baker College as their first or second choice institution. This question is asked on the Noel Levitz SSI; however, comparative data is not provided. As shown below, 63% of our students identify Baker College as a first choice institution and over 92% as a first or second choice. Data from the 2012 CIRP Freshman Survey shows that nationally, 59.3% of freshmen were enrolled at their first-choice institution. Without access to more information, we cannot tell if we were statistically significantly above the national mean. However, it is clear that Baker College is a first choice institution for students at a level consistent (if not above) a national sample.

Figure 19: Percentage of Baker College Students Choosing Baker College as First Choice Institution

	N	%
1st choice	3977	63.40%
2nd choice	1826	29.11%
3rd choice or lower	470	7.49%
Total	6273	100.00%
No Answer	210	

Guiding Principle 7: *Accountable for Mission*

   Baker College is a career college, and we are proud to help our graduates succeed in their careers. We finalize employment data six months after completion of the academic year. We report data on the number of graduates available for employment, who are employed within 6 months of graduation. Reporting on graduates during the 2012-2013 academic year (March 2014) we maintained an employment rate above 97%. A complete Career Services Report is available (see 3R5).

Guiding Principle 8: *High Work Ethic of Employees*

   The Personal Assessment of the College Environment (PACE) Survey is designed to understand employee motivation and commitment. The overall survey score characterizes Baker College as a

collaborative environment where "Employees are influenced through participation and involvement..." (Pace Manual, p. 9).

Guiding Principle 9: *Team-Oriented Atmosphere*

The [PACE survey](#) provides an assessment of campus climate. As seen in Figure 29 (in 4R2), Baker College scored very high on the Teamwork Scale. This demonstrates that the College is performing well in relation to this Guiding Principle.

Guiding Principle 10: *Community Orientation*

One important manner in which the College demonstrates its commitment to our local communities is through the involvement of personnel in local organizations. The College does not track the involvement of all employees, but does track [involvement of campus presidents](#). As of spring, 2014, our presidents (campus and system) were involved with 90 separate organizations. This includes participating as members, as well as serving in leadership roles, on boards, offering consultative assistance, and other forms of direct involvement. This represents a substantial investment of resources in each of the communities in which we operate (see also 9P5).

Guiding Principle 11: *Continuous Improvement*

Baker College does not have a quality metric to track this commitment. However, since early 2012, the College has engaged in more than 12 projects at the system level with additional projects occurring at the campus level. Additionally, the College has formally trained more than 40 individuals through extensive Lean Six Sigma education. Many more employees have received brief training as part of process management initiatives or through participation in Lean Six Sigma Project Teams.

2R3 Most of the metrics that the College tracks in these areas cannot easily be compared to other institutions. For instance, we have been unable to identify any national datasets of employment rates for colleges. As reported in 2R2, the Noel Levitz data (Principle 5) does demonstrate that the College is operating at a very high level compared to other institutions. Principles 7 & 8 are tied to the PACE survey. As noted in 2R2, Baker College has a significantly higher overall score and scored higher on each subscale of the PACE compared to other higher education institutions. This suggests that Baker College is operating in a manner that is associated with high performance and long-term success.

2R4 Our results in this area confirm our commitment to the Baker College Mission and Eleven Guiding Principles. These Eleven Guiding Principles are aligned with the characteristics that are known to be associated with high performing organizations as reflected in AQIP and the Malcolm Baldrige National Quality Award. By meeting our commitments to our Mission and Eleven Guiding Principles, we are engaging in behaviors that result in high performance, increased effectiveness, and increased value for our students and stakeholders. Additionally, achieving our mission in regards to employment of graduates is central to our ability to attract new students. It also goes directly to our image and our ability to work with community partners. Outside stakeholders must see the College as a strong, focused, and capable institution if they are to accept our students in field placements, and hire our graduates. Without this ability to place students, the College could not meet any of its other objectives.

It is also worth noting that Baker College operates in many tight markets. In every community we serve, there are public community colleges, state colleges and universities, and a multitude of private competitors. Baker College not only competes for students in these settings, but also for faculty and other employees. If the College does not successfully meet its goals and obligations in all areas where we make commitments, we will lose our competitive edge and our ability to attract and retain

employees, field placement sites, and the support of community leaders, public schools, and local organizations. For us, these commitments are not only the product of our success, but the foundation of it as well.

2I Improvement

2I1   During the latter half of 2013 and the first several months of 2014, Baker College was involved in a quality improvement project we refer to as "Career Concepts." This project seeks to respond to specific employer needs. Feedback from advisory boards as well as field placement sites and employers indicates that while graduates have specific career skills, they are at times lacking in broader skills including critical thinking. The Career Concepts project was started to determine specific professional skills that students may lack and develop a response to any gaps identified. As a result, the College is looking closely at the curriculum in a series of core business classes with the intent to restructure the courses in a manner more consistent with research on fostering critical thinking. If outcomes in this area are positive, additional steps will be taken in other disciplines. These changes demonstrate the College's commitment to employers as customers and to meeting their specific needs.

Another key stakeholder whose needs the College is working to address more effectively is the U.S. Government. Currently, Baker College has a three-year student loan default rate of about 17%. While this number is lower than the previous year, the number remains higher than we would like. Therefore, the College has initiated two quality improvement projects that we hope will contribute to lower student default rates. The first project will ensure that students early in their career are more informed of their repayment obligations by providing additional information on student loans through the academic advising process. A second project is working to increase student knowledge of payment obligations and alternatives (such as forbearance and forgiveness) among students at risk of leaving the College before graduation. Both of these projects address our principle of *Disciplined Fiscal Management*, as well as our principles of *Community Orientation* and *Strong Image*.

Finally, Baker College's efforts to conceptualize our commitment to these Eleven Guiding Principles as Other Distinctive Objectives, and seeking to collect data related to each, is a change, and an improvement. College employees are well aware of the Guiding Principles and it was just accepted that we lived by these principles. The data above, including the PACE Survey, Noel Levitz, etc., each indicate an improvement in the College's effort to collect data to understand our own operations.

2I2   The planning process at Baker College is intricately tied to the Eleven Guiding Principles. When the College considers strategic need, it considers those needs within the context of our commitment to Mission and the Eleven Guiding Principles. Therefore, the entire strategic planning process and the resulting strategic document is designed to identify processes and performance in relation to these objectives. As each campus plan is developed, these same commitments remain as primary drivers. Another key tool in management at the College is the campus report card. These report cards provide a summary snapshot of key performance indicators and ensure focus on those performance criteria that are most important to the institution. While the data on the report card are high level and lagging indicators of processes at the College, they do provide an important tool to maintain focus and direction. Key items on the report card include:

- Graduation Rates (*Highly Effective Programs*)
- Employment Rates (*Customer Focus*, *Accountable for Mission*)
- Developmental Education Statistics (*Right To Try*)
- Faculty Credentials (*Highly Effective Programs*, *Strong Image*)
- Financial Information (*Disciplined Fiscal Management*)
- Reportable Crimes (*Strong Image*, *Customer Focus*)

Category 3 UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

As a career college, Baker College approaches everything we do with an eye toward the future employment needs of students. In a sense, understanding the needs of students and our key external stakeholder, employers, means the same thing. Both groups require our graduates to possess particular combinations of knowledge and abilities to be successful in the workplace. Processes in understanding the needs of students so that they will be successful in the workplace and the needs of employers so they will hire our graduates are well aligned. These processes are pervasive in the institution and function well, providing us with the information necessary to keep curriculum current, to keep programs relevant, and to identify trends early enough to respond.

In terms of responding to individual student needs, processes are sometimes more systematic in nature. For instance, universal processes are not in place to identify, track, and respond to special populations system wide in a manner that allow campuses to identify emerging trends or successful practices on one campus that can be quickly replicated on another. Some student groups, such as veterans, may be approached in a reactive manner on one campus while another has a well-aligned approach.

In terms of responding to external stakeholder needs, the College is generally systematic in approach. The connection between external stakeholders and the College has historically been handled at the campus level. While each campus has similar goals and may share approaches, little standardization existed. In the last several years, a more aligned approach has been sought as units seek to develop working processes that allow sharing of information, fewer points of contact, and centralized data. This is well represented in the rebranding of our Career Services (HireQualified) and closer work that is occurring between the academic administration and Career Services.

At the current time, the College maintains a systematic approach to the collection of student complaints and a reactive approach to complaints from any other stakeholder. The College strives diligently to resolve concerns of all stakeholders before they rise to the level of formal complaints. In most cases this can be handled. In a small number of cases formal complaints are filed and these are responded to appropriately. Each campus uses the data to seek local improvement. The College has not developed processes to aggregate these data sets and use them system-wide to seek operational improvement at the system level.

3P Processes

3P1   The assessment of student needs begins before students enroll and continues throughout their time at the institution. The needs of new students are first identified as the admissions team looks at and responds to changes in the marketplace. This includes ongoing tracking of programs in which prospective students have expressed interest. As students move into the institution, additional needs are noted through assessment processes, including placement testing and advising. When activating accounts on the student information system, students complete an 18 item questionnaire intended to gain additional information. These data sets allow system personnel to begin planning for specific needs.

For a number of years Baker College has used the Noel Levitz SSI, the Institutional Priorities Survey (IPS), and the Priorities Survey for Online Learners (PSOL). These surveys of student satisfaction and faculty perception of student needs have helped the College track changing needs and priorities among student groups. By administering the surveys periodically across time, the College has been able to develop important longitudinal measures of student priorities and satisfaction.

During the 2013-2014 school year, Baker College added the Community College Survey of Student Engagement (CCSSE) to its institutional assessment plan. This instrument provides the College a more focused look at student behavior in the classroom. The CCSSE allows the College to closely look at our core business and assess how we can work with students to increase educational achievement. The College has also administered the Community College Faculty Survey of Student Engagement (CCFSSE). This will also be a regular part of institutional assessment. Like the IPS, the CCFSSE will not be administered as often as the CCSSE.

Each campus in the system prepares an annual campus plan. These annual documents, prepared by the campus president, executive team and operations committee, use a variety of available data (such as Compass Testing, CCSSE, Student Course Evaluations) in conjunction with other indicators (such as the campus report card data) to identify specific short- and long-term needs that must be addressed. At the system level, campus reports are reviewed and additional system-wide planning is conducted with the system president/ CEO and the executive committee.

The assessment and planning process uses both leading and lagging indicators. The lagging indicators, including retention, persistence, graduation, and employment rates are a part of every report card. The College chooses to use IPEDS definitions internally to ensure consistency in reporting practices across units. Report Cards are generated at the campus level and the system level and act as dashboards for our operations. As part of the Strategic Planning Process specific goals are set for these metrics. The Report Card process provides the mechanism for comparison of achievement against these goals. These metrics are carefully monitored, and as appropriate, improvement projects are instituted when the data show a specific need. In addition, when necessary, specific institutional research is undertaken. For instance, Baker College has an ongoing relationship with EduVentures to collect additional data and to provide consultation and assistance with specific projects. Comparative data such as that provided by the National Community College Benchmark Project (NCCBP) is also used. Past action projects have included a focus on developmental education, academic advising, limited enrollment programs and general education requirements. Each of these has been tied to retention goals at the College.

Whenever possible, Baker College seeks to include online and graduate students in all assessments of student need and achievement. When possible, assessment tools and data collection processes are chosen that allow the entire College population to be assessed. At times, substitutions are made. For instance, Baker College Online and the Center for Graduate Studies administer the PSOL instead of the SSI. Data obtained are similar but tailored specifically to the online environment. Overall, data reporting through Baker College Online and the Center for Graduates Studies is structured in a similar manner to the on-ground divisions and the same data are sought and tracked (admission data; developmental education data; persistence, graduation, and employment rates) whenever possible. Baker College Online anticipates administering the National Survey of Student Engagement (NSSE) instead of the CCSSE. The CCSSE is not available for online administration. Additionally, Baker College Online serves a student base that is much more oriented to 4-year degree programs when compared to the on-ground campuses. Therefore, the comparative base of the NSSE is a better match for Baker College Online. Baker College Center for Graduate Studies administers a specific graduate survey (EBI-Mapworks) to some alumni to gather data. Eduventures has been contracted to address specific online learning needs. While the specific instruments are different, the planning processes and KPIs that are used remain the same. The College operates as a single unit and is committed to providing the same level of service and requires the same level of achievement, regardless of the method of delivery of courses. Recognizing that there is additional benefit to be gained by using the same survey tools at on-ground campuses as well as at our online campus, the College has formed an

ad-hoc committee to review tools to determine if there is an appropriate set of tools that can be implemented across environments.

3P2   The process of building student relationships begins before first contact. As noted in section 2, a *Strong Image* and *Community Orientation* are two of the Eleven Guiding Principles held by the College. While we do attract students from out of state and even internationally, most Baker College students attend a campus location near their residence. As a result, they have a perception of the institution before they approach us based on what they have heard within the community, what other students or graduates have told them, or simply from seeing our buildings and activities in the community. The College takes these early exposure opportunities very seriously and invests considerably in them.

Active relationship building starts with the point of contact between a potential student and an admissions representative. Admission personnel are highly trained in customer service as well as details about the College, our programs, requirements, financial aid, and other relevant information. These initial contacts are critical in creating a bond between the student and the institution. Once enrolled, students continue to work with the admissions advisor until classes have begun. At this point, the student is transitioned to an academic advisor.

The onboarding process continues when students attend orientation. Orientations provide most students with their first interaction with program faculty. Orientation goals include building relationships between students and faculty and between students. The orientation process on our Muskegon campus has been revamped based on student feedback, and data collection is in process to see if changes should be implemented system wide.

All students are assigned an academic advisor based on the program of study that they are pursuing. New students must meet with an advisor before they can register for courses. The advising process, while not scripted, has been mapped out to ensure that specific goals are met, and a review of student data is undertaken at each advising opportunity to provide early recognition and response to any potential student issue. This process is supported by a system-wide automated student tracking system that allows campus personnel to enter notes about interactions with students that can be accessed by the advisor. In this way, the advisor has immediate access to notes from other support staff that may help to clarify a student need and suggest a resolution. This deliberate advising process is the result of an in-depth AQIP project.

Another key component of building relationships at Baker College is the institution's commitment to customer service (one of the Eleven Guiding Principles). Customer service training is provided to all employees. Some program areas receive more frequent and more specialized training based on their role with students. This customer service focus creates an atmosphere that is unique to the institution and is highly valued by students.

In addition to specific interactions with students, the customer service focus can be seen in operational procedures as well. Two examples of this are class size and course scheduling. In some institutions, class size, particularly in general education and other lower level courses, is not a consideration. At Baker College, most campuses do not have classrooms that can hold large numbers of students. System wide, composition classes have a maximum enrollment of 25. By setting and maintaining appropriate caps, students are ensured of individual attention and service. Particularly in lower level courses, these caps allow faculty to identify struggling students and respond appropriately to individual needs. In the online environment, course caps are generally set at 15 for undergraduate students and 12 for graduate students. Baker College strives to have an adequate teaching staff in place so that new sections of courses can be opened up rather than over-enrolling or denying students access to courses that they need. A detailed chart of average class size can be found in 1P12.

3P3   Internal stakeholders (students, see 3P2) and employees (see 4P8) are addressed elsewhere.

Separate from those groups noted above, Baker College views its primary stakeholders as employers, primarily the employers in the communities in which we operate. Working with these employers to understand their needs and remaining responsive to these needs is central to our work both with students and as a citizen within our community. The primary manner in which we seek to understand employer needs is through a system of advisory boards. Most programs in the College maintain an advisory board. These boards include employers and others from the community. Advisory boards are a crucial bridge between the community and the College, ensuring that the College understands and remains responsive to local needs. While faculty, accrediting agencies, and national stakeholder groups provide a high level view of need, it is through direct engagement with the community that the College collects information on local needs. The College operates from the assumption that a strong community is necessary for a strong College, and that the College has a vital role in maintaining the strength of the community. In addition to advisory boards, programs also survey employers to gain specific information about local needs. The results of these surveys are incorporated into annual assessment reports and contribute to program planning. As an example, any time a curriculum or program change is sought, evidence must be presented to justify the change. Input from advisory boards is a key component of the information sought for these changes.

Baker College seeks to reach beyond the specific group of employers that have hired our graduates. We seek to become involved in the fabric of the community in ways that allow the College to contribute where it is needed. For this reason, administrative personnel, such as campus presidents, are heavily involved in community organizations (see 2R2). Decisions for involvement are left to each individual president as the communities vary considerably. However, every president serves on numerous boards, participates in local organizations, and is actively involved in the promotion and development of his/her community. While our mission focuses us on employment and employment needs of communities, our involvement extends beyond that to direct financial assistance to community needs and indirect support for a wide range of local initiatives.

3P4   Baker College strives to foster relationships that allow the College to achieve its mission, while helping others to pursue their mission. A good example of this is through our P-12 secondary institutional partnerships, offering dual enrollment, direct credit, and early middle college opportunities for high school students. Baker College works with 138 high schools and districts throughout the state of Michigan to maintain dual enrollment and direct credit classes. Baker College assists local schools in meeting their educational objectives and furthers their achievement by providing educational materials and expertise so that students have access to courses that they would otherwise not be able to access. At the same time, prospective college students get to know something about Baker College and the opportunities that we provide while learning that they are capable of completing college-level work. This work is reflective of a strategic need based on a declining base of traditional age college students in the state of Michigan. These courses are regularly reviewed with personnel in the high school to ensure quality and to ensure that the partnership remains valuable to them.

As noted in 3P3, relationships with employers are built through community involvement as well as advisory boards. The College also seeks to foster these relationships through additional interactions including direct interaction with employers and seeking feedback from employers. Almost every student at the College will complete at least one fieldwork experience before they graduate. These fieldwork experiences are critical to the learning of students, but also to the success of the College. Local employers must be willing to accept students in these roles and to hire graduates later for permanent employment. The College builds these relationships through direct contact with employers, visiting sites regularly, reviewing placement agreements, and ensuring that local businesses are

satisfied with the relationship. Further, the College uses survey instruments to get specific, direct feedback about our students and our own institutional performance. This feedback is critical in helping the College improve our services as well as our educational outcomes.

3P5   The Baker College mission is to help students be successful throughout their careers. As an institution that is over 100 years old, the College has a long history of preparing students in certain areas, particularly in the business and medical arenas. This history and our commitment to our partners in these industries is a key component in our decision-making process. As an example, in the early 1990s, it became clear that employers were increasingly looking for graduates with a Master's of Business Administration degree. This meant that if Baker College were to continue to serve the business community, and truly help students throughout their careers, we would have to move into graduate education. As a result, the MBA program was started and has become an important part of the program mix at the College. Similarly, a change in professional standards several years ago demanded that occupational therapists be trained at the graduate level. In response, Baker College developed a Master's in Occupational Therapy program that is currently accredited by the American Occupational Therapy Association (AOTA). More recently, the College recognized the need to move nursing education to the bachelor level and has developed a program to meet this specific need. These needs were all identified through interactions with employers, including advisory boards, surveys, and research on changing markets as well as interactions with professional and accrediting bodies. In every case, the College recognized the importance of responding directly to the needs of the communities where our graduates will be employed.

While these new programs primarily targeted existing students and stakeholders, at times, the College considers the viability of reaching new student and stakeholder groups. Such considerations may be prompted by many different occurrences. One example is a program in criminal justice that is a relatively recent addition. The College had a program in human services and an individual involved in that program had a strong background in criminal justice. His knowledge of the profession and the needs of the community led him to propose a new program to meet this community need.

Alternatively, a new program idea might come from Admissions, Career Services, a campus administrator, a faculty member, or by request of a local employer. In these cases, needs of the community which had not been previously identified (or may be new due to changing economic conditions) become the driving influence for consideration of a new program. Outside consultants are also used to help track opportunities in the marketplace.

Finally, new opportunities may result from environmental scans that are part of the strategic planning process. The College regularly seeks to update its strategic plan to ensure that we are proactively responding to changes both internal and external. As part of this process, changes in student groups and other stakeholders in our communities are considered, and the College seeks to develop initiatives to meet these needs. An example of this is the College's decision to seek to offer a Juris Doctorate (JD) degree. The students that will be attracted by this program and the employers/stakeholders to be served is substantially different than our current market. However, discussions with industry personnel led us to understand the need for a program directed primarily at individuals seeking legal knowledge and credentials, who intend to be employed outside of traditional law firms. These individuals need a legal education that prepares them to work outside of the courtroom, handling the legal tasks necessary for business operations. After a thorough consideration of the options and the needs of community stakeholders, the College decided to pursue opportunities to offer such a program. This led to the College's decision to purchase the St. Francis School of Law and incorporate its programs into our Center for Graduate Studies.

In all cases, once a demand in the marketplace is identified, we then collaboratively move forward with the Baker College new program development process. The first phase of the process focuses on sharing ideas and consideration of initial interest. If there is interest and a campus president chooses to move forward, the process enters the second phase.   The second phase of the process includes a detailed feasibility study that considers student interest, employment opportunity, requirements for space and personnel, and connection to mission. The process is multi-step and includes individuals from the faculty level to campus presidents and various departments, including Academics, Admissions, and Career Services. This process ensures that current and future students as well as other stakeholders are considered along with the College's mission and purpose. The decision to offer any program, new or existing, is driven by the ability of the College to fulfill its mission and purpose as an educational institution. While other factors need to be dealt with, it is this commitment to mission that drives decisions.

3P6   The College publishes in the course catalog our procedures for student complaints. Complaints are always handled as directly and quickly as possible. However, there are times when students or others are not satisfied with the resolution of a complaint and the complainant decides to seek additional remedy. Under Baker College policy, student complaints that have not been resolved to the satisfaction of the student, can be placed in writing and delivered to the chief Academic officer (CAO) on the campus. The CAO records the complaint in a specific tracking log, noting the date and type of concern. The CAO then works with the student, involving other offices as appropriate, to seek resolution. The CAO is responsible for tracking the complaint and recording in the log the resolution along with the date of the resolution. Complaints can be reviewed in an aggregate format or individually to identify specific areas where students are expressing concern. It is the responsibility of the Chief Academic Officers Committee (consisting of CAOs from all campuses) along with the system vice president for academics to track and address complaints across the institution.

It is the goal of the institution to resolve all student concerns before they move through multiple levels of the organization and arrive in the office of the CAO. An important tool in this process is the student tracking system. A part of the College student database, the tracking system allows employees to open a student record and record important data about a concern that a student has, how the concern has been addressed, who addressed the concern, and the resolution. If a student concern is not immediately resolved, this system provides a detailed documentation trail for follow-up. In this way, personnel are better informed about what steps have been taken and what additional steps remain to resolve the concern.

Other stakeholder concerns are handled by direct interaction between those with concerns and appropriate administrative personnel. This is supported by a culture of customer service and immediate access. No systematic process exists to collect and analyze complaint data beyond student complaints.

<div align="center">

3R Results

</div>

3R1   System wide, two important measures of student and other stakeholder satisfaction are the Noel-Levitz SSI and the IPS. These are supplemented by the PSOL, which is used by the Online and Graduate campuses. Student satisfaction historically has been assessed every two years. The last sampling process included over 6,300 students. Employees are surveyed once every four years with the IPS. In the most recent administration, slightly more than 2000 employees, both full- and part-time, were surveyed.

During the 2012-2013 school year a decision was made to add the CCSSE to our institutional assessment process. As a result, the SSI was not administered as we prepared for this new instrument. Plans are in place to alternate surveys because the data collected from each is unique.

Some programs have taken additional steps to collect data that allows comparison between our programs and other institutions. A primary example of this is our MBA program, which is our largest graduate program. The MBA program utilizes the EBI Part-Time MBA Exit Assessment Survey. This survey collects information on student perception of the program, learning, and institutional services and allows comparison with select other institutions as well as a national sample (see 3R2).

In addition to these national comparative surveys, students complete course evaluations in courses every term. The course evaluations are collected and collated, allowing faculty to view student responses and allowing divisions to aggregate data across programs. When applying for graduation, students are asked to complete a program evaluation survey that is broader than the single course evaluation. These program evaluations are compiled and become a part of the data available for program assessment.

All field placement sites receive a survey from the College to rate the student's performance including knowledge, skills, and professionalism. These surveys are a critical piece of information in determining how well students are meeting the expectations of employers, a key stakeholder group.

Baker College also collects data through the PACE survey that relates to employee satisfaction. This is covered more thoroughly in Category 2.

3R2 Student satisfaction at Baker College is very good. This has been shown in every administration of the SSI. The SSI asks students to rate items on both an importance scale and a satisfaction scale. Items are then statistically grouped to create composite scores on 12 separate scales. As noted in Figure 21 below, Baker College students were more satisfied (at statistically significant levels) on 11 of the 12 scales compiled by Noel-Levitz than a comparison group in a national sample of four-year private institutions. On the final scale, Baker College students were as satisfied as the mean for the national sample.

Figure 21: Baker College Noel-Levitz Results and National Norm Base

Scale	Baker Colleges SSI Composite 2011			National Four-Year Privates			
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
Student Centeredness	6.18	5.63 / 1.06	0.55	6.20	5.35 / 1.16	0.85	0.28***
Campus Life	5.54	5.10 / 1.09	0.44	5.74	4.88 / 1.12	0.86	0.22***
Instructional Effectiveness	6.35	5.61 / 1.01	0.74	6.36	5.42 / 1.04	0.94	0.19***
Recruitment and Financial Aid	6.29	5.44 / 1.12	0.85	6.19	5.04 / 1.21	1.15	0.40***
Campus Support Services	6.24	5.68 / 0.99	0.56	6.04	5.37 / 1.02	0.67	0.31***
Academic Advising	6.31	5.44 / 1.26	0.87	6.31	5.42 / 1.26	0.89	0.02
Registration Effectiveness	6.29	5.54 / 1.05	0.75	6.18	5.10 / 1.15	1.08	0.44***

Safety and Security	6.39	5.43 / 1.14	0.96	6.18	4.90 / 1.27	1.28	0.53***
Concern for the Individual	6.11	5.34 / 1.13	0.77	6.17	5.25 / 1.15	0.92	0.09***
Service Excellence	6.10	5.43 / 1.03	0.67	6.03	5.13 / 1.07	0.90	0.30***
Responsiveness to Diverse Populations		5.70 / 1.19			5.16 / 1.34		0.54***
Campus Climate	6.16	5.54 / 1.02	0.62	6.17	5.27 / 1.08	0.90	0.27***

Figure 22: Baker College Noel-Levitz Results Comparison, 2009 and 2011

	Baker Colleges SSI Composite 2011			Baker College SSI Composite 2009			
Scale	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
Student Centeredness	6.18	5.63 / 1.06	0.55	6.19	5.59 / 1.06	0.60	0.04*
Campus Life	5.54	5.10 / 1.09	0.44	5.56	5.04 / 1.09	0.52	0.06**
Instructional Effectiveness	6.35	5.61 / 1.01	0.74	6.36	5.58 / 1.01	0.78	0.03
Recruitment and Financial Aid	6.29	5.44 / 1.12	0.85	6.31	5.40 / 1.14	0.91	0.04*
Campus Support Services	6.24	5.68 / 0.99	0.56	6.27	5.60 / 1.02	0.67	0.08***
Academic Advising	6.31	5.44 / 1.26	0.87	6.32	5.37 / 1.26	0.95	0.07**
Registration Effectiveness	6.29	5.54 / 1.05	0.75	6.31	5.49 / 1.08	0.82	0.05**
Safety and Security	6.39	5.43 / 1.14	0.96	6.40	5.38 / 1.15	1.02	0.05*
Concern for the Individual	6.11	5.34 / 1.13	0.77	6.13	5.28 / 1.13	0.85	0.06**
Service Excellence	6.10	5.43 / 1.03	0.67	6.11	5.38 / 1.03	0.73	0.05**
Responsiveness to Diverse Populations		5.70 / 1.19			5.67 / 1.19		0.03
Campus Climate	6.16	5.54 / 1.02	0.62	6.17	5.50 / 1.02	0.67	0.04**

Additionally, when comparing student responses in 2011 to 2009 (Figure 22, p.46), Baker College students were statistically more satisfied in 10 areas than they had been previously. Satisfaction scores did not drop in any area at a level that was statistically significant. These data demonstrate that Baker College has continued to improve student satisfaction in spite of rapid institutional growth and severe economic pressures that have hit many of our students especially hard.

Looking at a specific program, Figure 23 shows the satisfaction ratings of MBA graduates in comparison to a group of six similar institutions, as well as the national survey (Part-time MBA Programs). The data show that Baker College graduates are statistically at the mean in terms of satisfaction when compared both to similar institutions and to the national data set.

There are two specific areas which have been identified as areas of opportunity in the EBI survey. The first of these is Career Services. Baker College students are more satisfied with Career Services than the national sample. Our students are

Figure 23: Overall Satisfaction of MBA Graduates

	N	Mean	Std Dev
Your Institution	64	6.20	1.12
Select 6	252	6.29	0.83
All Institutions	2,915	6.11	1.05

as satisfied with career services as the Select 6 comparison group. However, this area is the second lowest area of satisfaction and therefore considered an opportunity by EBI. Baker College students are less satisfied than the Select 6 comparison group of similar schools in the area of co-curricular activities. The Baker College MBA program is entirely online and asynchronous. The College does not offer specific co-curricular activities for students in graduate programs. Some institutions in the Select 6 comparison group are traditional, on-ground institutions. We believe that it is appropriate for those schools to provide co-curricular activities as meets their mission. Baker College has no plans to address this issue.

Figure 24: Noel-Levitz Results for Relationship Questions

Baker College 2011 Composite				National 4-Year Privates				
Scale	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference	
3. Faculty care about me as an individual.	6.13	5.47 / 1.34	0.66	6.21	5.42 / 1.38	0.79	0.05	**
14. My academic advisor is concerned about my success as an individual.	6.22	5.27 / 1.59	0.95	6.28	5.38 / 1.60	0.90	-0.11	***
30. Residence hall staff are concerned about me as an individual.	5.11	4.81 / 1.48	0.30	5.69	4.90 / 1.64	0.79	-0.09	**
10. Administrators are approachable to students.	6.09	5.49 / 1.31	0.60	5.96	5.21 / 1.39	0.75	0.28	***
2. The campus staff are caring and helpful.	6.37	5.75 / 1.24	0.62	6.33	5.50 / 1.35	0.83	0.25	***

3R3 In addition to the composite scale scores reported in 3R2, there are specific questions on the Noel Levitz SSI that demonstrate the strength of relationships between faculty and other employees with students. These questions and their results are reported in Figure 24 (page 47).

As can be seen in Figure 24, on questions related to relationships, students respond quite positively about a variety of campus personnel. For three of the employee groups considered, Baker College students reported a higher degree of satisfaction than did students in the national comparison group. For one group (academic advisors) the College has instituted quality improvement projects to improve service. This has resulted in a significant improvement in satisfaction since 2009. Efforts in this area continue. The final group, residence hall staff, may be impacted by the very small number of students that reside in campus housing. As a result, the vast majority of students have little or no interaction with housing personnel. In spite of this, most respondents provided an answer to this question. We believe the data may not reflect actual interactions.

3R4 At the current time, Baker College does not have aggregate data on employer satisfaction. Individual programs do collect data from employers and those data are used for improvement efforts. One example of this is a survey that is conducted annually by the Teacher Preparation Program. Figure 25 shows the results of that survey for 2012 and 2013. As can be seen, Baker College Teacher Preparation graduates are rated very highly. In 2013, 1 supervisor rated 1 program graduate as not exceeding expectations in a single area. Every other program graduate was rated as exceeding expectations in all areas. Open-ended questions at the conclusion of the survey allow respondents to provide more in-depth answers. These responses generally focus on specific assessment instruments and teaching strategies rather than broad skill deficits. Responding to these specifics can be difficult as each district uses different assessment tools and focuses on different in-class techniques. The College does incorporate this information into the improvement plan and continues to try and address specific concerns.

Figure 25: Principal Survey Data

In your opinion, how well is Baker College preparing new teachers in the following areas:	2012 Percent meeting or exceeding expectations (n=17)	2013 Percent meeting or exceeding expectations (n=15)
Content Knowledge	100%	100%
Teaching Strategies	94%	100%
Reflecting on Teaching	94%	100%
Integrating Technology	100%	100%
Classroom Management	88%	100%
Communicating and working with parents	94%	100%
Community Involvement	100%	100%
Interpersonal Skills	94%	100%
Differentiation of Instruction	94%	93%
Ability to collaborate with other teachers, staff and administrators	94%	100%
Ability to use student data to drive/modify instruction and improve strategies	88%	100%

Many programs use an online tool (vovici.com) to survey employers. The use of an online tool provides ease of access for employers and allows each program area to customize the questions to their own needs. One example can be found in a survey of employers of graduates from the Baker College of Clinton Township Nursing Program. As can be seen, in every case, supervisors rated graduates at a proficient level or above. Additionally, every supervisor that responded stated they would hire another Baker College graduate. Past practice has allowed programs to customize their questions so aggregation of data across programs is not possible.

In addition to individual program data, the College collects data from broad employer events such as job fairs. We do not aggregate the data across the system but maintain and analyze these data at the campus level. A job and internship expo on the Muskegon campus resulted in employers expressing a high level of satisfaction with the event. One portion of the data collected is reproduced below. The written comments that were provided along with this material allow the College to look deeper, identifying specific areas where participant professionalism and preparedness did not meet the needs of employers.

Figure 26: Baker College Employer Fair Satisfaction Results

	Excellent	Very Good	Good	Fair	Poor	N/A	Total
Preparedness of Participants	31.82%	36.36%	22.73%	9.09%	0%	0%	22
Professionalism of Participants	27.27%	40.91%	22.73%	9.09%	0%	0%	22
Success in Securing Qualified Applicants	13.64%	18.18%	31.82%	27.27%	4.55%	4.55%	22
Professionalism of Staff/Volunteers	77.27%	18.18%	4.55%	0%	0%	0%	22

As noted above, the IPS is used as a means of assessing employee perceptions of the College. This survey does not ask individuals directly about their experience, but rather focuses on the employee perception of the students' experiences. As such, it may be seen as a measure of employee satisfaction with the work that the institution is doing. As noted in Figure 27, when compared to the responses given by employees at other 4-year private institutions, Baker College employees have a more positive perception of the student experience than do employees (on average) from the national sample. These strong satisfaction scores are consistent with the student surveys and combine to suggest, that in these areas, Baker College is performing very well.

Figure 27: Baker College Institutional Priorities Survey Results Compared to National Norms

Scale	Baker College IPS 2009			National Four-Year Private IPS			
	Import	Agree / SD	Gap	Import	Agree / SD	Gap	Mean Difference
Student Centeredness	6.53	6.12 / 0.84	0.41	6.51	5.83 / 0.90	0.68	0.29***
Campus Life	5.92	5.44 / 1.23	0.48	6.17	5.29 / 1.22	0.88	0.15***
Instructional Effectiveness	6.58	5.97 / 0.85	0.61	6.59	5.69 / 0.85	0.90	0.28***
Recruitment and Financial Aid	6.53	5.64 /	0.89	6.59	5.20 /	1.39	0.44***

		1.06			1.19		
Campus Support Services	6.43	5.80 / 0.99	0.63	6.39	5.36 / 1.08	1.03	0.44***
Academic Advising	6.52	5.87 / 0.96	0.65	6.52	5.64 / 0.95	0.88	0.23***
Registration Effectiveness	6.33	5.72 / 0.99	0.61	6.32	5.38 / 1.06	0.94	0.34***
Safety and Security	6.50	5.96 / 0.94	0.54	6.36	5.22 / 1.13	1.14	0.74***
Concern for the Individual	6.58	5.99 / 0.88	0.59	6.64	5.81 / 0.90	0.83	0.18***
Service Excellence	6.48	5.85 / 0.96	0.63	6.46	5.42 / 1.06	1.04	0.43***
Responsiveness to Diverse Populations		6.19 / 0.93			5.32 / 1.24		0.87***
Campus Climate	6.53	6.03 / 0.82	0.50	6.54	5.66 / 0.85	0.88	0.37***

Comparing the 2009 results to the previous administration (2005), we can see (Figure 28) that satisfaction scores increased on 4 of 12 scales. There was no statistically significant decrease on any scale.

Figure 28: Institutional Priorities Survey Comparison, 2009-2005

Scale	Spring 2009 Composite			Spring 2005 Composite			
	Import	Agree / SD	Gap	Import	Agree / SD	Gap	Mean Difference
Student Centeredness	6.53	6.12 / 0.84	0.41	6.55	6.13 / 0.80	0.42	-0.01
Campus Life	5.92	5.44 / 1.23	0.48	5.94	5.35 / 1.17	0.59	0.09*
Instructional Effectiveness	6.58	5.97 / 0.85	0.61	6.57	5.89 / 0.77	0.68	0.08**
Recruitment and Financial Aid	6.53	5.64 / 1.06	0.89	6.53	5.56 / 1.11	0.97	0.08*
Campus Support Services	6.43	5.80 / 0.99	0.63	6.44	5.75 / 0.95	0.69	0.05
Academic Advising	6.52	5.87 / 0.96	0.65	6.54	5.86 / 0.95	0.68	0.01
Registration Effectiveness	6.33	5.72 / 0.99	0.61	6.33	5.69 / 0.97	0.64	0.03
Safety and Security	6.50	5.96 / 0.54	0.54	6.55	5.78 / 0.77	0.77	0.18***

		0.94			1.03		
Concern for the Individual	6.58	5.99 / 0.88	0.59	6.59	5.95 / 0.84	0.64	0.04
Service Excellence	6.48	5.85 / 0.96	0.63	6.50	5.88 / 0.91	0.62	-0.03
Responsiveness to Diverse Populations		6.19 / 0.93			6.17 / 0.89		0.02
Campus Climate	6.53	6.03 / 0.82	0.50	6.55	5.99 / 0.77	0.56	0.04

At the current time, the College does not have aggregate satisfaction data for employers. The College has maintained an available graduate employment rate above 95% for years. We believe that this is a strong indirect assessment of employer satisfaction. If employers in our market were not satisfied with the quality of a Baker College graduate, then they would not hire these individuals and we would not maintain a high employment rate. The fact that we maintained this rate during the recent recession, we believe, is further testament to the quality of graduates, and employer satisfaction.

3R5   Baker College believes that the primary stakeholder group we serve, beyond students and employees, are the employers with whom we work. We believe the quality of the relationships we build with those employers is best measured by the employment status of our graduates. Baker College updates its employment numbers every March. The March 2014 report shows an overall employment rate of 97.7 percent of available graduates. We believe this strong employment number indicates that we are meeting the needs of the employers with whom we work directly, and the larger communities we serve (see 2R2).

3R6   Baker College uses a number of nationally administered instruments to understand our students' and internal stakeholders' needs. The College has found these tools to be valuable, and each has aided the College in planning and decision making. At the current time, the College has not identified a metric to measure how well our institutional assessment process operates in comparison to the institutional assessment processes at other institutions. We are aware that we are relying on similar data sets for process inputs. However, we have not identified metrics to directly measure the processes themselves. We completed a content analysis of Systems Portfolios from 12 other institutions to determine what other institutions were using for comparative data. This analysis was unsuccessful in identifying comparative data. We welcome input from the review team.

3I Improvement

3I1   As noted in 3P5, new procedures have been implemented for the new program development process. These same procedures are now being utilized if a program wishes to expand from existing campuses to new campuses. These process changes are designed to ensure that stakeholder needs (community, employer, potential student) are adequately assessed and the data are appropriately utilized in the decision-making process. This is an important change that will strengthen the programming decisions that the College makes, allowing us to continue to meet specific guiding principles including *Highly Effective Programs and Delivery Systems*, *Willingness to Change and Adapt*, *Community Orientation*, and *Disciplined Fiscal Management*.

Another important change is the adoption of the CCSSE. This specific survey will help the College better understand the behavior of students in the classroom as well as outside the classroom in relation to their progress toward their educational goals. This will allow the College to be more responsive in providing support services, new learning opportunities, and other assistance. Additional detail is available in 1I1.

Baker College's current processes for understanding student needs as well as the needs of employers in the communities we serve are strong. Processes for collecting data have been in place for some time allowing for longitudinal data analysis that has been beneficial to the institution. One example of this is related to our grade appeal process. Baker College has a published grade appeal process that students may use to resolve issues around a grade assigned for a course. Data collected across time allowed the College to gain greater insight into student concerns. By aggregating data from many grade appeals, the College identified that the existing policy was cumbersome and failed to adequately present opportunities for resolution before moving beyond the instructor. A new [Academic Appeal process](#) was developed as a result.

The College is building systems that will allow for easier aggregation and reporting of data. The adoption of the Jenzabar Enterprise Resource Planning (ERP) system will allow Baker College more flexibility in data storage and management than we have had in the past. This will strengthen our efforts and allow those processes to operate in a much more comprehensive manner than they have in the past.

Advising Project: We have revised advising procedures. The new process creates standardized steps for advisors to verify student data to ensure that advising sessions meet student needs- even needs students may not have directly identified. The process seeks to be more proactive and identify potential concerns or existing concerns that students might not be thinking of when they walk in, but with an advisor's help, can be immediately addressed.

Plan B: This project creates changes in the way we address students who desire to get into limited enrollment programs. The new process identifies early students who do not have the requisite course grades to be admitted and seeks to help the student find an alternative educational program that will better meet their needs in conjunction with their level of academic achievement.

Financial Literacy: This project seeks to address students' needs by ensuring they have the knowledge necessary to successfully plan for payment of their college education, including responsible borrowing and repayment of student loans. Through an early intervention, we will be better able to ensure students have the knowledge they need to prepare for their financial obligations.

3I2 Baker College has institutional infrastructure in place that aids in understanding student needs and selecting projects in this area. The report card system the College uses is one example. Each campus as well as each academic unit maintains a report card. The KPIs on these report cards provide quick assessments of our performance in helping students achieve their academic goals. Any time a number on a report card is out of line with expectations, we know that we need to delve deeper into our data to determine the needs that are not being met.

Additionally, the report cards track specific information like the three programs in an area with the lowest graduation rate and the programs with the lowest employment rates. Having data highlighted in this fashion ensures focus on KPIs that are critical to the College's success. One example of how this data was used is in relation to a transportation program. The program was identified as having very poor graduation rates. Flagged on the report card, the data were disaggregated and it was discovered

that most students were obtaining employment before they completed their certificate program. This prompted many students to leave school without finishing the program. Working with students and

employers, alterations were made that allowed the program to be restructured slightly, increasing the number of students that completed the program while also maintaining a high employment rate.

Institutional reliance on Advisory boards is another structure that helps us select processes to improve in relation to employers. Advisory boards are primarily composed of employers. These employers regularly attend meetings on our campuses. These direct interactions provide an opportunity for us to understand their needs and respond immediately. Advisory Board members tend to be very direct and assertive in assuring their needs are met. They play an important institutional role and are highly valued by the College.

Category 4 VALUING PEOPLE

Baker College is a large, diverse institution that relies heavily on adjunct faculty to meet our mission of providing quality education. We believe that the best way to connect learning in the classroom with the professional careers students are pursuing is to allow working professionals to bring their experience into the classroom, connecting theory with their daily practice. In addition to our adjunct faculty, we have a large stable employee base that ensures the continuity of learning across courses, programs, and degrees. The College seeks to support both groups, recognizing that each contributes to the success of our students and the institution as a whole.

The College's process for identifying skills and credentials is systematic in approach. The College has repeatable processes that result in quality hires that can meet the needs of the institution. The processes ensure that strategic goals for continuous improvement are met in regard to program needs driven by changing market conditions, professional practice, and accreditation demands.

The College's process for hiring and retaining employees, as well as employee on-boarding is more aligned in nature. Efforts are made to ensure practice is consistent across units and that these practices are updated and responsive to changes in institutional practice and institutional improvement efforts. Currently, processes are not managed and tracked by a single unit and no over-arching assessment occurs to try and understand these processes and improve on their output.

In the past three years the College has made significant strides in processes for succession and leadership development. These processes can be described as aligned with institutional priorities and responsive to specific institutional needs. Employees have had broad opportunity to participate and the level of transparency has increased, although personnel privacy issues do not allow complete openness across the institution.

Efforts to support employees across their work life continue to improve. Significant changes have been implemented with a new Faculty Growth and Evaluation Process that is systematic and pervasive. A process manager is in place and as these processes become more ingrained, they will become increasingly aligned and integrated. Efforts in this area outside of faculty and specific leadership development are more reactive in nature.

Efforts have also been made to increase the assessment of employee's perceptions of the institution and employee needs in the last three years. The use of the PACE survey as a tool to collect comparative data has been helpful. Systematic processes in this area will benefit from broader efforts to aggregate data to seek broad patterns and disaggregation of data to understand specific unit or

functional needs. The College can also benefit from extending strong efforts and using what has been learned in the academic arena in other areas within the institution.

4P Processes

4P1   Baker College is a mission-driven institution that is supported by a set of cultural values that are quite explicit in writing and practice. Key documents that are well known to all personnel are the Mission and Purpose statement and the Eleven Guiding Principles. These documents are the basis for many aspects of the institution's operations, including personnel practices. Much like Institutional Student Learning Outcomes create an overarching umbrella under which more specific program outcomes are written, these documents provide the umbrella under which specific job descriptions are created. That is, regardless of the position in the institution, employees are expected to understand and support the mission of the institution and to embrace the Eleven Guiding Principles as a set of institutional values.

Positions within the institution are supported by a specific job description. These descriptions are created prior to hiring and maintained by the Human Resources (HR) department. Job descriptions are specific and extend beyond a simple narrative description of general duties. In addition to duties, the job description contains information detailing expectations (including knowledge, skills and attitudes); primary purpose; supervisory responsibilities (if any); education; experience and skills required; computer equipment and software knowledge required; certificates, licenses or registrations required; language skills; mathematical skills; reasoning ability; physical demands; and work environment. These descriptions may be initially created by the unit or supervisor who is requesting the position. In such a case, an analysis of work is performed to identify the institutional need that leads to an understanding of requirements. This information is provided to the HR department where it is converted to the standard job description format.

In some cases, additional information is necessary to fully understand a position and its requirements. This may occur when the institution has difficulty recruiting candidates for a particular position or when individuals within a position indicate that our policies or job descriptions are inconsistent with industry standards. In this instance, the institution may turn to outside consultants to provide information on skills and credentials required for a position. In these cases, the HR department leads the effort to ensure that practices are consistent with industry and local market standards.

Additional information is obtained from external stakeholders. This includes members of advisory boards and specialized accrediting bodies. Because of the career focus of the institution, we listen carefully to feedback provided by employers on the skills, both strengths and challenges, demonstrated by our graduates. In some cases, this information indicates that the institution needs to increase resources in a particular area to meet employer demands. Similarly, specialized accrediting bodies may indicate that the institution needs to increase its level of expertise in a particular area. Generally, this would be related to faculty hiring, but might relate to other staff as well. One example of this was a decision to hire someone to manage field placements for our occupational therapy programs. Working with the accrediting body, we were able to identify certain qualities of the individual hire that would help us maintain accreditation while also meeting local needs and supporting the institutional mission.

4P2   Quality personnel are central to the ability of the College to meet its mission. In all areas, the College seeks to hire, maintain, and support individuals that will allow us to best meet the needs of students and other stakeholders.

The hiring process begins with a review of the job description and required qualifications (see 4P1). This ensures there is agreement on institutional needs before hiring decisions are made. Applicants

generally pass through several steps, the first of which is an initial screening of the application to ensure minimum qualifications are met. Once a pool of applicants is obtained, a phone interview to gain greater insight into each individual's knowledge and abilities may be scheduled. Depending on the number of applicants in the pool and where applicants are located, the phone interview may be waived. The next step is to conduct in-person interviews. Each step in the process is designed to gain specific information with a focus on ensuring specific qualifications are met. All instructors, regardless of the modality of delivery (e.g. online, face-to-face, hybrid) or setting (e.g. campus, high school, additional location) are required to meet the established minimum criteria. In some instances, additional steps are taken. This may include asking candidates to respond to a series of written questions prior to a phone interview. Before final commitments are made and instructors are scheduled to teach, applicants for online instructional positions participate in additional online training to ensure they have the skills necessary to meet Baker College's expectations for online instruction.

Interviewing processes vary depending on the position being filled. In some cases, a single interview by a supervisor may be required, while for other positions multiple interviews with various campus personnel will be arranged. Interviews may include a research presentation, a sample lesson taught, or some other work performance that can be directly assessed. Prior to hiring, applicants are expected to pass a criminal background check appropriate for the position, drug screening, and verification of employment, education, and license or certification history. A large percentage of the individuals employed by the College serve as instructors. The College has an aligned [faculty credential document](#) that outlines expected faculty credentials across disciplines and provides guidelines for all supervisors to follow setting preferred and required criteria to ensure all faculty hired have appropriate credentials.

Baker College relies on a dedicated and stable cadre of adjunct faculty. As a career college, we value the experience and perspective that working professionals bring into the classroom. These same adjunct faculty are utilized in all aspects of the College's life including program and curriculum development, institutional planning, assessment, and student advising. Adjunct faculty are compensated not only for their work in the classroom, but additionally for attending meetings and providing other service to the institution. All faculty (including adjuncts) and other personnel providing direct student services are supported in professional development through direct compensation and through funding for professional conferences and other activities that enhance their value to our students. As required by specialty accrediting agencies, the College maintains faculty and other personnel in sufficient numbers to meet accreditation standards. In areas where no specific standard exists, the College works with individual departments to assess need and meet goals.

Baker College has a well-documented [Faculty Growth and Evaluation process](#). The process is intended to ensure faculty knowledge and ability while also providing a framework for growth and advancement. The process involves [classroom observations](#), self-reflection from faculty, consultation with a dean, and input from students. Performed regularly, the process allows faculty to create personalized [professional development plans](#) that drive personal growth while ensuring individuals are meeting expectations in the classroom and other aspects of their professional responsibilities (see 4P10). These responsibilities include holding office hours, maintaining communication with students through electronic communication including the Blackboard Learning Management System, and staying current in certifications, licensure, and other aspects of professional responsibility.

4P3 Baker College has a policy of promoting from within when possible, so most openings are posted internally before they are announced externally. Every employee receives a weekly email blast from HR that lists all new openings. This process ensures that individuals within the organization have an opportunity to apply for any open position before the position is advertised externally. This is consistent with the guiding principle of *Team-Oriented Atmosphere*. This is also a tool that is used to retain

employees because it allows individuals to build a career across their lifespan with the institution. Many employees have moved from one position to another within the College, often times completing an advanced degree as part of their individual career development path.

When no qualified internal candidates have been identified, an opening will be advertised externally. Advertising may be done locally, at a state level, or nationally depending on the expected response and market. In some cases, where qualified candidates are expected to be difficult to recruit, an outside recruiting firm will be utilized to ensure that the best qualified candidate can be found. Advertising is conducted through local resources such as newspapers, as well as professional journals and newsletters, academic career listings online (higheredjobs.com or chronicle.com), or other specialized resources. The Baker College website also lists all current openings.

Employees are retained, in part, through explicit processes designed to help individuals build their careers within the College. This includes opportunities for advancement and professional support in the form of tuition reimbursement, conference attendance, travel expenses, and other training opportunities. The College's financial strength also serves as a retention mechanism. The continued success of the institution has allowed for raises above the cost of living, generous health and retirement benefits, and bonuses for employees. The College maintains an employee recognition program as well. Each fall, every campus hosts a breakfast, lunch, or dinner for all employees. The campus president provides a brief update on the state of the College. All new employees since the previous meeting are recognized. As well, any employee celebrating an anniversary that is a multiple of five years is recognized and receives a small gift from the College.

An additional retention tool is the College's commitment to leadership development. Working with an outside consulting firm, the College has instituted a process to identify employees that are interested in and show capacity for increased levels of responsibility. These individuals are engaged in targeted activities including mentoring and assignment to special projects to further develop skills. This process is a commitment to leadership succession within the College, as well as a commitment to individual employees and their professional goals.

4P4 Orientation to Baker College begins during the hiring process. Baker College works to explicitly teach about its culture to ensure individuals are comfortable entering the organization. As a starting point, discussions about the Baker College mission, dress code, the "like new" policy for facilities, and the expectations for employee work hours are a part of the hiring process. These discussions help the new hire to begin to understand the values which underlie institutional behavior.

Once hired, individuals participate in orientation activities based on their job description. All full-time employees participate in a system orientation that reviews the history of the institution, the Eleven Guiding Principles, the Mission and Purposes, and other key elements of working at Baker College. This orientation is provided at the system headquarters and includes videotaped presentations from the system president/CEO and other leaders if they cannot attend in person. Additional content addresses sexual harassment policies, ethics policies, and non-discrimination policies as well as benefits and other human resource issues.

In addition to the system orientation, individuals participate in additional orientations at the campus or department level. These orientations provide more job specific information, including introductions to key personnel, duties, physical space, and technology. In some cases, a mentor is assigned to help provide a point of contact to ensure that questions are answered and a positive role model is available as the new hire becomes engaged in the organization.

For many hires, the expectations of the job are not considerably different than previous positions held. In these cases, the orientation process focuses on key elements that are necessary, but the job processes specifically are learned on-the-job as the individual's specific skills are adapted to meet

institutional needs. However, in certain cases, the expectations of the institution may be quite specific and unique and therefore require a more lengthy orientation and training process. The most salient example of this is the orientation of faculty who are hired to teach at Baker College Online and the Baker College Center for Graduate Studies.

Baker College Online has very specific expectations for faculty who teach our students associated with the unique demands of the online environment. While many of the individuals hired have experience teaching in an online setting, we believe that our expectations for quality and performance vary considerably from some other institutions and thus we have developed an extensive orientation/training process for our online faculty.

Individuals wishing to teach online are placed in a six-week orientation course. This course is taught online so that individuals gain the experience of being an online student while learning all aspects of the learning management system (Blackboard) from the student perspective. This orientation course focuses on how to adapt your teaching style from a face-to-face to an online environment. The course also serves as an orientation to Baker College, provides technical training from the instructor perspective, and highlights differences between on-ground and online learning.

Individuals who successfully complete the six-week orientation are then assigned a mentor. During the mentor period, trainees are given access to archived courses so that they can explore how other faculty have handled the course in the past. The trainee can access the archived discussion boards, assignments, support materials, and all other aspects of the course. During this period of time, the trainee works with a Baker College Online Instructional Effectiveness Specialist who acts as a mentor as the trainee prepares to teach his/her first course.

Once the new faculty member is assigned a course to teach, continued support is provided by the Instructional Effectiveness Specialist. The new hire receives support from his/her supervisor and other members of the academic team. At the completion of the course, the dean performs an evaluation of the course and the instructor, providing feedback and engaging in discussion. In some cases, a decision is made that there is not a fit between the institution and the individual. This orientation to online teaching is strenuous and unique. However, it allows Baker College to more fully orient individuals to our expectations and to ensure that they possess the skills necessary to successfully meet those expectations.

On-ground faculty also participate in a multi-part orientation process. While the process includes a standard orientation for all new-hires, additional components vary depending on the time of year a person is hired. All campuses hold Campus Kick-off meetings in the fall where new faculty gain additional orientation. At other times during the year a large group kick-off event may not be held and smaller, more intimate meetings are conducted. All faculty are supported in their orientation to the institution and our expectations through various [online training](#) opportunities. This includes a series of modules related to quality teaching and learning, assessment, and curriculum development, in addition to information on mission, expectations, and basic classroom management.

To reinforce basic information including institutional mission, many campus meetings begin with a review of the Mission Statement. Support for other key documents, including the [Eleven Guiding Principles](#) is available online for review.

4P5 Human resource needs are reviewed two times annually as part of the budgeting process. This process includes a review of enrollment and changes in program needs. Changes in levels of staffing may be identified at this time. External requirements such as accreditation standards and regulatory issues occasionally prompt personnel changes. This may occur when an accreditation body sets a minimum standard for the number of full-time employees, or identifies specific roles that must be

filled. These changes will be identified as part of the process working toward accreditation and then calculated during budgeting for the year.

As part of a long-term planning process, the College has put in place a leadership succession plan. This process allows employees to express an interest in increasing their level of responsibility or changing roles within the College. Individuals who have a demonstrated capacity to take on additional leadership roles are identified and become part of the leadership succession process. A mentoring and development process and plan is instituted for these individuals. The nature of the plan will vary considerably depending on the individual's current role and his/her desired career path. This process helps ensure that the College remains focused on its core commitment to value people, while also planning for succession in the future. By developing leaders internally across time, the College positions itself to maintain stability while valuing the goals of employees.

4P6 Baker College, while a geographically dispersed institution, operates with a strong centralized administrative support function. Referred to as Professional Services, this division of the organization seeks to insure consistency of process and organizational integration among units and across campuses. By providing strong centralized support, the organization seeks to maximize productivity, seeking economy of scale where possible and providing singular solutions that do not have to be re-developed multiple times for each campus.

One important component in this process is a reliance on "user groups" and division meetings. User groups have been a part of the Baker structure for many years. Originally brought together to provide input and guidance into computer system architecture, these user groups (based on functional role) have expanded to work to develop processes, standard procedures, and input into planning. In the academic area, groups are drawn together primarily based on their academic division within the institution. The role of the groups remains the same in terms of process development and procedure oversight.

Several years ago the College began work to adopt a Lean Six Sigma approach to much of our work. Working with user groups and divisional teams, Lean Six Sigma Green Belts have sought to continue development of standardized processes to ensure maximum productivity and to improve processes where data show opportunity. The Lean Six Sigma approach is heavily reliant on the individuals performing the work at every level. As a result, the process increases buy-in into operations and increases employee satisfaction by ensuring that everyone is involved in the design and development of our work processes.

A primary example of this process has been work with our academic advising staff. The academic advising team (including advisors and directors) has been working to develop a standard approach to advising. Through several iterations, advisors have helped to "lean out" the process to ensure that they can perform their duties efficiently. This ensures that academic advisors can provide a consistent advising appointment to all students and that the advising role is well understood and meets student needs.

The College is currently in the process of implementing a new ERP system. The Jenzabar ERP will replace the current student information system and will be the primary data warehouse for the College. One requirement of implementation has been careful mapping of business processes. To accurately customize the system and ensure it meets our needs, user groups have been meeting to create process maps for all major functions in every area of the College. Similar to the Lean Six Sigma process, this process mapping has allowed individuals at every level to contribute to the mapping of processes they are involved with daily, and in some cases modify processes as they work. By involving everyone in this work, the College builds processes that are consistent with the actual work of those performing tasks, leading to higher satisfaction and more robust processes.

4P7   Baker College maintains explicit policies concerning employee behavior. These policies are reviewed for all new employees in orientation sessions. Additional training is provided, periodically, and may be mandated for all employees. Web-based training is required on key topics, and employee participation may be tracked to ensure everyone completes the training. A portion of the annual evaluation addresses employee behavior as well. All employees as well as members of governing boards also sign a conflict of interest statement reinforcing standards of acceptable behavior. Outside audits of the College's financial activities are conducted annually to ensure best practices are followed and compliance needs are met.

   The College employs a full-time internal auditor. The auditor operates on a special projects basis, independently auditing various processes and departments. Internal audits are used both for compliance and improvement. In specific areas, internal audits are conducted annually. This includes Career Services reporting and RT24 calculations. The auditing process helps to ensure that the institution follows its own policies and procedures. Audit reports, as appropriate, provide recommendations for improvement in processes and operations.

   Baker College maintains policies on academic integrity, research compliance, and related behavior. Policies apply to both employees and students. These policies are publicly available in the College catalog, faculty handbook, and student handbook. Policies are also reviewed in orientation sessions, introductory courses, and other venues as appropriate. Students in ENG 101 learn about appropriate use of research materials, plagiarism, and proper citation formats. Knowledge and skill in this area is further supported by materials online that is provided by the library, and is included in library workshops. The Writing Centers at each of the campuses provide faculty and professional tutoring for students in the areas of research, citations, and the avoidance of plagiarism.

   The College maintains an Institutional Review Board (IRB) that provides oversight for research that meets federal criteria for human subjects research. Through a contract with an online service provider, all faculty and staff have access to research ethics training and are required to complete this training prior to submission of any application to the IRB. This training is also used by students who are involved in human subjects research, and specific programs at both the undergraduate and graduate level require students to complete training. The College also maintains an Animal Care and Use Committee (IACUC) connected to work in veterinary technology.

   All policies related to institutional expectations for employee behavior apply equally across the institution. Members of the governing boards, administration, faculty and staff are all expected to meet the same institutional requirements.

4P8   System-wide training at Baker College is initiated at the system level. In the academic arena, two groups are primarily responsible for this. The first is the Department of Effective Teaching and Learning (ETL). ETL is responsible for providing training to academic employees to continue advancement in the quality of teaching and learning at the College. ETL determines training needs through specific data gathering efforts and in conjunction with system planning. ETL uses data from surveys that are created and delivered to all members of the academic team at the College. These surveys are intended to collect data about needs as well as assess the quality of past training and track trends in knowledge and behavior. By tracking changes in classroom behavior, the ETL department can identify what additional training may be necessary to increase desired outcomes. Additionally, all training is evaluated and a standard question on the evaluation asks respondents about their training needs. This provides additional information for ETL to use to identify and create future training.

   The CAOs and system directors are also responsible for training. This group meets monthly to review campus and system needs, track progress on specific strategic and operational goals, and

develop plans for continued success. Training is often a crucial step in the planning process. This group must determine, as a part of all planning, if training is necessary to achieve success with the implementation of any new process, or in conjunction with improvement efforts for existing processes. Trained in Lean Six Sigma, the entire group is well versed in the use of data to make decisions and ensure success in improvement projects.

As Lean Six Sigma has become a more important part of our culture, training has become an increasingly important strategic tool. No longer seen as the solution to problems, training is recognized as a necessary component of quality management and improvement to ensure that improved processes are properly implemented and maintained. Using training in this way ensures employees are aware of expectations and have the knowledge and skills necessary to meet those expectations. This strengthens instructional and non-instructional services by helping the organization to better meet operational goals. It also benefits the organization by improving consistency, thus making data more useful and responses to gaps more universally applicable.

Outside of the academic division, training needs for other units are identified at the system level through the Presidents/Executive Committee. This committee represents each campus as well as each functional area within the institution. Trained in Lean Six Sigma, this group of presidents and vice presidents are responsible for overall planning for the institution. Monthly meetings allow the Presidents/Executive Committee to determine the actions necessary to respond to identified gaps or to address strategic concerns. In planning, training is used as a tool to help meet needs. Training at the system level is budgeted in the system annual budget.

Additional training is conducted at each campus as necessary to meet specific campus needs and goals. The need for training at the campus level is determined by the campus president, chief academic officer, the executive team, and Operations Committee. Campuses budget annually for training as part of the standard budgeting process.

Training and professional development at Baker College is connected to planning and institutional strategy in a very direct manner. One example of this is seen in our response to recruiting qualified faculty in the School of Nursing. Baker College wants to continue to develop its nursing programs and to position itself to offer a high-quality master's of science in nursing (MSN) program. Recruiting nursing faculty with doctoral degrees is difficult. As a result, as part of our planning, the College is working directly with Jacksonville University to create an educational pathway for a cohort of our employees to obtain a Doctorate of Nurse Practitioner. Baker College will supplement our current nursing faculty with newly hired individuals interested in seeking a doctoral degree. These individuals will teach in our undergraduate program while they work to obtain their degree at UCF. After graduation, they will be well prepared to work with graduate students at Baker College as we expand offerings in the Center for Graduate Studies.

4P9   All employees within Baker College are expected to engage in professional development that enhances their knowledge and skills. This is supported through both campus-based and system-based activities. These activities are planned and budgeted in advance so that a unified focus can be maintained throughout the system. We believe that supporting training directed at broad organizational objectives, as well as supporting individual development plans, is the most effective approach. Each campus supplements system-based professional development opportunities based on specific local needs.

As noted above, much of the professional development is provided by the Baker College System offices. Additional opportunities are provided on individual campuses by local personnel responding to local needs. For instance, technology changes may impact one campus before or after other campuses. Differences in campuses, including specific campus initiatives, as well as what faculty and

staff request result in different offerings on each campus. Where expertise is available, campus personnel are used to provide professional development. When expertise is not available, individuals may be brought in from other campuses or from outside of the Baker College system. Campuses are supported in their professional development efforts by the system and the ETL office. Working with a variety of technologies, professional development offerings may be based on a train-the-trainer model using local personnel, direct presentation on campuses, or multi-media presentations that employees can access online.

Training is also provided to staff and other personnel across the system. Required online training is used to annually update employees on the Family Educational Right to Privacy Act (FERPA). Other training focusing on issues of customer service, technology, or crisis response is provided in person. Requirements for attendance vary based on job classification.

Baker College promotes a variety of large training activities annually as well. As an example, Baker College Online and the Center for Graduate Studies host an annual faculty conference that brings together individuals from across the country. In the spring of 2013, this conference was attended by 140 adjunct faculty members as well as all full-time faculty members in Baker College Online and the Center for Graduate Studies. The total cost to the College was $110,000.

Another example of a large training activity, established as part of an AQIP project, is the Annual Writing Conference. The institution will be presenting its Sixth Annual Writing Conference in 2014. Always held in early September and rotating from campus to campus, the conference is for composition faculty from all campuses including Baker College Online. Each conference has a specific theme and various additional faculty from developmental writing, from writing-intensive program courses, or from upper level writing courses may be invited, based on the specific theme. Participant numbers have ranged from 90-165 faculty who are also given the opportunity to submit a proposal for a breakout session.

All Baker employees can also access training and travel funds to support professional development such as travel to conferences, workshops, and other professional opportunities. Baker College budgets specific amounts for travel and training based on position. Funds are accessed through a request process requiring employees to document the request and the amount to be spent. Funds are then allocated up to the amount budgeted. At times, the College may commit funds beyond the budgeted per-person level if funds have not been requested at a level anticipated.

A specific initiative has been undertaken at the College to support the development of employees as they seek to move beyond their current position within the institution. This is internally referred to as our Succession Planning Project. The Succession Planning Project is intended to help individuals develop skills necessary to advance in their career with the intent that they can advance in responsibilities consistent with their own career goals and remain employed at the College rather than seeking advancement through a change in employer. The project helps to ensure stability and long-term success for the college by building loyalty, increasing employee skills, and preserving institutional knowledge. This project involves support for individuals through a variety of development activities including mentoring, shadowing, increased educational attainment, assignment to special projects, and planned exposure to increased responsibility. This group of employees has also been specifically targeted for inclusion in our Lean Six Sigma efforts. Additional information can be found in 4I1.

4P10 The personnel evaluation system in place has developed across time to meet specific needs of the organization. The center piece of employee evaluations is a rubric consisting of job-specific duties and expectations that is completed by the supervisor, allowing for identification of specific strengths and opportunities for growth. These rubrics are job specific and new rubrics are created or modified when new positions are created or job descriptions altered.

In addition to a job specific evaluation, supervisors are also rated on specific supervisory skills. The supervisor evaluation is completed by the individual to whom the supervisor reports, as well as to individuals that report to the supervisor. This process allows for evaluation of job specific skills as well as supervisory skills. This is important to ensure development both in the job and in terms of supervision and leadership skills.

Evaluation of faculty is part of a comprehensive program referred to as FG&E. Faculty are scheduled for evaluation based on their length of service with the institution. The FG&E process is an extensive, multi-step process that is intended to promote faculty growth and involves self-reflection, evaluation by students, in-class observation, and personal meetings between faculty and supervisors (see also 4P2). The materials used are closely aligned with our learner-centered teaching philosophy and approach. Alignment between objectives and the evaluation process has been developed as part of a Lean Six Sigma project described in 4I1.

Baker College relies heavily on adjunct faculty to meet the needs of our students. Key roles on every campus are filled by full-time faculty. However, most of the teaching and much of the academic work of the institution is performed by adjunct faculty drawn from the ranks of professionals in the communities we serve. Our reliance on adjunct faculty allows the College to build a bridge between the professional role students will take on when their education is complete and their learning in the classroom. Because of the reliance on adjunct faculty, the College has integrated adjunct faculty into every aspect of the College's operation. Faculty are involved in all levels of governance in the institution; participate in all assessment and curriculum activities (including design and deployment); and perform tasks including advising, mentoring, and support that are generally the domain of full-time faculty in other institutions. Adjunct faculty are required to maintain office hours and are required to be accessible via email, phone, or online discussion boards. To support the adjunct faculty in these activities, supplemental contracts are provided to compensate for work outside of the classroom on a project-basis. Faculty are expected to attend meetings, professional development, and on-campus activities and are paid for involvement in these activities. Participation in these activities is considered as part of the evaluation process.

College standards for academic credentials are universal across campuses and across delivery platforms. Consistent with HLC standards, our focus is on hiring qualified faculty, not just individuals with particular degrees. Policy does allow individuals with appropriate professional experience and credentials to teach in certain areas even when the highest degree attained is not at a level above the program in which the individual is teaching. For instance, if licensing is at the associate degree level for an allied health program, it may be appropriate to allow an experienced professional with an associate degree to teach limited courses within the program. A faculty member in this position may have a faculty growth plan that includes additional education which the College will support financially.

In addition to standardized faculty qualifications, the qualifications of other staff in the academic and student support realm are also standard across the system. When appropriate, licensure or certification is expected. Staff in these areas are also supported and expected to attend professional development activities and to maintain currency in their area of professional work. These activities are reviewed as part of the evaluation process, and specific professional development goals are added to the plan as appropriate for each individual.

4P11 Baker College maintains hiring practices that seek to engage practicing professionals as core members of our educational staff. We believe that the use of knowledgeable and active professionals from the field creates a bridge between the institution and the professional work environment. Therefore, our employment practices, including compensation and benefits, are directed toward support of this key employee group. Pay differentials allow the College to reward the attainment of higher

educational degrees, to respond to market demands, and to help increase the hiring of faculty with a doctoral degree, which is a strategic goal. Compensation and benefits are reviewed annually to allow for adjustment based on changing markets. Recognition programs exist on all campuses for longevity. A Program Champion Scholarship system allows employees to participate in choosing students worthy of recognition. Some campuses have a recognition program that features nominations for "faculty of the quarter" or other acknowledgment of faculty accomplishments.

The College also maintains personnel policies including tuition assistance for family members of employees and generous benefits that are intended to promote the guiding principle of *Team-Oriented Atmosphere*. These systems are designed and maintained by the Human Resources department.

Baker College personnel practices are designed and improved through collaborative processes that engage human resource professionals, campus and system administrators, and (where applicable) collective bargaining units. Input into the system is received from all members of the organization using the PACE survey, as well as through benchmarking with other institutions (academic and nonacademic). Benefit packages are reviewed annually. Specific parts of the system have been identified (such as the FG&E process and Employee Orientation) for improvement using the principles of Lean Six Sigma.

All personnel decisions, including the development of compensation, rewards, and benefits packages are directly tied to the College's Eleven Guiding Principles. In this context, the principles of *High Work Ethic* and *Team-Oriented Atmosphere* are both important drivers for decision making. Systems in place need to be responsive to and promote these principles. At the same time, policies need to reflect the principle of *Disciplined Fiscal Management* while always promoting *Highly Effective Programs and Delivery Systems*.

4P12   Baker College has adopted the PACE survey as the key data collection instrument related to faculty, staff, and administrator perceptions of the College. This standardized tool allows the College to collect information covering a range of areas critical to institutional functioning and student learning. The tool provides a research-based approach to understanding the College and its leadership, provides benchmarking opportunities with other educational institutions, and allows employees a clear method to express their opinions.

The results of the PACE survey (see 4R2) were widely shared and discussed among campus groups at all levels, and the Presidents/Executive Committee was responsible for formulating action steps and implementing change. Following the last administration of the PACE survey, a system-wide project was undertaken to develop a defined path for leadership and increased opportunity for employees within the College. Plans are in place to administer the PACE survey again in November 2014 to assess changes and set goals for next steps.

4P13   Employee satisfaction is addressed as a portion of the PACE survey. Specific questions reflect respondents' overall satisfaction with the institution, as well as satisfaction with specific characteristics of the institution such as communication and leadership. The analysis and resulting leadership development project was a concrete step to provide for employee satisfaction.

Employee health and well-being are addressed, in part, through the Baker College benefits package. The benefits package provides for wellness assessments for all employees and health coaching for those who are interested. Health and well-being are additionally addressed on some campuses through on-campus fitness centers, staffed by qualified personnel who assist in personal training, weight loss programs, exercise programs, and recreational activities.

Safety of employees is primarily addressed through two processes. The first is an ongoing safety audit that is conducted annually on every campus. The safety audit process brings outside consultants

to campuses to inspect facilities, ensure that facilities are safe and that processes are in place to maintain workplace safety. Each campus reviews the audit materials and responds to any identified deficiencies. The second process addresses threats that may be presented not from facilities or work practice, but from people on campus. Each campus maintains a qualified staff of highly trained security personnel with many years of experience in public safety as police officers. These professionals are responsible for the physical safety of all persons on our campuses: students, employees, and visitors.

4R Results

4R1   The most direct measure that the College collects for valuing people is the PACE survey. The PACE survey provides the College with measures of employee perceptions of the supervisory relationship as well as team work (see 4R2). These areas are closely aligned with the Baker College Guiding Principle of *Team-Oriented Atmosphere*. This measure allows employees to directly communicate their sense of being valued by individuals within the organization and by the organization as an institution. The data provides information about how well the College is meeting its commitment in these areas.

   The College also collects more indirect measures. This includes tracking employee longevity which is calculated and reported via our participation in NCCBP. The NCCBP provides the College with important comparative data as we seek to understand our operations in the broader context of higher education.

4R2   The PACE scale describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous in-depth case studies. The four systems are Coercive management (i.e., a mean score rating between 1.0 and 2.0), Competitive management (i.e., a mean score rating between 2.0 and 3.0), Consultative management (i.e., a mean score rating between 3.0 and 4.0), and Collaborative management (i.e., a mean score rating between 4.0 and 5.0). The results from the PACE survey indicate that personnel perceive the composite climate at Baker College to fall toward the lower range of the Collaborative Management Style (see Figure 29). The Collaborative management style is related to greater productivity, group decision making, and the establishment of higher performance goals when compared to the other three styles.

   As indicated in Figure 29, the Student Focus Climate Factor on the PACE survey received the highest composite rating (4.17), which represented a low range collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.95) which is within the upper area of the Consultative management area.

   The data also show that on each subscale, as well as the overall scale, Baker College was perceived by employees as more collaborative than was the norm for the national comparative base. This suggests the College is achieving our goals in relation to creating a supportive, team environment.

Figure 29: Baker College Climate as Rated by All Employees

Factor	Baker College	NILIE Norm Base
Institutional Structure	3.95	3.34
Supervisory Relationships	4.08	3.67
Teamwork	4.06	3.72
Student Focus	4.17	3.91
Overall	4.06	3.63

The [NCCBP](#) shows that Baker College had a high rate of departures during the last reporting year. Of a group of nine similar institutions, Baker College had the highest level of turnover. Unfortunately, shrinking enrollments during the reporting year resulted in layoffs. This was a new experience for the College and not reflective of past practice. Removing those numbers from the list of departures, Baker College would have a departure rate placing us third out of nine schools.

4R3   Baker College's mission is to "enable graduates to be successful throughout [their] challenging and rewarding careers." A key performance indicator that captures our overall effectiveness is our employment rate. In spite of the difficult economic conditions within the state of Michigan, 97 out of every 100 available graduates are employed. We are quite proud of this accomplishment and believe that this number represents all aspects of the College as effectively as any number available. The employment rate is a key performance indicator for Baker College because it demonstrates that the institution is meeting its mission by helping students acquire the skills and knowledge necessary to meet the demands of employers. This cannot be done in isolation, and represents the effective synchronization of all aspects of the College. Admissions must recruit the correct mix of students to fill academic programs. The Academic Resource Centers must assist the students in completing individual classes and, ultimately, a certificate or degree which signifies that they are prepared for work. Faculty and the academic divisions must effectively help students acquire the knowledge and skills that are in demand from employers. Career services must help students seek employment opportunities and successfully compete in the hiring process. This also demonstrates that we are achieving our #1 Guiding Principle: *Highly Effective Programs and Delivery Systems*. As a single measure of effectiveness, the employment rate represents Baker College better than any other.

This is not the only number that is collected, however. Our Eleven Guiding Principles include the value of *Customer Focus.* The SSI provides an important comparison of Baker College against a national comparison group. As noted above (3R2), Baker College scored above the national average on 11 of 12 scales calculated for the SSI, and was at the mean for the 12th scale. This is a measure of the effectiveness of all employees in meeting student expectations.

Within the SSI, there are a number of specific items which address students' satisfaction with their interactions with campus personnel. Clearly, the ability of our personnel to maintain a supportive atmosphere for our students, to present a welcoming campus, and to demonstrate a commitment to the wide array of students we serve is necessary in meeting our goals. Figure 30 below identifies key SSI items in this area and our student ratings for each. On each item, Baker College was rated significantly above the national comparison group, showing that our personnel are highly effective in helping the institution reach this set of goals.

Figure 30: Baker College Noel-Levitz Results on Customer Focus Items

Baker College SSI Composite 2011				National Four-Year Privates			
Item	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
25. Faculty are fair and unbiased in their treatment of individual students.	6.39	5.54 / 1.42	0.85	6.38	5.25 / 1.50	1.13	0.29 ***
27. The personnel involved in registration are helpful.	6.38	5.77 / 1.31	0.61	6.20	5.37 / 1.44	0.83	0.40 ***
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.08	5.33 / 1.51	0.75	6.07	5.02 / 1.61	1.05	0.31 ***

57. I seldom get the "run-around" when seeking information on this campus.	6.23	5.31 / 1.62	0.92	6.14	4.74 / 1.76	1.40	0.57	***
62. There is a strong commitment to racial harmony on this campus.	6.03	5.66 / 1.33	0.37	5.98	5.44 / 1.43	0.54	0.22	***
84. Institution's commitment to part-time students?		5.74 / 1.33			5.15 / 1.45		0.59	***
85. Institution's commitment to evening students?		5.83 / 1.33			5.15 / 1.49		0.68	***
86. Institution's commitment to older, returning learners?		5.79 / 1.33			5.26 / 1.42		0.53	***
87. Institution's commitment to under-represented populations?		5.59 / 1.33			5.17 / 1.43		0.42	***
88. Institution's commitment to commuters?		5.57 / 1.43			5.02 / 1.60		0.55	***
89. Institution's commitment to students with disabilities?		5.65 / 1.38			5.24 / 1.48		0.41	***

As noted in 4P13, the College invests in the safety and welfare of employees and other stakeholders that come to our campuses. One way we seek improvement for facilities is through an annual audit. Marsh Risk Consulting performs this audit for the College. As indicated below, based on audit results, employees of the institution have been effective in reducing safety concerns across time.

Figure 31: Baker College 7-Year Physical Plant Audit Findings

Locations	Total Deficiencies						
	2013	2012	2011	2010	2009	2008	2007
Allen Park	0	0	1	1	8	3	5
Auburn Hills	5	1	14	5	11	6	9
Cadillac	7	0	5	3	0	5	6
Clinton Township	1	1	5	13	5	7	7
Flint	6	5	11	8	5	10	10
Jackson	1	3	4	1	4	7	8
Muskegon	7	3	5	5	10	5	8
Owosso	10	0	9	8	5	18	20
Port Huron	8	9	7	6	5	5	23
Totals	45	22	61	50	54	70	96

4R4 As noted in 4R2 and 4R3, Baker College compares quite favorably with other higher education institutions on measures of valuing people as reported in the PACE Survey and the SSI. Data from the NCCBP suggests that the College's rate of employee turnover is relatively high. However, we believe that the data in the latest reporting year (the only year in which we previously participated) was unusual

for the College in that we were forced to have layoffs. We anticipate that data in subsequent years will be significantly different.

4I Improvement

4I1   Baker College has undertaken two important projects in this area since the last Systems Portfolio submission. The first of these is the FG&E Project. As part of our AIM initiative, Baker College sought to develop an explicit statement of our teaching philosophy and commitments. Once identified, the College sought to develop processes to support faculty and ensure that we were meeting these expectations. This led to the FG&E Project. The FG&E project sought to develop a process that would help faculty develop their knowledge and skills in a manner that benefitted their career development while also moving the College continuously closer to our teaching and learning commitments. The resulting process focuses on self-evaluation and self-supervision, the development of mentoring relationships, and professional growth that increases employee satisfaction and mutual commitment between employees and the institution. The process is comprehensive in that it involves all faculty (full and part-time) and extends to all campuses and levels (on-ground, online, undergraduate, and graduate). To increase the consistency with which the process is implemented, all supervisors who evaluate faculty were invited to participate in a two-day training workshop. The workshop was intended to increase the consistency of measurement of intended outcomes in the teaching and learning environment.

The second major project in this area is the Succession Planning Project. Succession Planning is a direct outgrowth of the feedback received from reviewers of our last Systems Portfolio Submission. The College agreed with reviewers that we did not have adequate succession planning or leadership development in place. In response, the College worked with an external consulting firm to develop a process to seek information from employees about their desired career path with the College. The process also allowed for some personnel assessment and aptitude testing. A cadre of over 70 individuals was identified that expressed interest in increasing their level of leadership and were identified as future leaders based on assessments, supervisor input, and other data. These individuals have been targeted for leadership development. One part of this leadership development has been involvement with Lean Six Sigma Training and Lean Six Sigma projects. As groups were identified to participate in Green Belt Training, a 7-9 month training process, individuals who have been targeted as part of the succession planning and leadership development of the College were specifically chosen for inclusion. Because not everyone could be included in this training, additional individuals were selected to participate on Lean Six Sigma project teams. These two efforts helped to provide exposure to and training in this important change at the institution. Each identified person is now moving along an individually tailored path that seeks to help develop knowledge and skills that will enhance the College and build future leaders committed to the organization. Across time, additional employees will be targeted in this manner. The process is comprehensive and reaches every division and across levels of the organization.

While not an improvement project, an additional important change has occurred that represents a change in culture related to valuing people. The Lean Six Sigma approach that the College has undertaken as a driving model for improvement relies heavily on "voice of the customer" data. Because quality is understood as being defined by customer need, obtaining the voice of the customer is central to understanding and improving quality. Additionally, the Lean Six Sigma model recognizes the importance of internal as well as external customers. Viewing employees as internal customers of specific processes, the Lean Six Sigma approach has pushed the College to work consultatively with internal customers (usually employees from other units) to seek their voice in all we do. This change creates a dynamic where all stakeholders are explicitly sought out to ask for their opinions and

perspectives. This helps to make everyone perceive themselves as a valued part of the organization. This perception is further reinforced when changes are made in operations that are the direct result of input from these internal customers. Finally, as Lean Six Sigma becomes increasingly institutionalized in the College, the processes in place to collect the "voice of the customer" data and to recognize the value of each individual's contribution become more comprehensive and stable.

4I2   The addition of the PACE Survey as a part of institutional assessment provides one key piece of infrastructure that will ensure a focus on valuing people and ensure that data is collected, analyzed, and used. This is an important change and reflects a growing maturation in the College's desire to collect and use data in this category. The addition of the NCCBP is another piece of infrastructure that will help the College understand practices and maintain a focus in this area. The PACE survey provides data on environment, and we anticipate that this data will be relatively stable across time. The NCCBP provides important comparative data that will help the College better understand specific key performance indicators (KPIs), and will provide focus for improvement projects if the College continues to remain relatively high in turnover compared to peer institutions.

An additional component of our infrastructure is the use of [campus](#) and [system](#) report cards. The report cards track the percentage of faculty that possess a master's degree or higher, as well as the percentage of faculty that possess a doctoral degree. Thresholds have been set for each of these metrics. The College is committed to employing the most qualified faculty members available. By tracking the degree level of faculty members, the College can monitor efforts to increase this percentage, changing processes and implementing programs as necessary to achieve our goals.

Category 5 LEADING AND COMMUNICATING

Baker College has operated as a career college since its founding in 1911. The College remains committed to the core mission and values that have provided direction for so many years. This sense of mission provides the College with a context for our role in higher education which drives virtually every aspect of our operations.

Our processes for maintaining focus on mission and for transmitting that mission to our students, employees, and other stakeholders are well aligned across the entire Baker College System. The College is quite explicit in its efforts to transmit this information and relies on well-established practices. The leadership of the institution operates with purpose in reaffirming our mission regularly, and that mission maintains a central role in both short and long term planning. The alignment of mission, vision, guiding principles, and goals is deliberate and reflected in planning processes that are constructed around mission and values.

Decision-making processes within the institution run from reactive to integrated. Informal, varying processes have been common in the past. Broad goals have been set with individual units responsible for implementation, at times resulting in wide variance in approach and outcome. The College's commitment to Lean Six Sigma as a quality improvement approach has resulted in substantial change in this area. Those processes that have been addressed as part of specific improvement projects are much more aligned and consistent. Steps are taken to manage the processes and define how decisions will be made, centering on data collected in the process. Process managers and process teams accept responsibility for specific roles. In certain areas, the processes are integrated into the institution. For instance, decision making around new programs and curriculum changes are integrated, with process owners in place to monitor the process, proper documentation available, and ongoing efforts to "lean" the process as we move forward.

The use of data in decision making also ranges from reactive to integrated. A significant change is the use of voice of the customer (VOC) data to understand process needs and deliverables. Key performance indicators (KPIs), as denoted on report cards, point to data-based decisions that are well integrated. The data is tracked and managed, and regular points of review are established. Individuals know who is responsible, and employees are accountable for actions. However, many decisions remain reactive based on data that is collected for "one-off" projects. Data is warehoused and available, but often data is not part of a process that forces analysis and interpretation resulting in action. Rather, data is sought in response to specific questions, is used, and returns to storage for future needs. This is also changing as more processes come under control. A focus of every process that undergoes improvement is the development of metrics that are leading indicators (representing the process performance in real time; e.g. behavioral performance in a class) and a movement away from lagging indicators (representing process performance well after the fact; e.g. capstone exam scores).

The institution has developed a systematic approach to leadership development and succession planning. Members of the organization recognize the existence of the process. The process is designed to be proactive, building leadership capacity regardless of the level of leadership individuals have at the current time.

5P Processes

5P1   Baker College explicitly states and disseminates its mission and values through two documents. The first is the Baker College Mission and Purposes statement. This document contains the Baker College Mission Statement, and the eight supporting purposes. The mission statement was originally developed in the early 1980's, although its history is clearly traceable to the establishment of Baker Business University in 1911. Baker College is proud that it has maintained adherence to its mission for over 100 years! The first seven supporting purposes were added to the Mission Statement in the late 1980's, and the final purpose was added in 1996 to reflect the institutions commitment to education across the lifespan which increasingly includes graduate level education. The mission is reviewed as a portion of the strategic planning process by the College leadership and those involved in strategic planning. Changes are presented to the Presidents/Executive Committee as well as the Board of Trustees.

The Eleven Guiding Principles of Baker College were collectively gathered, articulated, and promulgated in 1996 during the process of writing the 1997–2007 Strategic Plan for the Baker College System. The original Ten Guiding Principles encompassed the values and management philosophy of Baker College. In 2011, the College added an eleventh guiding principle: *Continuous Improvement*. This principle was added to reflect a change in College practice that increasingly sought not only improvement, but the creation of an infrastructure and processes to explicitly support improvement in all facets of the organization. This change was endorsed by the Presidents/Executive Committee as well as the Board of Trustees. We believe that strict adherence to the Eleven Guiding Principles serves as a powerful tool through which the College will continue to flourish and, most importantly, by which our graduates will be successful throughout challenging and rewarding careers.

The Baker College Mission and Purposes and The Eleven Guiding Principles are well known and widely disseminated. The Mission and Purposes are reprinted in the front of the student catalog, are available on the College website, and are regularly referred to in meetings. In fact, many committees routinely start their work by reaffirming the Baker College Mission and Purposes as reflected in minutes. The Eleven Guiding Principles are also available on the Baker College website. The principles are the foundational structure of our long-range planning documents and reflected in the annual planning and budgeting documents of the institution.

All new employees receive information about these important documents, and they are seen as foundational to our success. They are reviewed and reaffirmed as a portion of the strategic planning process that the College engages in regularly. The most recent strategic document (Baker College Guiding Principles and Strategic Initiatives 2012 -2015) affirms the centrality of the Mission and the Eleven Guiding Principles by structuring the report around these ideas.

The strategic planning documents show how all facets of the organization remain tied to the core mission. New programs always have to demonstrate a connection to the mission. All strategic initiatives (and all associated funding) are tied to the Mission and the Eleven Guiding Principles.

5P2 The College develops goals and direction aligned with the Mission, Purposes, and Eleven Guiding Principles by explicitly stating these commitments in our mission, purposes and guiding principles documents, and by using these documents to structure planning processes (as seen in the Baker College Guiding Principles and Strategic Initiatives 2012 -2015). This document goes beyond wide strategic issues to address operational goals including planning for improvement in student learning, assessment processes, institutional planning, and budgeting.

Planning occurs in a 360-degree environment that allows input to flow freely from all levels of the organization (see also 8P1). While plans are ultimately approved by the Presidents/Executive Committee, input is provided from all levels, and from both internal and external sources. Planning starts with the development of long-range strategic plans, such as the Baker College Guiding Principles and Strategic Initiatives 2012 -2015. This plan is disseminated and discussed on each campus at the Campus Operations Committee meeting and by each unit in system-based unit meetings. Programs, divisions, campuses, and units each develop their own plans that are returned to the Presidents/Executive Committee to be incorporated into the long-range planning documents. Even external stakeholders participate in this process through advisory boards (see 8P3).

Layered onto these strategic and operational goals, annual plans are developed around budgets. The budgeting process starts at the beginning of the calendar year when each campus begins discussions with every unit to determine budgetary needs. Campuses work with system personnel, and budgets are submitted for approval during the early spring. Feedback is provided to each campus unit concerning what has been funded and any changes that were necessary to the submitted budget. Units can reassess plans, make appeals for additional money, or move forward with confidence. Budgets are revisited every fall after the start of the school year. This allows more accurate projections of budgets based on enrollment, and if necessary, budgets are adjusted up or down based on enrollment. Campuses again have an opportunity to reassess plans based on finalized budgets. These processes ensure that long-range and short-term plans are feasible and supported by budget realities. The process also ensures that everyone has an opportunity for input into planning and budgeting, while allowing the Presidents/Executive Committee and the Board of Trustees (as well as the Board of Regents on each campus) to maintain oversight.

It should be noted that planning around mission and guiding principles is not only at the institutional or strategic level. Planning is based around our Mission and Eleven Guiding Principles at every level of the institution. Each functional unit creates a strategic initiatives document tied to the guiding principles. The process is re-enacted at the program level where planning documents for any new program require an explanation of how the proposed program supports the mission of the institution (see 3P5). This is done through a series of questions on the Program Idea Form. Even in the classroom, course objectives are tied to the overall mission of the institution as a career college. These commitments are simply a part of the institutional culture where the reaffirmation of mission at the start of Campus Operations Committee Meetings, System Directors Meetings, System Program Workshops, and the Presidents/ Executive Committee (to name a few) is standard practice.

   The Baker College governing structure includes a [Board of Trustees](#) that maintain ultimate responsibility for institutional operation and success. The Board of Trustees must approve any change to the mission statement or the Eleven Guiding Principles. Operating independently from other units within the College, the Board of Trustees maintains oversight of broad financial and operational concerns, ensuring the College maintains focus on mission, operates in a manner consistent with our non-profit status, and provides a check on integrity and sustainability of operations. Members of the communities in which we operate, representative of local employers, and community leaders, the board members use their knowledge of internal needs, goals, the external environment, and stakeholder groups when making decisions about College operations. The Board relies on the system president to manage daily operations and recognizes the role of the Academic Division in making academic decisions and ensuring the quality of educational services provided to students. These commitments are evident in the agenda and minutes of the Board. The Board operates independently, and along with all officers of the institution, must file annual disclosure statements that detail any relationship that may create a conflict of interest.

5P3   The mission of Baker College as a career college binds us to current and potential students as well as employers in a manner that is direct and uncompromising. As long as the College is mission-driven, the needs and expectations of these two stakeholder groups are, by default, central in everything we do. The third primary stakeholder group is employees, and the final key group is the communities where we operate. These latter two groups are central in the Eleven Guiding Principles.

   The composition of our planning forces us to maintain this focus. By creating [planning documents](#) around the Eleven Guiding Principles as the unifying structure, we plan to meet our commitments, including the needs of stakeholders. Additionally, the data used in these processes starts at the very highest levels with KPIs tied to the needs and expectations of these groups. As an example, the [System Report Card](#) (and every campus and division report card) reports on employment. This is the key need and expectation of our students. Students come to Baker College in search of the knowledge and skills necessary for employment. This is the most important driver for our students. Employers, our primary external stakeholder, expect Baker graduates to have the skills and knowledge necessary for success in the workplace. If we do not deliver, they will not hire our graduates. By keeping this metric at the forefront, we always return to our mission.

5P4   A *Willingness to Change and Adapt* is one of the Guiding Principles of the College. This agility allows us to seek new opportunities for student learning and programmatic efforts. By maintaining focus on institutional mission during budgeting processes, strategic planning, and in developing annual campus plans, the College leadership successfully builds upon opportunities for institutional growth. The move to AQIP and a decision to embrace principles of continuous quality improvement and data-driven decision making have allowed the institution to build consistent processes used to explore opportunity and build new programs and courses. This focus on quality also that ensures the needs of students (present and future) and employers are being met. By housing these processes in the academic division, faculty, program directors, and the entire academic staff can ensure that our focus remains on quality learning opportunities for students. These processes require consideration of external accreditation, licensure, and certification, which further provides focus and clarity on issues of quality. By requiring data from external sources, such as employers, to build a case demonstrating need, campus leaders ensure external stakeholders are always consulted and efforts are directed toward opportunity valued by the communities we serve as well as future students.

5P5   The lens for making decisions within the institution is the Mission and Guiding Principles. As an institution with 10 separate campuses or divisions serving over 30,000 students around the world, decision making is surprisingly direct. To illustrate basic procedures, processes will be divided between academic and non-academic needs.

In the academic arena, decisions are made and communicated along a chain of command that is similar from campus to campus. Every campus has a CAO, deans, and program coordinators or program directors responsible for each academic area. The positions/titles vary by campus based on the size of the campus, the size of the program(s), and other duties based on local needs. Deans, program coordinators or program directors are responsible for staffing decisions and planning decisions within their area on the campus. When information needs to be communicated upward from the faculty or program group, these individuals are responsible. Similarly, they are responsible for communicating information from the system level back to program personnel. Each academic division is represented at the system level by a system director. The system director is responsible for ensuring that communication flows between the system vice president for academics and the campus level program staff. The system director is also responsible for conducting program workshops and meetings that address academic issues within the discipline. This includes curriculum needs, assessment development and analysis, new programs, support needs, policy changes, or any other issues that directly impact the faculty role and student learning. The system directors facilitate bi-quarterly workshops for approximately 450 deans, program directors, program coordinators, and program champions. The system directors report to the system vice president for academics and maintain contact through a monthly meeting with the system academic department which includes the program directors along with the directors of the Academic Improvement Center (assessment, curriculum, quality teaching, and library / educational technology resources). The system vice president for academics is responsible for maintaining the flow of communication between the academic area and the Presidents/ Executive Committee. This process is intended to accomplish several specific objectives. First, key personnel are identified as responsible for communication. This is important because it ensures that everyone knows who to turn to when a need for information arises, and everyone knows when it is his/her responsibility to move information up or down the chain. The process ensures that local ideas have a voice and a champion at each level so they are forwarded to a level that allows action to be taken. The process also helps to ensure that everyone has input into decision making, either directly or through an identified representative. The end result is that decisions are made at each level, based on whether the decision impacts a program, a campus, a group of campuses within an academic area, or all campuses. A parallel process exists between the system vice president for academics and the CAOs on each campus. The system vice president for academics meets monthly with the CAOs and the system directors to formulate academic policy, develop plans, provide leadership, and advance the academic initiatives of the College.

A similar process is used to address operational concerns. Each campus maintains an Operations Committee. The Operations Committee consists of deans as well as directors or vice presidents for each department on a campus. Generally, this includes the Business Office, Financial Aid, Admissions, Campus Safety, Facilities, Bookstore, Career Services, and Information Technology. In addition to deans, academic operations are also represented by the chief academic officer of the campus. Operations Committees are chaired either by a campus president or vice president. These cross-disciplinary committees address operational issues on each campus and make decisions necessary to ensure effectiveness at the local level. Each of these individuals serves with their counterparts from other campuses in system-wide committees. These broader committees are chaired by system vice-presidents or directors for each area. This separation allows campuses to make decisions that impact them locally, while all campuses come together to address issues that have system-wide impact. If an

issue impacts more than one functional area on a campus, then the issue is addressed by the Campus Operations Committee. This allows for coordination of work and a better understanding of ripple effects as policies are implemented and challenges are addressed. Similarly, issues that impact more than one area across multiple campuses are addressed at the system level by the Executive Committee. The Executive Committee is comprised of system vice presidents for the various functional units. This committee ensures that policies are enforced and reporting standards are met. The Presidents/ Executive Committee, consisting of the presidents from each campus as well as members of the Executive Committee and chaired by the system president/CEO, meets monthly to address strategic issues, engage in long-term planning, and address system-wide needs.

Providing oversight on each campus is a Board of Regents. The Board of Regents have responsibility to oversee the president of each campus, to address long-term issues, to provide fiduciary oversight, and to ensure each campus is meeting the expectations set by the regents in all operational areas. One regent from each campus serves on the Board of Trustees which provides oversight for the entire Baker College System. The Board of Trustees provides similar functions to the Boards of Regents, but for the entire Baker College System. The Board of Trustees hires the CEO, maintains control over external auditors for the system, provides fiduciary oversight, and ensures the Baker College System is meeting expectations based on Mission and Guiding Principles.

This organizational structure provides the backbone for operational and strategic decision making to address ongoing management needs. The College has always relied on ad hoc committees to address specific concerns that do not require ongoing oversight, to seek solutions to address specific need, or to gather and process data. Our Lean Six Sigma efforts have clarified and strengthened this co-existing use of resources. When a project is identified as a quality project that will be run through a DMAIC (a Lean Six Sigma Problem Solving approach) model, one or more trained Lean Six Sigma Greenbelts will be assigned to head the project. At this time, it is typical to assign a group of about three to this task. These three will provide leadership in the quality project, creating agendas for meetings, choosing appropriate quality tools, ensuring paperwork is complete, and selecting the process experts who will be part of the work team. The Lean Six Sigma Greenbelts will identify a team of experts, generally individuals who are responsible to enact the process being improved. Additionally, the work team may include someone representing a supplier to the process as well as a customer of the process. This approach ensures trained Lean Six Sigma facilitators are in place to provide direction, while also ensuring that the individuals responsible for the process are the ones making decisions about the process. These ad hoc committees remain together until the quality project is complete. As part of each project, a process owner is always identified. The process owner is responsible for the process once the project ends. This means that a specific person is responsible to collect data on key metrics and report those metrics as identified in the Control Plan. If there is a problem in the process, or if someone working the process has suggestions for improvement, it is the role of the process owner to assemble a new work team (which may or may not match the original project team) to address the problem or potential improvement. This moves control of key processes away from upper management to the people who are operating the process on a daily basis. Project documentation is maintained on the College website and can be reviewed at any time by any individual in the College.

By maintaining a clear organizational structure that is parallel from campus to campus and at the system level, the College is able to identify who has responsibility for specific processes, allowing for clear communication and more efficient decision making. Each individual, regardless of role, knows his/her responsibility and how he/she can provide input and influence College operations. At the same time, by having an identified structure in place to bring together ad hoc groups to address and improve operational concerns, the College has created a system that broadens involvement in decision making

to all levels of the organization, allowing individuals to move in and out of specific projects as their passion and expertise dictate.

5P6   As Baker College has grown and prospered in the past several decades, we have undergone a transition from a small, business training school (Baker Business University) to a two-year junior college (Baker Junior College) to a four-year degree granting institution (Baker College of Flint) to our current standing as the largest private college system in the state of Michigan, granting degrees at all levels from certificate to doctorate. While we still serve a very large associate degree population, approximately one-third of the degrees we grant are at the bachelor or graduate level. The heavy emphasis on the associate degree-seeking student along with our career focus means that we look and operate much like a community college. However, our bachelor degree programs and growing graduate division mean that portions of our operations are more like a traditional comprehensive college. The comparisons are not clear cut because we also engage in business practices that are not unlike a proprietary school in terms of fiscal management and operational procedures, but we remain a non-profit institution with a service philosophy. These competing demands often result in performance targets and expectations that are not easily comparable to local community colleges, state comprehensive institutions, or proprietary career schools. Therefore, in some cases, the best comparison we believe for Baker College is Baker College! With multiple campuses across the state, each campus provides a unique comparison for every other campus. This situation has led to a healthy competition, allowing each campus to use its own historical data, as well as benchmarks established by other campuses as a way to understand effectiveness and efficiency goals.

One way this comparison occurs, and data are used, is through the [Campus Report Card](). Each campus maintains a report card that tracks longitudinal data for a period of 5 years. The report card contains key performance data that is crucial to the success of the College. This data includes the number of certificates and degrees awarded by level, retention rates, graduation cohort rates, developmental education completion rates by course, faculty credential rates, employment rates, financial aid data, crime statistics, enrollment data, and financial data. The 28 KPIs are available on a single one-page report and are identical for each campus. By focusing on these KPIs, the importance of each is reinforced, comparisons are easily achieved, and targets met are readily apparent. By sharing this data with other academic leaders in the institution, trends are readily identified and strategies for success can be easily shared.

The report card process is also applied at the academic division level. Each division ([Computer Information Systems & Technology](), [Education and Human Services](), [Business](), [Health](), [Developmental Education](), [General Education]()) produces its own report card. These report cards vary somewhat, particularly in regard to developmental education and general education, but in general they include data on student registrations for the largest and smallest programs in each area, persistence rates for programs (fall-to-fall), retention rates (quarter-to-quarter), total graduates by degree level, employment rates, and faculty credential rates. When data is available, report cards may include licensure or certification rates, standardized test scores, and other direct and indirect measures of student learning.

These report cards, at all levels, become important tools in the planning and budgeting process. At Baker College, budgeting begins in the winter quarter. Programs use data to set goals for the coming year which feed into specific budget requests. Similarly, campus divisions like Career Services can use Campus Report Card data to set goals which lead to budget requests. The campus budget requests are filtered to the Baker College System where they are reviewed. Based on the System Report Card, goals are set and operational needs identified. As an example, if a program shows a particular weakness in a KPI such as pass rates on an exam, the program may request specific funding to address the issue through an additional tutor, preparation materials, increased staffing, or some other

specific intervention. If a campus shows a campus-wide gap in achieving developmental pass rates, the campus may target funding to increase learning support services. Once approved as part of the budgeting process, these goals are committed to in the annual campus plan.

Not all data that feeds into this process comes from the Report Card system. Additional data may come from other sources. One example is data received from Eduventures, a consulting firm that was hired to help the College better understand reasons that led to students leaving prior to graduation. The resulting report indicated that former students were less satisfied with academic advising services than most other services on campus. These data were consistent with student survey data (SSI) and specific money was budgeted to address academic advising needs over a period of several years.

Because of the size of the College, and the geographic distribution along with the historical high level of autonomy at each campus, planning and budgeting are accomplished at every level over a multi-month process. Each program is responsible for its own planning based on assessment data, accrediting requirements, and employer and student feedback, along with KPIs from the report cards. Entire divisions plan together as a group to address the needs of all students within a discipline. Planning at this level includes input from advisory boards, employers, accreditors, and other external constituents. The academic division plans together as a unit in meetings that include all system directors, chief academic officers, and the system vice president of academics. The process is intended to allow each employee group to plan and set goals at their level of responsibility and authority, and request budgetary support as necessary.

Preliminary budgets are approved during the spring quarter of each academic year for the following year. By approving budgets prior to the start of the academic year, each individual knows what has been approved and can create specific plans to work toward performance goals in his/her area, knowing what monetary support is available. Baker College has a very strong history of accurately predicting enrollment trends. However, since the process is never exact, all budgets are reviewed in the fall quarter after final enrollment. This allows the College to make adjustments based on actual enrollment as necessary. When needed, budgets are refined at this time, and anyone whose budget is impacted (either increased or decreased based on enrollment) is notified.

A parallel budgeting process has been developed to address technology needs. This is referred to internally as the White Paper. Every year, the Information Technology department creates a white paper, setting goals for the coming year, detailing specific technology needs, identifying spending requirements, and generating the rationale for each. Budgeting for technology is primarily done at the system level, although it impacts every campus since each campus is responsible for its share of this budgetary commitment. The white paper is presented prior to budget approvals each spring to the Presidents/Executive Committee for review and approval. It is the responsibility of the vice president of information services to prepare this request and provide the expertise necessary to maintain these systems across the College.

Finally, additional data is fed into the process through institutional assessment practices. For instance, when results are obtained from instruments such as the CCSSE, SSI, or PACE, meetings are held at the system level with administrative groups to review results. Primary administrative teams such as the Presidents/Executive Committee and the CAO/System Directors Committee take time to analyze and interpret data and set goals that impact planning and budgeting. After data has been released at the system level, meetings are convened on campuses where the data is shared, discussed, and disseminated. This ensures data are delivered directly to employees at all levels to use in their planning.

5P7 Baker College maintains a well-defined organizational structure with clear lines of responsibility and authority. This structure helps to ensure communication across campuses, functional units, and up and down the various levels of the organization. Relying on representative committees, information is moved between organizational levels and units primarily through this committee system.

One example of this structure can be seen on each [campus](#). Each campus maintains an Operations Committee. The Operations Committee is composed of vice presidents, directors and deans. These individuals move information from this executive level committee back to their individual units where the information is disseminated. Similarly, information from each area is brought to the committee by these representatives. These representatives participate at the system level on system committees representing each campus. These system committees are chaired by system directors or vice presidents who represent each area at the Presidents/Executive Committee. A similar structure exists for each academic area where faculty form program groups, program directors report to system directors and chief academic officers, and these individuals form the System Directors/CAO committee that meets monthly. This structure works well for moving information.

The College relies on a series of quarterly meetings that are working meetings, not intended to pass information but rather to process the information and ensure understanding. These meetings occur at least quarterly and bring together functional groups. In the case of academics, a day-long workshop, with a focus on assessment, is coordinated twice per quarter that brings together several hundred academic leaders including faculty, program coordinators, program directors, deans, system directors and chief academic officers. While not as large, similar working meetings are held regularly where functional units such as all registrars or career services personnel will meet. At times, these meetings are purposely scheduled to occur so that a portion of the meeting may be spent working with colleagues from another functional unit (i.e. Academics meets with Admissions).

Technology is used to store communications. Meeting minutes are posted online so that they can be referred to in the future or to help individuals who were unable to attend a meeting review what occurred. An online archive houses primary tools and materials from quality improvement projects. This increases transparency and allows materials to be reviewed across time to track changes and make sure that work is not repeated. Some forms, such as the New Program Development Forms, have been posted online so that the process is more transparent, allowing everyone to see and understand work that is being done and where in the development process a proposed program is at any given time.

Standardization is also seen as an important tool in communication. The standardization of forms, data reporting, and timelines ensures ease of understanding of information. Stakeholders are able to review Report Cards, Quality Project Charters, and other materials quickly because they are standardized. Once individuals know the layout of a report, they can easily move between projects, campuses, etc. without having to relearn.

Finally, the College makes use of other direct channels of communication to provide updates and information. Baker College System President Cummins regularly sends out email communication to keep stakeholders informed of important news. Similarly, he attends a wide variety of campus events and meetings to ensure direct communication of important news. President Cummins, along with other campus leaders, has produced several important videos covering AQIP, Quality Improvement, the Baker College Mission and Guiding Principles, and other key topics. These videos are used at student orientation, campus annual kick-off events, advisory board meeting, community events, and posted online for all stakeholders to observe.

5P8 Baker College operates as a very intentional organization. Mission, Purposes, and Guiding Principles (values) are explicitly enunciated, disseminated, (see 5P3) and reinforced. It is a regular

practice at a variety of Baker College meetings is to review the Mission as the first standing agenda item. This practice constantly reminds every one of the reason for our existence.

An important component of the Orientation Process for all employees is a discussion of the Mission, Purposes, and Eleven Guiding Principles. This is a deliberative effort to ensure that all employees understand these aspects of our culture and how they impact everyone's role within the institution.

These principles are not just empty words: they provide a foundation for all we do. The KPIs on the Baker College System Report Card are intended to reflect this focus on mission and principles by providing everyone with data to maintain focus. Planning documents are structured around the Eleven Guiding Principles and reflect each in a separate section of the document.

These Eleven Guiding Principles are directly tied to the principles of high performing organizations and the nine AQIP categories (Figure 32). In the Project Charter that is used for every Quality Project, the project leader must choose which AQIP category is being addressed. This process step helps to maintain a focus on those key elements that are of most importance to us as an organization.

Figure 32: Crosswalk Showing Overlap Between AQIP Categories and Baker College Eleven Guiding Principles

	Helping Students Learn	Other Distinctive Objectives	Student and Stakeholder Needs	Valuing People	Leading and Communicating	Supporting Operations	Measuring Effectiveness	Planning Continuous Improvement	Building Collaborative Relationships
Highly Effective Programs	X		X					X	
Right to Try	X	X	X	X					
Disciplined Fiscal Management		X				X			X
Customer Focus	X	X	X						X
Willingness to Change and Adapt	X		X			X	X	X	
Strong Image		X			X				X
Accountable for Mission, Stated Values and Public Trust	X	X		X	X				X
High Work Ethic of Employees			X	X	X	X			
Team-Oriented Atmosphere				X	X				
Community Orientation					X	X			X
Continuous Improvement						X	X	X	

5P9 Baker College has a strong commitment to helping employees build a career at the institution. One process to support this objective is a very deliberate leadership development program. Working with outside consultants, Baker College provided every employee an opportunity to complete a self-assessment survey to help employees identify their career goals. The College put in place a mentorship program that seeks to help identified individuals move toward their career goals. This may include shadowing others in the institution, assignment to specific projects, additional professional development, and consideration for movement within the institution. This is all consistent with the College's Eleven Guiding Principles. These activities are intentionally designed to share leadership knowledge and increase leadership skills in our employees.

The College strives to help individuals build a career even when goals do not include advancement or change in responsibility. This commitment to the employee encourages individuals to stay with the institution and grow their skills so that they can progress in their career while remaining at Baker College. These practices are supported by policies that provide for educational assistance, both within the institution and at other institutions. Between 2008 and 2013, Baker College approved tuition reimbursement for 80 employees to pursue graduate degrees at other institutions. Typically, reimbursement ranges between $5,000 and $18,000. The variance is based on the degree pursued as well as the cost of tuition at the institution where the degree is being pursued. Approval for reimbursement is granted by the Baker College Executive Committee. Of the 80 approved requests, 17 have completed a graduate degree and 46 remain in progress. The remaining 17 individuals approved for tuition reimbursement have left the employment of the College. Additionally, many employees choose to pursue graduate education at the Center for Graduate Studies. Each campus may provide full-tuition reimbursement for up to two employees at any point in time, and a 50% reduction in tuition for any additional employee. Between 2008 and 2013, a total of 141 employees received some form of tuition reimbursement through the Baker College Center for Graduate Studies, costing the College a total of $1,008,357. Full-time employees may also participate in internal professional development and have access to funds to attend external professional development opportunities. The College sponsors annual academic leadership retreats that bring together leaders at all levels of the institution for two days to build skills and work toward advancement of system objectives. Other departments also sponsor retreats to provide training and promote professional development.

Finally, the College recognizes that many activities that are regularly performed have a dual purpose. For instance, the use of report cards and the public review of these key performance indicators in general meetings at all functional levels (i.e. all presidents, all CAOs, all system directors) allows everyone to understand performance in his/her area of responsibility. At the same time, the review and discussion of these materials is a learning opportunity to develop data skills and leadership knowledge among everyone in the institution. Similarly, Quality Projects are structured with dual purpose in mind. Each Quality Project is chartered to address a specific problem or opportunity within the organization. Each Quality Project Leadership Team is structured to provide learning and growth opportunity for the team to advance their skills in Lean Six Sigma. Similarly, while the content experts brought in to help address each project ostensibly are providing input, they also become part of a learning team, learning to use Lean Six Sigma tools and techniques which they can then carry back to their daily routine. This process is parallel to the intent of AQIP projects to improve institutional performance while also building institutional capacity. Additional information about the structure of operations to promote leadership can be found in 5P5. Results of our efforts are addressed in 5R2 and 5R3.

5P10 As noted in 5P9, the College has in place a leadership development plan that is used as a core tool in our succession planning process. Baker College is committed to the internal advancement of

employees when possible. This reliance on helping employees develop across their career is a key component of the College's efforts to ensure the continued focus on and commitment to mission. By helping individuals develop across time, employees who are committed to the College's mission find a home where they can grow and prosper.

    Through an explicit development process, employees have the opportunity to express their career goals which may include development at their current level, or a desire to move to another level, another area of responsibility, or at times to another organization. Key management personnel work collaboratively to identify ways to help individuals reach their goals. While specific leadership development does not lead to specific jobs, management is aware of individual goals and seeks opportunities to help employees advance their careers.

    In most situations, potential leadership vacancies at the level of a program director, chief academic officer, vice president, or president are known well in advance. Usually these positions are filled internally. Once a position vacancy is identified, and once a successor is identified, it is common practice for the successor to begin some work in his/her new role up to a year in advance of the incumbent leaving. This often starts on a minimal basis where the advancing employee will attend certain meetings to begin to gain knowledge about the role. As a final date approaches, the advancing employee often relocates to his/her new role full time to work closely with the incumbent, ensuring a transfer of institutional knowledge, development of skills, and continuity in practice and goals.

5R Results

5R1 Baker College has adopted the PACE Survey as our primary means of collecting data on leading and communicating. The PACE Survey is intended to assess leadership style and organizational culture, based on four organizational styles: coercive, competitive, consultative and collaborative. Research has demonstrated that organizations at the collaborative level (or closer to that) are more productive, show better communication, and have higher levels of satisfaction than organizations at the coercive level (or closer to that). Baker College will administer the PACE Survey once every four years, using the data to help set goals for organizational development following each administration, and using data across time to understand institutional change.

5R2 Baker College last administered the PACE Survey in November 2010. At that time, the College was assessed at a Collaborative level in 4 primary categories, and a Consultative level in the fifth. See Figures 33.

Figure 33: Baker College Climate as Rated by All Employees

Factor	Baker College	Norm Base
Institutional Structure	3.95	3.34
Supervisory Relationships	4.08	3.67
Teamwork	4.06	3.72
Student Focus	4.17	3.91
Overall	4.06	3.63

5R3 The PACE Survey allows Baker College to compare itself to approximately 60 other 2 and 4-year institutions over a period of several years. As noted in 5R2, on each of the four primary climate factors assessed, Baker College is above the mean of the comparative group in each area. This means that

Baker College overall has a more Collaborative Climate than the average found in other institutions across time.

5I Improvement

5I1   The College has made several important improvements in this area since the last portfolio submission. The first of these was the implementation of the PACE Survey. In the past, the College had no tool that allowed us to collect comparative data about leading and communicating. The use of the PACE Survey is a tool that can be used across time to understand our culture and leadership style while also providing comparative data from other institutions. Based on a theory of high performance, the resulting information is useful in decision making.

   The second important improvement since the last portfolio in this area was the implementation of a specific leadership development plan. Baker College has always worked to advance employees from within the institution. In the past, employees did not have a method to express their interest and desires in a specific career path, and the College had no specific mechanism to help employees advance their careers. The implementation of a specific succession plan has led to a deliberate process that is more transparent, and one that better meets the needs of the College and employees. See also 4P9 and 4I1.

   Finally, the adoption of Lean Six Sigma as a model for continuous improvement and the commitment to train employees has been an important development. The Lean Six Sigma model has helped to create processes that make leadership intent more transparent, and allows employees at all levels of the institution to take on leadership roles in addressing organizational needs. Because process improvement is required at every level, every employee can take a leadership role for processes at his/her level in the organization. Lean Six Sigma training, provided widely to employees, helps to create leadership structures so that employees have the skills and opportunity to take on significant leadership roles. Additionally, the inter-unit structure of projects has increased the networks of employees. This gives everyone a broader understanding of the roles of other employees, while also providing relationships outside of the individuals' immediate area from which to seek assistance, resolve problems, increase communication, etc. Finally, the Lean Six Sigma Process has provided increased opportunity for communication and celebration. At the close of each Lean Six Sigma Green Belt training, project teams have met at a central location for a meeting attended by all campus presidents, members of the executive committee, and other key personnel as schedules allowed. At these meetings, each team has an opportunity to carefully present their entire Lean Six Sigma Project, presenting the tools used during the project and evidence of the improvements that were enacted. This process ensures that everyone is aware of and understands the important improvements made, that employees are directly recognized for their involvement, and reinforces the importance of the approach and the ongoing continuous improvement efforts of the College.

5I2   The Eleven Guiding Principles of Baker College play an important role in selecting processes to improve in this area. The College's commitment to employees, team atmosphere, and strong work ethic provide a cultural mandate to grow in the area of Leading and Communicating. The longevity of employees and the movement of employees to increasing levels of responsibility also mean that most individuals at a director level or above have experience in other roles at the College. This movement provides individuals with an understanding of their current role as well as other roles in the institution. This institutional knowledge allows individuals to address gaps they identified even before they took on current levels of responsibility.

Additionally, the implementation of Lean Six Sigma has been important as a quality improvement approach intended to create a culture and infrastructure (in all areas) that leads to improvement. Lean Six Sigma promotes a mindset to constantly look for improvement, builds structures that track data and identify gaps in processes, and involves stakeholders at all levels in the identification and improvement process.

Category 6 SUPPORTING INSTITUTIONAL OPERATIONS

With a clear mission and focused set of outcomes that all tie to employment of graduates, Baker College, historically, has been able to define the needs of students and other stakeholder groups in a fairly circumscribed manner. By focusing on employment rates as the primary metric of achievement, the College has created well-aligned processes that help drive that singular metric. The results are processes at a macro level that support operations and allow the College to be successful.

The College recognizes that this metric (employment rates of graduates) is a lagging indicator of performance and acknowledges a need to develop more leading indicators to drive integrated processes throughout the system. The College has adopted various nationally-normed instruments such as the Noel Levitz SSI, PSOL, and the CCSSE as ways to better understand student needs. These instruments are used in both reactive and systematic ways to address needs and create processes intended to allow for more pro-active intervention with students.

Processes to meet the needs of employees as internal stakeholders are primarily systematic in approach. Processes are in place to collect information directly from stakeholders and empower individuals to create processes that are responsive to their work experience. User groups provide a method to move information between groups and between levels of the organization, fostering collaboration and ensuring cross-functional needs are met. The College recognizes that efforts to increase collaboration among units and across campuses is beneficial and has been able to make strides in this area through increased use of technology. Data collection to understand and manage the quality of interaction in these relationships remains difficult and the College may benefit by addressing this need.

The College has not extended improvement efforts to capture and respond to the needs of advisory groups, alumni, and other external stakeholders (excluding employers) other than in a reactive manner. Generally, processes do not exist that are formalized, universally implemented, or assessed and managed.

Key institutional support processes in some areas operate at a level of integration. Processes in admissions, financial aid, and the business office are quite stable, subject to regular review and audit, and undergo well-designed improvement efforts. Significant effort has been extended to other areas including academic advising and learning support services to raise these operations to a level of aligned performance. Specific projects in these areas have had a significant impact and work continues to collect data to seek further improvement. Processes related to employers are more systematic in nature and reflective of the long-standing nature of these relationships.

The College is working toward activities and procedures to support a more systematic documentation of processes. The reliance on a specific model to understand work processes, as well as the movement to a new ERP, have both pushed the College forward in this area. Current documentation efforts have led to increased coordination and transparency. Documentation of processes are not being managed as part of a strategic approach but are being addressed as a systematic operational need.

6P Processes

6P1   Student support needs are identified through the collection of data upon entry to the College, as well as at additional points in time throughout and following a student's time at Baker College. The use of Compass, ACT and/or Asset scores ensures that students are directed to appropriate support services including developmental courses. In addition, these tools allow us to gather and utilize demographic information to better plan staffing needs not only for developmental education and general education, but potentially in other support areas such as the Learning Support Centers on each campus.

All new students also complete a demographic questionnaire to further assist academic personnel in identifying crucial issues or barriers that impede a student's success at Baker College. This demographic questionnaire contains 21 questions regarding background information on each student. Academic advisors are able to review this information when meeting with new students to identify external factors that could interfere with academic progress, and thus, allow early intervention to assist and support individual students.

When applying for graduation, every graduate (online and on-ground) is asked to complete a Student Program Review. The program review addresses the student's perception not only of quality but also appropriateness of courses and how well the library, learning center, and other support services met the student's needs.

Career Services has responsibility for collecting data directly from students as well as a primary external stakeholder group, employers. Career Services collects employment data on students which allow the institution to focus resources necessary for work experience activities as well as employment activities. Career Services has historically collected data directly from employers who have hosted work experience students or who have hired Baker College graduates.

The Noel Levitz SSI and the PSOL are also important in this regard. Unlike most other survey instruments, these surveys ask students to provide an importance rating for each question. This allows the College to understand the level of importance that students place on a variety of support activities and services. Baker College students have often rated campus safety as more important than a national comparison group. This information has helped the College to prioritize and respond appropriately to the needs of students.

Feedback is also provided to decision makers through the budgeting process as well as the "quick fix" process. The budgeting process is a bi-annual process at Baker College. Initial budget requests are submitted each spring by each department to the campus business manager. The campus business manager creates a campus budget which is submitted to the Board of Regents. Each fall, budgets are reviewed and revised based in part on fall enrollment. During the data collection process at each of these times, individuals must plan for support needs within their areas of responsibility. This may represent a need for additional human resources, or for additional physical space, technology, consulting, or training. The budget revision process is important in meeting these needs. While student enrollment drives the budget, intervening activities have a large impact. For instance, the quick fix process that occurs has been conducted in the fall. That means that between the initial budget submission and the budget revision, campus personnel are asked to identify quick fixes that can be addressed. These items may not have been included in the initial budget. Rather than waiting until the following spring, these quick fixes can be incorporated into the revised budget so that immediate needs, which often are seen as support needs of employees, can be addressed.

Additionally, key campus personnel gather data about community needs through direct community involvement. Consistent with guiding principles, campus leaders are expected to be active in their communities. This often takes the form of involvement in civic organizations, positions on various boards, and direct involvement in service projects and other community activities. Each of these

activities represents an important opportunity for the College to gather data about our community which can be used to determine how we can best support the communities in which we operate.

Increasingly, the monitoring of institutional processes means monitoring specific support processes. An important indicator of success that is closely watched by the College as well as the Department of Education is the student loan default rate. The College identified that we wanted to lower this rate (based on ongoing monitoring of the rate). Working through a Lean Six Sigma process, it was identified that many students were unaware of repayment options because they never completed exit counseling. Using a Lean Six Sigma approach, the College identified ways to reach students before they exited the institution. The College is currently creating a new process that is designed to increase the percentage of students receiving the information from exit counseling, even if they do not complete the exit counseling itself. As more processes are refined and metrics for each developed, we will increasingly have early indicators to which we can respond.

6P2 One process used to identify needs is by creating models for staffing and support based on existing operations on other campuses. These models allow the College to project changing needs based on experience in other parts of the system. For instance, the addition of a program on one campus relies on data collected on other campuses where the program already exists to determine specific needs. This allows the College to create models for administrative support that take into consideration enrollment, retention, physical space, employee counts, program mix, specialized accreditation requirements, etc.

In some areas, such as Information Technology (IT), additional data is collected on services provided. For example, the IT Ticket System allows the IT department to track student and employee needs in relation to IT support. The system provides data showing when and where support is requested, allowing the College to plan to better meet needs in the future.

In most cases, support needs are determined locally rather than centrally. Because so many variations exist campus to campus (e.g. program mix, student population, faculty size, facilities, residence halls, etc.), central planning for many types of support is inappropriate. These decisions are therefore made by the campus Executive Team and Operations Committee members. There is a high level of sharing of information across campuses to help inform the process. For instance, while decisions about structuring learning support services is made locally, employees in this area regularly meet with colleagues on other campuses. This allows for sharing of practices, models of work, new ideas, etc., facilitating a broader understanding of how work might be done locally. Then working through the budgeting and decision-making process locally, support needs are identified and met. During the past year, Academic Resource Centers (ARC) were created on each campus. The goal of each ARC is to provide efficient resource access for tutoring and library service needs of our students in one combined physical location.

There are some areas where support has been centralized. The best example of this is the centralization of instructional design. Because the College operates under a single accreditation, and because students at times move between campuses, it is important to ensure that the learning experiences on each campus are equal. Additionally, the College strives to provide as much support and assistance to faculty members as possible. Providing clearly enunciated student learning outcomes and expectations, standard syllabi templates, and standardized assessment materials are important components in the support process. In the past, internal reviews found that these materials, managed at the course level, were not standardized. The College used the data from these reviews and worked with faculty to develop our current curricular and instructional design processes that provide more consistent support.

6P3   One of the important lessons learned from the Noel-Levitz SSI is the importance our students place on safety. Our students rated Safety and Security as their most important concern while this category was ranked number 3 nationally. While our students are significantly more satisfied with safety on our campuses than the comparison group, and while satisfaction increased between 2009 and 2011 (as it did between 2007 and 2009), this remains a high priority for us.

Professional safety personnel meet together to develop comprehensive system-wide plans that are implemented by campus safety personnel on each campus. Campus personnel share lessons learned from their local activities and discuss best practices identified on other college campuses to create action plans. Working with other departments including Facilities, Student Services, and Academics, these plans can be implemented.

Because safety plans impact everyone, information is disseminated broadly. Campus email, posting on display screens throughout campus, special notification on campus webpages, and inclusion in newsletters are typical methods of dissemination of information. When information dissemination is limited to employees, electronic communication is used as well as face-to-face meetings. An alert system is also utilized internally for purposes of ensuring all stakeholders receive notification efficiently and effectively through text messaging, voice mail messaging, and email notification. Security personnel are always a part of campus operations committees, and are represented at the Presidents/Executive Committee.

6P4   Baker College is in the process of moving to a new ERP management solution. The first rollout will be in Business Services fall, 2014. The move from our internally-constructed and managed ERP to a hosted, commercial solution has had a large impact on College operations. One of these impacts is occurring in the development and customization process of the Jenzabar system. To prepare for the change to a new ERP, the College has created a number of super-user groups. Each group contains individuals specific to a single area that are heavy users of our information systems. These super-users are very knowledgeable of current systems, how they operate, and what shortcomings exist. The super-user groups are working with the new ERP supplier to translate needs and current frustrations into solutions and alternatives. This is a very important step in ensuring a smooth transition. Additionally, these groups are carefully mapping out student, administrative, and support processes. Having clear and concise process maps is necessary to identify the flow of information and materials to ensure the new ERP system is responsive to organizational needs. This process has the secondary benefit of providing detailed process maps to stakeholders throughout the institution that aid in managing processes. Once a process has been mapped, it can be managed because key steps as well as important metrics are identified and documented. Stakeholders are now using these maps to control and lean operations.

The timing of this move and the action steps (development of process maps) are consistent with and supportive of the Lean Six Sigma efforts underway at the College. Across the organization, units are identifying key processes, developing maps, identifying metrics, and creating tracking and reporting processes for these metrics. This is allowing the College to become increasingly managed by metrics. The distinction here, from the Report Card process, is that metrics are driven by specific processes rather than overall operations.

Two examples come from Baker College of Jackson. The first is a carefully mapped process for room scheduling and room changes. The process allows the campus to track the exact number of room changes that need to be made because scheduled rooms did not meet course/meeting requirements. The campus also tracks the number of room changes based on instructor preference. By tracking these numbers, the process owner can monitor the process and identify if numbers rise unexpectedly, suggesting that the process is not being effectively implemented, and some

change is needed. Another example comes from the [budgeting process](#). By carefully mapping this process and attaching deadlines and assignments to specific roles at each step, all campus personnel know each month where they are in the cycle, and what each responsible person should be reporting on that month. If data is not available to complete an assignment, or a report is not delivered, the campus knows immediately where to intervene to get back on track and keep the process moving smoothly. This has been particularly helpful in ensuring feedback is provided after budgets are submitted, increasing communication and awareness.

Process controls have been put in place at the system level as well. Academic advising has implemented a checklist that is used in every academic advising appointment. The checklist ensures that each time a student seeks academic advising, they receive a consistent appointment that accomplishes a number of key goals including review of progress, attainment of key program milestones, maintenance of a plan of study that is realistic and conforms to College scheduling, and review of financial aid related to any schedule change. More information about this is available in 6I1.

6P5   As noted in 6P4, the College is currently mapping all key processes. This is occurring on two levels. First, processes are mapped to meet the needs of transition to a new ERP. Second, processes are being mapped to support the move to a process and data-driven environment consistent with our Lean Six Sigma approach. Maps for processes are available in units where they have been developed. These are used for training as well as managing the process. Process owners have been identified which will help ensure control measures are sustainable and a specific owner is accountable for process oversight.

When processes have undergone significant change as part of a quality project, the process map along with all other supporting material is archived and available to stakeholders online. The intent is to increase the level of transparency of operations and increase the sharing of successful practice across the institution.

6R Results

6R1   Our Admissions Department carefully tracks enrollment rates, orientation rates, and registration rates. These key performance indicators are important measures of early support provided to students. For many students, applying for college admission represents the start of a series of processes that may be overwhelming, intimidating, or reminiscent of past educational experiences that were not always positive. With an economically disadvantaged and non-traditional student population, our students often face additional financial hurdles or other barriers that make attending college even more difficult. Therefore, the collection of data at the very start helps us to manage processes, celebrate our achievements, and address challenges.

As students move through their education, quarter-to-quarter retention rates and fall-to-fall persistence rates are carefully followed. These rates, along with graduation rates, help us to understand the larger picture of how well our support services are meeting the needs of students. Other key data includes success rates in developmental education courses as well as successful pass rates in introductory courses for students who previously completed a developmental education course. Surveys, including the SSI, the IPS, and the graduate survey also produce data about support services. Learning Support Services tracks appointments and tutoring sessions. During the past year the College has started to analyze data to understand the impact that tutoring had on student success in the developmental math area.

Additional data is collected across campuses:

•   Financial Aid tracks the student loan default rate as a way to determine if students are receiving the support they need to make appropriate choices about borrowing and in creating plans to repay the money borrowed.

•   Campus Safety tracks and reports crime statistics as well as incident/accident statistics to ensure a safe environment for all persons on our campuses.

•   Library Services maintains a door count, tracks questions, class tours and visits, database usage, book checkout and usage, and library loan usage.

•   Residence Life tracks retention rates of residence hall students, occupancy rates, and disciplinary rates.

•   Business Office tracks working capital produced and percentage to ensure *Disciplined Fiscal Management*.

•   Facilities tracks maintenance requests and data collected from Marsh reports (outside audits of the physical plant).

•   Information Technology tracks technology usage, trouble tickets submitted, bandwidth use, helpdesk calls, and technology inventory levels.

6R2   The SSI is a basic assessment of student satisfaction in 12 service areas. In the most recent administration of the SSI system wide, Baker College was statistically higher than the national mean for our comparison group (four-year private colleges) on 11 of 12 scales (see 3R4). As an overall assessment of student satisfaction of services, we believe that the Noel Levitz data is a good, albeit broad, indicator.

As noted in 6R1, a number of other metrics are tracked that reflect on the services provided to students.

Financial Aid

The majority of Baker College students take out student loans. The College works hard to help students make responsible decisions with their borrowing and payback plans. Data indicates that the College has had some success in lowering default rates, indicating that recent changes in the process are having an impact.

Figure 34: Baker College 5-Year Student Loan Default Rates

FISCAL YEAR	NO. OF BORROWERS IN REPAYMENT	NO. OF BORROWERS IN DEFAULT	COHORT DEFAULT RATE
2007	12914	2593	20.0%*
2008	13116	2347	17.8%*
2009	13,556	2559	18.8%
2010	16,320	3,125	19.1%
2011 Draft	18,864	3330	17.6%

Campus Safety

   Campus Safety complies with Clery Act reporting rules. Detailed reports are available for all stakeholders online, by campus. A summary of crimes shows that crime on campuses did increase during the latest 3-year reporting period.

The majority of crimes reported occurred in residence halls. The increase in incidents may reflect an increase in student population as well as the overall decline in the economy.

Figure 35: Baker College 3-Year Reportable Crime Rate

Category	2010	2011	2012
Criminal Offense, On Campus	11	9	23
Criminal Offense, On Campus in Residence Hall	6	6	18
Criminal Offense, Off Campus	0	0	0

Library Services

   Library Services has shown a consistent decline in books checked out over the past three years. The decline is consistent with the decline in student enrollment during the same period. However, the decline also appears to reflect changes in library usage. The library maintains research guides (dedicated websites for certain courses and disciplines) and usage of this service has risen dramatically. This illustrates the shift in services provided to electronic formats and denotes the College is responding to changes in student behavior and responding to the digital learner in the 21st century learning environment.

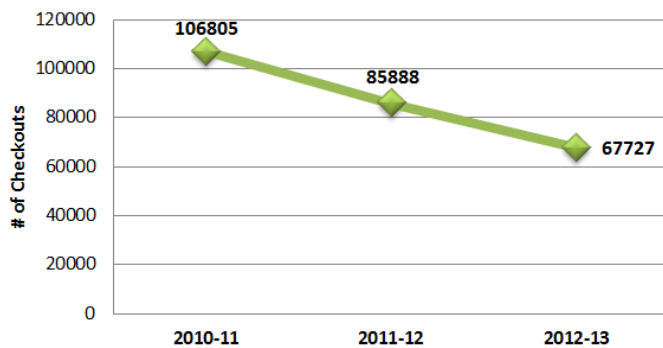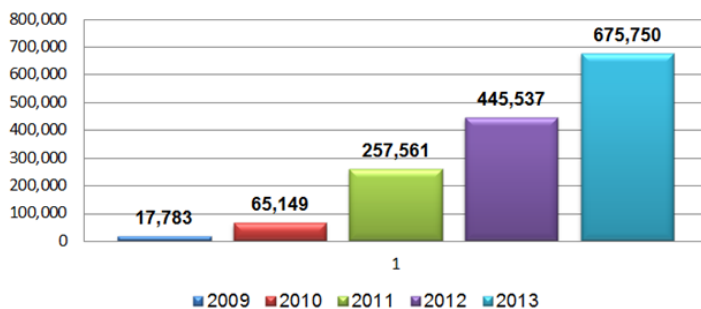Figure 36

Checkouts for the Past 3 FY - System

Figure 37

Research Guide Usage

6R3 To understand support processes, Baker College looks at specific questions within the PACE survey. These questions require employees to express their level of satisfaction related to key processes such as appropriate organizational structure, communication, clarity in work, etc. On these questions, Baker College scores significantly above the mean of the national norm base on every item.

Figure 38: Select PACE Survey Results

Institutional Structure	Mean	SD	Norm Mean
4) The extent to which decisions are made at the appropriate level within this institution.	3.90*	1.00	3.10
10) The extent to which information is shared within the institution	3.81*	1.08	3.03
15) The extent to which I am able to appropriately influence the direction of this institution	3.56*	1.08	3.09
22) The extent to which this institution has been successful in positively motivating my performance	3.92*	1.03	3.34
29) The extent to which institution-wide policies guide my work.	4.13*	0.80	3.55
32) The extent to which this institution is appropriately organized.	3.99*	0.93	3.17
41) The extent to which I receive adequate information regarding important activities at this institution.	4.03*	0.94	3.58
44) The extent to which my work is guided by clearly defined administrative processes.	4.01*	0.92	3.34

*T-test results indicate a significant difference between the mean and the Norm Base mean ($p<.05$)

6R4 The use of results in process improvement is key to the success of our Lean Six Sigma efforts. Every quality project starts with a concise statement of the problem that includes key performance outcome variables (KPOVs). These KPOVs become the driving metric around which improvement is made.

Financial Aid has long identified loan default rates as a concern. While these rates are not so severe that the College is in jeopardy, they are higher than desired. A project is currently underway to address the key performance indicator of loan default rates. We have in place a process to decrease these rates. That process includes exit counseling and direct contact with students to discuss their repayment plans and options. The default rate is a direct measure of the success of this process; the more successful this process, the lower the rate. The improvement team studied this process and was able to use data from the student information system to identify that many of the students who went into default never completed the financial aid exit counseling that is required. The team determined that a method to reach students prior to the planned exit interview was needed and worked with other campus stakeholders to identify earlier intervention points when students might be required to complete financial aid counseling prior to exit. By providing the same information prior to a student's decision to leave the institution, we can ensure that students have received this important financial aid information even if they refuse to complete exit counseling. This project shows how baseline data are used to

identify a problem, how the same data can be tracked across time to determine if a process change results in improvement over the old process, and how specific data were analyzed from the student information system to help drive the process improvement. This project remains ongoing as implementation plans are finalized. This approach is at the heart of Lean Six Sigma and is being used to improve processes across campuses and system functional areas.

6R5   Baker College uses the results of the PACE Survey as an indirect measure of other processes, including support processes across the organization. The PACE Survey provides data on 4 scales: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A fifth score provides an overall summary. These scales reflect stakeholder assessment of processes that support their work in each area. As noted in 6R3 and elsewhere, Baker College scores above the national mean on each of the scales included in the PACE. Drilling down to specific questions related to institutional support structures and processes, employees rated their experience at Baker College higher on each question than the mean response at other institutions in the norm base. This reflects an assessment by employees that processes at Baker College are effective in supporting their work.

<div align="center">

6I Improvement

</div>

6I1   Expanding our Lean Six Sigma work from the system offices and centralized processes, the Baker College of Jackson campus has taken the lead in process management at the campus level. Working with the entire Jackson Operations Committee, the team completed a multi-day Lean Six Sigma Process Management Training over several months. This training focused on helping leaders identify key processes to bring under control. Participants learned to map processes and develop metrics to track to ensure processes remain under control. Process owners were identified and reporting procedures were developed. The Jackson campus now tracks these key processes and reviews metrics regularly at Operations Committee meetings to ensure control.

Baker College Online and the Center for Graduate School have also increased process management across their operations. Rather than working with large teams for training, trained greenbelts in the division have worked with small groups to develop and track metrics for specific institutional processes. These examples show the dissemination of process management (a key goal of Lean Six Sigma efforts) to local campuses. However, the strongest gains made have been at the system level.

Several important quality projects have addressed support processes. One very successful example was the Blackboard Course Load procedure. Baker College is a very heavy user of the Blackboard Learning Management System and loads approximately 13,000 sections to the system every year. A Lean Six Sigma project reviewed processes for the course load procedure. Baseline data showed that prior to implementation, time to load 53 course shells was 5 minutes. Following implementation, 114 shells were loaded with two mouse clicks. Overall, the team estimated a workload reduction of 90%. Additionally, because the new process is automated, course load omissions have been eliminated.

A second improvement in this area is related to academic advising. The College was aware that students identified academic advising as a relative weakness compared to other services at the institution. A root cause analysis found that a student's experience in academic advising varied by campus, by academic advisor, and by the week in the quarter when advising occurred. The College determined that control mechanisms would increase the consistency of the academic advising appointment to ensure that student needs were met more consistently. The control mechanism put in place was the academic advising checklist. The academic advising checklist helps advisors consistently move through an advising appointment, verifying student information, reflecting on student

accomplishment, reviewing student progress, verifying concordance between a student's schedule and program requirements, noting any concerns, and addressing financial aid issues related to any schedule changes. The process is audited internally to verify use of the tool and to obtain information that can be used for ongoing improvement.

Another important improvement came from a project related to our Approved Textbook List (ATL). The College has long maintained an Approved Textbook List. The ATL represents textbooks for every course that each program has agreed to use. Maintaining an accurate list is critical so that students can be informed prior to registration about the actual cost of course material. An accurate list also ensures that orders are placed on time and bookstores have the required materials on hand in sufficient quantities to meet student need. The process does allow for alternatives to be chosen and listed for a variety of reasons. Because of the College's size, geographic dispersion, reliance on adjuncts, and quarter system requiring quick turnaround, maintaining this textbook list was cumbersome and difficult, and data on the process showed that up to 12% of the books ordered were not on the list. After completing a Lean Six Sigma Improvement Project, the team determined the new process reduced actual time spent on maintaining the list by bookstore personnel up to 73%. Program officials reduced their actual time spent on reviewing the textbook list by 30% and purchase deviations decreased by 87%. This translated to a savings of $106,000 annually on a single campus.

A final improvement that is being undertaken is the centralization of registrar services. Historically, the College has maintained a campus registrar and support staff on each campus. This arrangement allowed immediate interaction between students and the registrar's office. However, it also meant that multiple offices were recreating processes to accomplish the same set of process objectives. After carefully reviewing these processes, a decision was made to create a central registrar's office. Services will continue to be available from staff on each campus. However, many processes such as the transfer of credit and processing of transcript requests will be centralized. This centralization will ensure more consistency in processes, and will achieve some cost reduction through economies of scale.

6I2 As Lean Six Sigma becomes embedded in our culture, the procedure for selecting processes to improve becomes increasingly automatic. With each process that is tied to a key performance outcome variable, one more process is continually monitored for effectiveness. When these metrics deviate from expectations, or are not producing the needed results, they can immediately be flagged for improvement. Thinking in terms of process management through metrics is a significant change to our culture.

As we continue our improvement journey, consistent tools are increasingly in place along with other structural supports. When a team decides to work on a process, a project charter must be completed. The standard charter template is available online and requires the identification of a specific process, key performance indicators, a business case, a problem statement, etc. These tools are then used and reviewed as the team moves through improvement efforts. Operation Committees as well as the Presidents/Executive Committee expect these forms to be used so that they can provide the oversight necessary.

Importantly, with each project, the data stream becomes more robust and useable. As teams work on a project, they are compelled to study the data in depth and often find that we need to collect or report data differently to be able to effectively measure our processes and outcomes. Each time this occurs, the data system becomes more robust for future use. As the data becomes more robust, and employees have more faith in the reliability and validity of the data, it becomes easier to base decisions on the data rather than on anecdote or individual interests. This continues to strengthen both infrastructure and culture.

Category 7 MEASURING EFFECTIVENESS

For a number of years, Baker College has closely tracked metrics that are gross indicators of institutional health. Being a very entrepreneurial organization, each campus closely tracked these numbers and then developed local responses as in response. A system of report cards developed that provide summative data periodically. Other data, such as enrollment, are tracked weekly as the College plans and prepares for each new quarter. The processes that support this work are well aligned with institutional priorities and both short and long term goals. They represent the institution's values connected to employment of graduates, open-access to higher education (right-to-try), and disciplined fiscal management.

In recent years, the College has increasingly recognized that these metrics, while important, do not always represent the data needed to make daily decisions or to improve specific processes or programs. For instance, while the data may indicate lagging employment in a specific discipline, the data cannot tell us what needs to change to improve. The data also is collected and analyzed long after students have moved through a particular program, so adjustments for the students represented in the data cannot be made. As a result, the College is making significant changes in data efforts.

An increased focus on specific academic achievement, during as well as at the conclusion of programs, is one example of this change. Assessment processes in place at this level are increasingly systematic as program officials and faculty understand the benefit of data collection and develop systems that produce reliable and valid data. In some cases, these efforts do remain reactive, driven by external needs such as accreditation. The College has developed specific quality improvement projects to address these issues.

The largest strides have been made in the academic area, particularly in student learning. Other areas in academics have made strides, but assessment remains primarily at a macro level and is reactive in nature. Outside of the academic division, efforts have been less focused and measures of effectiveness are reactive when they exist. There are initiatives throughout the system that demonstrate the power of measurement, and the College will benefit from growing these across time. One area where demonstrable results are available from more aligned processes is related to energy management. Some campuses have invested in energy management practices that are having immediate financial results through careful management of processes that are monitored and being improved across time.

At this point in time, the College has not developed and implemented a master plan for measuring effectiveness across the institution. Structures necessary to implement such a plan and manage it across time, seeking improvement and efficiency are not in place. As a result, systems for measuring effectiveness remain at a reactive or systematic level.

7P Processes

7P1 Baker College has identified a series of KPIs in various areas that form primary measures of performance. These KPIs are aggregated to create report cards that provide a point-in-time overview of performance. Report cards exist for the entire system as well as individual campuses. The system and campus report cards focus on enrollment, retention, employment, and financial data. A second set of report cards are used within the academic divisions. These report cards focus on enrollment, retention, and student performance as well as employment. Aggregated at the system level, each division also produces the same report card at the campus level.

In 2005-2006 the Campus Report Card System was initiated. The KPIs chosen represented specific needs at the time. Since this reporting process began, the information contained on the report cards has been reviewed and updated as necessary to maintain focus. Some of the data collected has been

driven by external sources. As an example, findings from the HLC at the time of the 2000 comprehensive visit prompted an increased focus on the percentage of faculty with a doctoral degree versus those holding a master's degree. As a result, campuses now report this statistic on their report cards. Other KPIs are the direct result of improvement initiatives that have been started by the College. A prime example of this is the reporting of retention and persistence numbers. The College has engaged in considerable effort to improve these numbers; by reporting them in this fashion, they remain an item that receives the attention they deserve on each campus. Other KPIs are a reflection of the College's guiding principles. Financial data, including transfers to the College's endowment (Jewell Education Fund), are tracked as a measure of achieving the principle of *Disciplined Fiscal Management*. The evolving nature of report cards reflects the need to use data focused on current objectives at the level where the data is reported.

Another set of report cards, those for the academic areas, contain no financial data as the leaders at this level do not have the same level of financial responsibility as the campus presidents. Instead, this level of reports focuses more on student data including graduation rates, licensure and exam pass rates, and program enrollment data. These report cards were developed by the academic system leaders to meet their program management needs and responsibilities. The data allows them to understand program strengths and challenges within their discipline. Each report card at this level is also slightly different because of the need to reflect specific discipline needs. Some discipline areas have specific accrediting needs that must be tracked, while other disciplines may report on licensure exams. General Education[4] and Developmental Education have report cards that are quite distinct because they do not produce graduates but prepare students for other groups within the institution. Therefore the data they collect are unique to understanding their specific purpose: report cards in these areas focus on success of our students based on our pass rates and retention rates. Both of these examples demonstrate that whenever possible, data needs are generated by users and systems are designed to meet the users' needs. This data are available in Oasis.

Such a large system demands careful control not only of how data are input, but how it is exported and who has access to the data. The Oasis system is designed such that employees have access to a limited set of menu options based upon their job description. Thus, a dean has access to different reports than a campus business officer or an admissions representative. By limiting menus, data can be distributed to all employees from a single centralized system without compromising data security or student or employee privacy.

Not all data are housed in the Oasis system. This is particularly true for data that are not internally generated such as Noel-Levitz results, licensure and certification information, or data generated through web-based surveys. In these cases, the data are shared in one of two ways. Data that are generally useful across campuses and levels of the organization are placed on the Baker College website. Data that are needed by a select group of individuals, particularly data associated with a specific project are generally housed on Google drive where access can be strictly limited.

Data detailed in report cards provides a valuable management tool. Most of the data in the report cards, however, are considered lagging data. They represent an endpoint, but are far removed from a specific process. Increasingly, the College is moving toward the use of leading indicators. Every time a key process at the College progresses through a process management project or a quality improvement project, KPOVs must be identified. The KPOVs are a metric that are intended to demonstrate the performance of a specific process. The KPOVs are determined by the team working on the process and are listed on the project charter form. Process owners track the KPOVs and report on these at Operations Committee meetings or other standing times. If the KPOVs change, the process needs to be assessed to understand the change, and a solution can be implemented if appropriate.

7P2   Data are selected based on planning needs with an understanding that data need to be actionable. The 2012 - 2015 Strategic Initiatives for the College shows how data are selected that are tied to specific plans and improvement opportunities. This document identifies a series of strategic initiatives. Individuals responsible for implementation are responsible to collect the data necessary to show achievement. Based on the use of project planning documents, data collection is not an afterthought, something to be identified and collected following the completion of a process, but a driver.

Processes within the College are designed to include data identification and collection procedures. In the case of course design, before any specific learning experiences are planned, acceptable evidence of success is required. At the program design level, an assessment plan for the program is developed prior to the identification of courses. In the academic arena, there is widespread agreement that the identification of the evidence used to determine success must help drive other parts of the design process.

Another example is seen in how the College awards internal funding. The College has two primary internal funding opportunities. The first annually awards small grants up to $20,000 for innovative teaching and learning projects. The second, which is not awarded annually, awards funds for up to two years with a $100,000 award possible for each year. While tied to student learning, these grants may be provided outside of the academic division to other areas providing support. The application process for these grants includes an assessment plan. On the rubrics used by the reviewers, points assigned to the assessment plan are greater than the points assigned to any other portion of the application except the overall description which is weighted equally. The use of data as a driver is becoming part of the institutional mindset. This results in the identification and selection of data at very early stages of our actions.

7P3   One method used to determine needs is through user groups. These are functional groups that are able to work with the IT department to standardize processes which leads to an identification and prioritization of needs. User groups have been a long-standing part of the structure of the institution. As the College has marched steadily toward the implementation of a new ERP, these groups have taken on increasing importance as each has to carefully map their business processes and identify the specific data necessary for their work. The ERP vendor works closely with each group to ensure that the new system is built to provide for the storage, access, and analysis of the data identified by individual workers. This is critical because it allows the employee that uses the data to verify the need, the flow of information through processes, and the reporting structure necessary to make data use efficient.

Another set of user groups has also been formed that focus more on institutional operations than on work flow and conversion to a new system. This set of user groups includes groups focused on Blackboard, the LMS, and the use of Google products for collaboration. These groups will determine when and how upgrades will be performed, and which upgrades are appropriate. These groups will also be responsible to determine how to leverage new features and functionality in the products they oversee. This process will more closely align the work of IT services with other departments in the College and with the institution's overall strategic plans.

Another method is seen where campus presidents, system directors, or system vice presidents request that specific data be gathered. These requests are handled through assigned IT personnel. Leaders at every level must plan, prioritize, and provide direction. Sometimes to perform these tasks, leaders need data that comes from areas where they may not have direct responsibility. For instance, when a new academic program is proposed, academic leaders must decide if they want to advocate for a program and its inclusion on their own campus. In this case, the academic leader may seek data from

admissions or from other competing programs to determine if there is local need or interest. When the College was considering the development of a new program in information sciences, the director of that proposed program obtained data about the computer and information systems major within the business administration program to understand competing demands.

Sometimes data requirements are based on external needs. IPEDS reporting for example is driven by federal requirements that the College chooses to meet. To meet this obligation, certain reporting procedures have been put in place that allows the responsible individuals to comply.

Finally, data needs are increasingly driven by our Process Management approach. Once a process is mapped, KPOVs are identified and a process owner is identified. The process owner becomes responsible for reporting the data at specified times and to specified groups. In this case, data needs are identified by a work group that is responsible to bring the process under control.

7P4 Key performance indicator data is analyzed and shared through a system of report cards. The report cards are compiled from data retrieved from Oasis so that every unit is using the same data. Analysis is performed at each reporting level and shared in meetings at the level of production as well as above. For instance, data covering the CIS/ Technology division on a single campus is shared with deans of CIS/ Technology on other campuses (same level) as well as with system directors (next level), while the aggregate report card (system level) is shared with the Presidents/ Executive Committee. Data from the report cards are also shared with the individuals within a division or unit through regularly scheduled meetings in each area.

For many of the KPIs on our report cards, targets are set as levels of expected achievement. When these targets are not met, the processes involved can be addressed on an individual basis. As an example, in certain medical programs, pass rates for national exams are set as a required minimum. If these rates are not met, an improvement plan is developed and put in place to ensure that goals are met. Data are analyzed at the level of use and monitored at the same level as well as a level above.

Some metrics are not set with a specific target, but are tracked in comparison to other areas. For example, graduation rates by program are tracked across the institution. Report Cards report programs with the lowest graduation rates. This creates an immediate focus where energy needs to be expended to improve results. By focusing on specific areas that are identified as weak in comparison to other programs, the College is able to ensure that we are constantly striving to advance results and can never simply say goals have been met and improvement is not necessary.

Increasingly, the College is collecting data in relation to specific individual processes. The data are collected by a process owner who is responsible to track the data and report out at specified times. This process varies from report cards to the extent that report card data generally represents summary, lagging data that represents a value stream rather than a specific process. The College has identified that moving to a process level collection of data allows for more immediate action. Too often, by the time report card data are compiled and reported, opportunity for intervention has been lost for some group of stakeholders.

7P5 One of the differentiators that the College relies on is the level of service that we can provide. We are aware that students have options in choosing an educational institution, and the College cannot compete solely on price with some local public institutions. Therefore, we must provide a higher level of service along with better value. We primarily track service through our use of the SSI. The PSOL is used in for online students. The SSI and PSOL provide national comparative data for a range of key institutional concerns.

The College started using the CCSSE during the 2013-2014 school year. This survey differentiates itself from the SSI by focusing more specifically on student experience in the classroom. The national

comparative data from the CCSSE will provide the College with a better understanding of the expectations we set for students, and student behavior in comparison to other educational institutions. This will be beneficial in helping the College as we continue to improve the educational experience. The College is also administering the Community College Faculty Survey of Student Engagement to collect data on faculty perceptions. The CCSSE was chosen because it parallels the College's efforts to create a more learner-centered learning environment with a stronger focus on active, participatory learning experiences.

The College uses the PACE Survey to collect comparative data on the college environment as perceived by employees. The survey provides data on 4 subscales as well as an overall score. The survey was developed to help Colleges move toward an environment that has been demonstrated through research to lead to high performance. The resulting data helps us to benchmark ourselves nationally, while also identifying internal opportunity for improvement. This particular survey was chosen because Baker College is striving to develop a collaborative, empowered management approach that is consistent with the information provided from this survey.

Baker College is a participant in NCCBP. The NCCBP provides the College with comparative data on a range of key outcomes. This includes data on student learning (developmental education success, success in first course following developmental education), student outcomes (fall-to-fall persistence, cohort graduation), as well as operational areas (human resource statistics, faculty load, market penetration). The NCCBP was chosen because the majority of our students are lower division and the majority of degrees and certificates are at the associate degree level or below. Therefore, a large percentage of our student body and our work preparing these students are consistent with the community colleges that use the NCCBP data.

Baker College seeks to collect comparative data on student performance where available. The College tracks student performance on licensure and certification exams. Some of these exams provide data from other institutions or national or regional samples that allow comparison of our students' performance against other groups. The College is also seeking new tools to compare student achievement such as the ETS Major Field Test, which the College uses in our business programs.

7P6   Key assessment data are chosen and reports created based on the KPIs that have been identified to allow action on organizational goals and operational plans. These reports are provided to individuals who have some oversight responsibility. KPIs are reviewed and discussed in planning meetings. By operating from standardized reports, data that are connected with goals can be identified, disseminated, and focused on. Importantly, this also allows better reliability in data sets. Because the student information system is live, when a report is pulled can have a noticeable impact on the data reported. Similarly, sometimes people can refer to a single concept such as the percentage of successful completers in a course, with two different meanings. One might mean successful completers of all who started, and the other might mean successful completers of all that completed. Standard reporting practices ensures that common parameters are applied and comparisons are appropriate.

[System](), [campus](), and [division]() report cards are intended to provide the information necessary at each level to maintain focus and provide actionable data on success. As such, they are useful to the individuals who compile and report the data. However, these report cards are also provided to the next level of management across the system. At a minimum, division report cards are supplied to the vice president for academics, campus report cards to the system president/CEO, and the system report card to the Board of Trustees. Each of these individuals or groups has oversight responsibility that requires them to ensure alignment. As noted in 7P1, the data on the report cards have evolved across time. This is, in part, a reflection of oversight that has shaped the data collection and analysis process. When individuals or groups reviewing data see that the data are not aligned with current needs, the reports

are modified. These changes generally result from a new initiative or slight modifications in operations. They also represent a general maturation of the Baker College system that allows our focus to slowly move from one set of priorities to another.

While the report cards provide a broad overview of academic programs, they do not provide actionable data in terms of curriculum and course level intervention. To ensure that programs have the data needed, analyze that data, and respond to it in a manner that improves student learning, a system of annual assessment reports is used. Not every program is at the same level of maturity in terms of the data they collect and the analysis that can be performed. So the College has created a map we refer to as the Assessment Achievement Level system. The [Assessment Achievement Level](#) system provides a roadmap for each program that requires self-identification of current practice and steps necessary to move to the next level. The College is working with all programs by providing professional development, bi-quarterly workshops, and other support to help every program advance. As programs advance through the tiers/levels, they move closer to a system that allows them to collect, analyze, and act upon data in a manner that is increasingly consistent with the goals of the institution (see 1P13 and 1P18).

The metrics reported by IT are significantly different than those reported in other areas. To accomplish its reporting objectives, IT produces both campus-centric and system-centric reports on a monthly basis. These reports are provided to both campus and system leadership. This provides a process not only to share data, but also to facilitate discussions to ensure alignment in goals.

7P7 The key data warehousing system at Baker College is an IBM iSeries server we refer to as Oasis. Almost all student data is housed in Oasis, and processes related to data and its use is closely tied to the operational parameters of the system. In addition to Oasis, the College relies heavily on a network infrastructure that links all of our campuses for communication. Mission critical systems operate with planned redundancy and mirror servers operating off campus that ensures the stability and operation of these systems even if catastrophic damage occurs to one portion of the system. These redundancies are tested on a scheduled basis to ensure they are operational and provide the backup necessary to maintain operations. To ensure reliability we have also added redundant Internet Service Providers (ISPs) at each campus location. Temperature sensors, system outage notification sensors, and generator activity sensors have also been added to improve our ability to respond to any problem that will affect the systems operations.

Internal security in our systems is provided through a series of passwords and "controlled access" into the system. Based on each user's role, Oasis and the network provide access to those systems and data sources necessary for the individual to perform his/her duties, but not beyond. Once authenticated, the system checks each user's level of access and provides customized views and limits access. The College is in the process of implementing an Identity Management Solution that includes Active Directory, Federated Identity Management, and a single sign-on solution. These steps will provide enhanced user security and provide increased visibility of user-group assignments. Finally, secure printing has been introduced that restricts the ability to print documents that were not produced by the user, and requires users to sign-on to a printer at the printer location so that materials can only be printed when a user is present to collect the material. This step ensures that sensitive student information is not printed and left in the open or forgotten.

External security has been significantly improved through investments in Cisco firewalls, boarder routers, and Corero Intrusion Prevention Systems. Outside vendors are contracted with to perform penetration testing.

To maintain accuracy, users are required to verify their supervisor on a regular schedule when they authenticate. Supervisors are then provided a list of supervisees to verify the level of access each

individual needs. Individuals not verified through this process are removed from the system. The system also automatically forces individual users to update contact information and passwords on a pre-determined schedule.

Baker College is in the process of migrating to a new ERP system produced by Jenzabar. The College has determined that the current system no longer meets our needs for data warehousing, reporting, and future growth. The new ERP system maintains the functionality of the current system in terms of security, controlled levels of access, redundancy, and reporting. However, the new system will provide greater opportunity for querying data, report building, better security, and ease of future growth. As part of the migration process, the College has engaged in extensive process mapping. This work will help to improve reliability of data by creating more standardized processes for collection, input, and reporting of data. The process also allows the College to streamline some reporting procedures. This will improve the validity of data used because it helps to ensure that everyone is pulling data from the same reports. When operating out of a live system, failure to work from the same report can create discrepancies in the data.

The Jenzabar ERP system contains triggers to help identify errors in the data entry process. Data screens are set with parameters, and if data entered does not conform to the parameters, operators are notified. Certain data, such as student contact information, changes frequently. Processes need to be in place to constantly verify this information is correct. The College seeks to achieve this through standard practice at specific points of contact. For instance, academic advisors work from a specific checklist. Certain steps need to be completed at every meeting with a student. One item on the checklist is the verification of contact information. This ensures data are accurate as well as providing opportunity for updates as appropriate.

The College also relies on auditing procedures to verify accuracy of data. The College submits to an audit with an independent accounting firm every year. This firm carefully pulls reports and tracks data back to original sources to ensure accuracy.

Other external audits are performed regularly by the Federal Department of Education. During one recent nine-month period, the College submitted over 1000 active student files for federal review.

Finally, the College maintains a full-time internal auditor. This auditor works on specific projects to ensure accuracy of reports. For instance, the internal auditor has performed audits on our internal career services reports. The audits trace individual students to ensure the accuracy of their employment status as listed in reporting documents. When discrepancies are found, departments must create action plans to address the audit and are re-audited following implementation of the action plan.

7R Results

7R1 Baker College considers information technology a vital part of the enterprise and pays a great deal of attention to our systems' performance and effectiveness in order to provide a high level of customer service. We attempt to provide an infrastructure and access to data that is consistently reliable, available, and secure. Performance metrics of both servers and the network are captured by a wide variety of devices and reports. The College does have reporting mechanisms from our intrusion prevention system, SNMP logging/MMM, user and usage reports from Meraki and security vulnerability reports generated by Qualsys. These reports allow us to detect attempted intrusions into the network, troubleshoot connectivity, client or server problems, and allow us to plan for growth or upgrades. Finally, Baker College contracts with multiple vendors to prevent network and server intrusion. These tests of our systems provide the data necessary to ensure system integrity and to identify areas for improvement, if needed.

The IT department recently implemented a new help ticket management system that tracks issues, incident creation time, and incident resolution time. The system also automatically communicates the

status of the trouble ticket to stakeholders and produces reports for oversight, management, and improvement purposes. With ability to aggregate data, patterns can easily be identified and resolution implemented.

7R2 Baker College is a large, geographically dispersed institution that offers over 100 degree programs to over 30,000 students. There is no single system for measuring effectiveness. Rather, there are many systems in place.

Narrowly focusing on information technology in place, an external audit of Baker College systems demonstrates that the processes and policies in place are effective in protecting data systems. The audit process led to changes in procedures for verifying user accounts which has improved security. This shows that the processes in place are effective not only in protecting our systems, but also in providing the data necessary to continually improve processes to meet future challenges.

Baker College relies on a series of report cards that are used to track key performance indicators at the level of programs, academic divisions, campuses, and system-wide. These report cards allow everyone to see the evidence that we are meeting our key academic and financial goals. An argument can be made that the success of the College in meeting these goals demonstrates the effectiveness of the system in maintaining focus and allowing us to direct resources where they are needed.

However, thinking of all the systems in place to track effectiveness, and the myriad processes where data is collected and maintained in our systems related to performance, the best evidence that the system works is the ability of the system to constantly respond to new challenges. Our Lean Six Sigma Improvement efforts have created a focus on and demand for data that is new to our institution. Every improvement project today starts with the collection of baseline data to determine needs and so that improvement can be tracked. This constantly changing array of projects continually demands that data be retrieved, compiled, and analyzed in new ways. The systems in place were not built specifically for these needs but have been able to respond and provide us with the information necessary in most instances.

As an example, when Baker College started a project focusing on student loan default, information was needed on individuals who had left the institution and had obtained loans while a student at the College. The existing systems allowed us to pull data that had been merged with records from lenders concerning who was in default, and then analyze the data to better understand subpopulations within the data set. The system had not been specifically designed to allow us to disaggregate the data in this fashion but was able to do so when the need arose. A second example comes from a project focusing on the maintenance of the ATL. The ATL is maintained to aid in ordering and to ensure that students know when they are registering what materials are required and the actual cost of each course. When a Lean Six Sigma team addressed the poor performance of the existing process, data systems were needed that could identify the actual variance from the list including new editions, out-of-print texts, late shipments, and incorrect orders. Again, systems were not designed specifically to be able to pull this data, but were able to respond to the needs of the team. This, we believe, demonstrates that the systems work; they are providing the data Lean Six Sigma teams need as we strive to improve processes.

It is clear that the existing IT systems are expensive to maintain and difficult to query. While these systems have successfully worked for the College (and continue to work), the College is in the process of moving to a new ERP system. The new ERP system will significantly alter the manner in which data is retrieved and analyzed, and in some cases, the manner in which data is collected and input. Because the new system is being launched as a strategic initiative with specific goals and objectives, the College will be able to assess the ability of the system to meet those goals and objectives in the future.

7R3   As a private, non-profit college, Baker College is not part of a state network or other regional body that collects and maintains data on institutional effectiveness. Obtaining data on how well we measure effectiveness comparatively speaking has been difficult.

In an attempt to address this, Baker College performed an analysis of the AQIP System Portfolios from 12 other Colleges and Universities. A range of both public and private institutions was chosen including community colleges, commuter colleges, residential schools, and regional comprehensive schools. The analysis found, that among the sample set, almost no school provided data addressing this question. Some schools provided data demonstrating that they were using best practices related to their technology infrastructure, and other schools demonstrated that they were collecting the same required data as peer institutions in their state group. However, no school in our sample presented data demonstrating effectiveness in measuring effectiveness. At this time, Baker College has been unable to identify comparative data in response to the portfolio question. We welcome input from the reviewers on data sets or approaches to consider.

<div align="center">

7I Improvement

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7I1   Baker College has invested considerable time and resources into our Lean Six Sigma efforts. All of these efforts are, at the core, an attempt to increase the effectiveness of our measures and the use of the resulting data. The DMAIC model, at the heart of Lean Six Sigma, requires the use of data to make decisions about what to improve, how to improve, and to demonstrate improvement following implementation of change. Adopting Lean Six Sigma as a quality improvement model was a key step in increasing the effectiveness of our measurement efforts.

However, we have gone beyond the simple adoption of an approach. The development and dissemination of specific tools has also been helpful in this area. The tools are designed to help focus measurement efforts to insure that people are collecting the right data that will lead to better decision making. By using standard tools, their use and interpretation are becoming well known and widely used.

Training has also been a significant part of this effort. Three cohorts of leaders, comprised of over 35 individuals, have been trained as Lean Six Sigma Greenbelts, including every CAO and every system director. This training involved contracting with a Lean Six Sigma Black Belt who worked with each training group for approximately 7 months. In addition, every president and all members of the Presidents/Executive Committee participated in monthly training over a 5 month period. Everyone received training covering foundational ideas in Lean Six Sigma including the DMAIC problem solving model, root cause analysis, process documentation, training in data collection and analysis, and methods of process management and control. The College has also invested in individuals seeking black belt training and has upgraded software capabilities for some employees so that they have access to more powerful and appropriate data analysis tools.

Another step taken by the College was the addition of a full-time position for a director of compliance and training in financial aid. The incumbent in this position conducts regular reviews/audits of the work performed by the financial aid department. Additionally, regular compliance reviews have been built into financial aid processes. These are the result of a restructuring of the Financial Aid division that has brought the majority of personnel to a centralized location. These efforts have reduced the amount of time needed to process financial aid materials and award aid. Centralization has allowed for more systematic and consistent processes and improved performance.

As noted in 7P3 and 7P7, a number of important changes have been made in the IT services area that impacts the reliability and security of our information technology. A change in strategic approach has also been implemented in this area. The College has moved to an increased adoption of cloud solutions and services as part of an overall IT strategy to focus on value-added services. The College

relies on the robust security practices of these providers while maintaining control over access to our data and systems. The IT department has established a Project Management Office (PMO) that has oversight, management, and reporting responsibilities for IT projects at the institution. In addition, new project management software was also implemented to provide greater oversight as it relates to the health of IT projects. The PMO operates from a proactive model and generates weekly project management reports that are shared with leadership.

7I2   As noted in 7I1, the College is building a culture and infrastructure that supports our improvement efforts. The culture of Baker College has been transformed as Lean Six Sigma thinking has taken root, and over 100 people have been trained, including all presidents; all academic vice presidents; all system directors; and some deans, program directors and faculty.

As more processes are brought under statistical control via process management techniques, more KPOVs will be reported at every level of the institution. These KPOVs are intended to perform as detection systems, immediately able to flag a process that is out of control and requiring intervention. Thus, the infrastructure that is required to choose specific processes continues to grow.

Additionally, the College has adapted a multi-matrix weighting technique that allows projects to be chosen based on institutional need and likely outcomes. The matrix development process allows a comparison of nine key traits, assigning a weight to each. Potential projects are assessed based on these criteria to develop rankings of potential projects. The process ensures a transparent discussion of individual project's abilities to meet institutional need before specific projects are launched.

Category 8 PLANNING CONTINUOUS IMPROVEMENT

Operating from mission and guiding principles, Baker College has clearly developed processes for planning that are directly connected to these principles. Planning documents and processes are closely tied to these principles through the structure of the documents and through key processes addressing budgets (representing fiscal discipline), academic initiatives (representing Highly Effective Programs and Delivery Systems), and quality improvement. In these areas, processes are well aligned, bordering on integrated. The processes are well understood and replicated across the system. Moving these processes to a more integrated status would require a greater focus on metrics connected to process quality goals, and ongoing review and improvement as a standard procedure.

At the program level in the academic area, or department level outside of academics, planning processes tend to be more reactive and/or systematic. Units have planning responsibilities and are aware of the larger organizational goals that need to be met. Planning may occur systematically in a manner that is well documented and replicated during each cycle, or planning may occur in a more reactive manner where the goals of planning are less understood and processes are informal.

Efforts are made to coordinate the outcomes of planning activities across departments and campuses. Formats for communicating information are developing and being adopted, and expectations are increasingly being communicated in regard to specific targets. Processes to facilitate this dissemination of information are systematic in some cases and more reactive in others. Historically, broad goals have been set at the top levels, and local units have had a great deal of leeway in implementation.

As noted elsewhere, the College has a leadership development process that is systematic in nature and broadly distributed across the institution. Efforts in this area extend beyond academics, impacting every department. The College will benefit from efforts to assess these efforts, and improve the associated processes across time as we learn more about what is effective in reaching institutional and individual goals.

8P Processes

8P1   The College's <u>strategic vision</u> and goals continuously drive the planning and budgeting process. Planning occurs in both a top-down and a bottom up fashion (see 5P2). At points in the cycle, each influences the other. The multi-layers of planning represent the reality that the College is a large, multi-campus institution that supports local autonomy and entrepreneurship.

One level of planning begins every winter on the campuses. This is when campuses prepare initial budgets. At the campus level, budgets are prepared by seeking input through the Operations Committee. These committees are composed of vice presidents and directors for each functional area on a campus, as well as deans and program directors. Each individual develops his/her own budget, which is then integrated into the campus budget. At this time, individuals begin planning for new initiatives, positions, capital expenses, etc., which will be necessary to achieve institutional goals. This begins to create the foundation for the annual campus plan, which is developed later in the planning cycle.

Campus budgets are submitted to the system president/CEO, system vice president for finance and the Campus Board of Regents, where they are reviewed and approved. This leads to the development of the system and <u>campus annual plans[2]</u>. The annual plans set priorities and objectives for the coming year. Campus presidents create campus plans based on the initial budget projections and the approved system budget. The planning process is led by the campus president and includes substantive input from the Operations Committee. Campus plans are expected to meet local needs while supporting system goals and objectives.

Budgets are reviewed every October and revised based on actual enrollments. During the revision processes, new budgetary items may be introduced which may alter or be the result of an alteration in a campus or system annual plan. This revision process is important because the fiscal year begins weeks prior to the start of classes. As a private institution, 100 percent of revenue comes from tuition, and initial budgets are simply projections of where the College hopes to be in terms of revenue based on a historical projection. Once fall enrollment is finalized, budget commitments can be made based on actual data. Reflecting the principle of *Disciplined Fiscal Management*, the College tends to develop budgets that are conservative estimates of future performance.

A longer term process is used to address strategic issues. In 2012, Baker College underwent a strategic planning process, which led to the development of the Strategic Initiatives 2012-2015. Because the College recognized the particular stresses on the institution from a rapidly changing higher education environment, a decision was made to create a three year plan rather than following previous practice which was to develop a longer-term plan. As was the case previously, this strategic document was built around our Mission and Eleven Guiding Principles. The three year initiatives document has been used by each <u>campus</u> to create annual plans and by each <u>functional</u> area within the institution to develop plans to support these system initiatives.

8P2   At the system level, both short- and long-term strategies are developed with the guidance of the system president/CEO in collaboration with the Presidents/ Executive Committee. This group has representation from each campus as well as every functional area within the College. These leaders are involved in all aspects of planning and implementation. As members of this committee, these individuals serve the dual role of having expertise in their areas as well as representing those with whom they work. As such, they are responsible for ensuring the success of the College, which includes the success of employees.

A similar representational process is used on the campuses as they develop their own plans as noted in 8P1. Short-term strategies are selected and included in the annual plans for the campuses, as well as the system. Long-term plans are included in the strategic planning process and the visioning

process that has been used. System planning is reviewed by the Board of Trustees, while campus planning is reviewed by the Board of Regents on each campus.

8P3 Key action plans are developed by individual units to address the strategic issues recognized at the system level. Plans may be developed annually, or may be developed across multiple years to match the strategic initiatives document. By setting goals to be achieved across several years, a roadmap is developed with milestones along the way. Typically, these action plans are developed collaboratively with employees within a unit. For example, the initiatives document to support academics was developed through a team process involving the system vice president for academics, system directors, and campus chief academic officers. Major initiatives were identified and the team worked collaboratively to break each into smaller goals.

Where appropriate, these goals are fed into the quality improvement process using the DMAIC model. The DMAIC model ensures a focused, data-driven approach is taken to understanding internal processes, identifying root causes, developing solutions, and implementing action plans that include a control plan to maintain improvement following implementation. The development of these action plans is at the center of our work.

Increasingly, the College is finding that the terminology of Lean Six Sigma and a careful approach to improvement are being applied even when a full-scale Lean Six Sigma project is not appropriate. The problem solving mentality of the DMAIC model is beneficial in a wide variety of situations. The model is consistent with our Eleven Guiding Principles that value broad input and empower individuals at the level of their work. Having a common language; establishing common practices; creating or mapping processes; using common tools; and working through a consistent model that focuses on defining, measuring, analyzing, improving, and controlling all lead to consistency grounded in data-driven decision making.

Generally, our process involves the identification of a project champion, usually someone in the administrative ranks. The champion is responsible to run interference, to make sure project teams have the resources required, and to provide the administrative support necessary for success. A core team is identified who will run each project. The core team works to identify content experts that can be added to the core team or brought in as consultants. Projects are carefully documented and tracked through the collection and analysis of baseline data, the development of the action plan, and finally implementation of the action plan and associated control efforts.

8P4 Coordination and alignment is accomplished through two paths: coordination of people and coordination of documentation. Each campus is made up of a series of functional units (e.g. safety, facilities, student services, academics, business office). Each unit is represented at the Campus Operations Committee where campus-wide decisions are made. These same representatives also meet at the system level with their counterparts from other campuses. This allows for coordination across campuses within units. For example, the vice president of finance from Flint participates in regular meetings with all other finance officers. The system vice president of finance is the representative of that team who attends the Presidents/Executive Committee. This structure allows coordination within units across campuses, as well as across units within campuses. These intermingled structures facilitate communication at all levels.

Similarly, a structure is in place that coordinates budgeting and planning. At the system level, a long-term strategic initiatives document is created. That document is disseminated at the Presidents/Executive Committee where every member is responsible to take the information back to his/her unit. The system vice president of finance takes the initiatives document back to a meeting of all financial officers to create goals so that the entire business function can support the initiatives. Then

each campus vice president of finance takes the developed goals back to the Campus Operations Committee so that the campus can develop and implement plans that support those initiatives. This results in the development of campus plans. Further, the vice president of finance must take the specific initiatives to a meeting of the business unit at the campus to establish goals that only apply within the unit. This will lead to the development of a unit plan or goals.

It should be noted that information and goal setting does flow the other way as well. A business unit need on a campus is taken to the System Business Meeting by the campus representative (vice president of finance) and becomes a part of the system business goals if it represents a need across campuses.

By creating planning documents that are structured around the College's Eleven Guiding Principles, all planning stays aligned to our Mission and Purposes.

8P5   Measures and objectives are selected in conjunction with system and campus leadership. The choice of measures is the result of recognized needs across time. As priorities change, measures may be added or dropped from the list of key performance indicators.

Performance targets are set based on history of the individual campus or unit and the performance of other campuses or units. As a multi-campus institution, performance across campuses is carefully tracked. Baseline expectations can be developed based on performance at other campuses. Similarly, averages can be determined and performance targets identified.

Where available, the College uses external comparative data. For instance, the College has used the Noel Levitz SSI and the PSOL. Because the College historically has been well above the mean on these instruments, setting targets has at times been difficult. Sometimes targets have been set based on the "gap" between mean satisfaction scores and importance scores. This approach, recommended by Noel Levitz, focuses efforts on those things that are most important to students and where the biggest opportunity for improvement exists. Several years ago this led to a focus on campus safety. While students generally were satisfied, the level of importance assigned was so great that a large gap remained.

As the College adds additional measures that allow for appropriate comparison, we will be able to better set goals based on external benchmarks. For instance, the addition of the NCCBP, the PACE survey, and the CCSSE all are providing more comparative data for the institution.

Finally, as Lean Six Sigma increases as a quality management methodology, the College will have an increasing number of KPOVs to track and benchmark. Because these metrics are designed to be close to the process of interest, these will increasingly become drivers of operations.

8P6   As noted in 8P1 and 8P4, campus plans are developed annually in conjunction with the budgeting process. By building both documents concurrently, they influence one another. Importantly, the College also engages in a budget revision process during the fall of each year. This process allows for budgetary adjustments based on actual student enrollment and revenue. At this same time, campus plans can be adjusted to either come in line with lower than anticipated revenue, or new budgetary items can be added.

Baker College continues to maintain a very strong financial position. The financial strength of the institution allows us to operate from a "like new" mentality. The College strives to keep all facilities, supporting materials, and systems in like-new condition at all times. Budgeting processes are designed to allow for the purchase of new equipment and the maintenance of existing equipment and facilities to meet this goal. The "like new" policy of the College ensures that students and faculty always have access to top-quality, operating materials and facilities that are necessary to support a high-quality education. As noted in 5P6, planning for technology is closely tied to budgeting and strategic planning

as well. This ensures that everyone at the institution has access to the technology necessary to achieve their goals.

Overall, assets have increased by approximately 12% over the 2011-2013 period, while liabilities increased less than 2%. The College's self-funded endowment continues to produce strong returns, having risen 29% during the three fiscal years, 2011-2013. Additional information about the financial strength of the institution can be found in the Baker College Financial Statements. The Baker College system is an independent, private, not-for-profit corporation. All revenue generated remains within the corporation and the corporation's executives along with the governing boards are responsible for all oversight. Funding is never diverted from College operations to any outside entity or group. The financial strength of the College helps to ensure that the institution is seen by employees as a desirable place of employment. Appropriate salaries, strong benefits, educational and travel support all contribute to an environment that is supportive of all stakeholders. In part, because of these strengths, the College is able to attract and retain qualified staff in all areas to meet the operational needs of the institution. As noted in category four, policies and processes are in place to ensure all employees have the appropriate qualifications to successfully perform their duties.

The College recognizes that existing programs have to have adequate resources to survive and resources cannot be diverted from existing programs to develop new programs. Each program participates in the budgeting process by assessing its own needs and submitting budget requests based on those needs. Because of the strength of the institution, academic needs are generally met without difficulty. The strong focus on academics and specific outcomes allows programs to demonstrate their needs and to argue for additional resources when metrics indicate a need.

During all planning, Baker College remains firmly committed to its mission. The College invests little in sports facilities, on-campus entertainment, research, business incubators, or other activities that do not advance our students' career development. The College does make investments in the communities where we operate, and at times those investments can be quite large. As noted elsewhere in the portfolio, in recent years the College has made substantial investments in urban renewal projects in Cadillac, improvement of a new conference facility in Port Huron, and investment in medical technology in Clinton Township. However, these are always done without securing additional debt and without reducing operating funding below those levels we have set as appropriate for our students' needs. While the College does express its passion for students through its expenditures, a review of strategic documents shows the immediate relevance of the goals set.

Baker College is committed to a trained and effective work force. The College invests approximately $1 million annually in professional development of employees. Tracking of credentials has allowed the College to increase the use of terminally prepared faculty and raised the expectations for employment at the College. For individuals within the College, the expectation of completing the highest degree in the field has become increasingly common, and the College commits to assisting employees through financial assistance. As noted in 5P9, 80 employees have been assisted in recent years in the pursuit of a graduate degree at institutions other than Baker College. All faculty must meet appropriate qualifications, regardless of the location or modality of instruction.

Baker College has a well-documented budgeting process that serves the institution well and represents the guiding principle of *Disciplined Fiscal Management*. The financial success of the institution is tied to these budgets and demonstrates the appropriateness of the process.

8P7 Baker College uses a system of Report Cards to track KPIs and for assessing risk. For instance, the Business Division Report Card reports on average retention, persistence, and program size. In each case, the three programs with the lowest numbers are identified. This immediately elevates these programs to a position of focus that recognizes the risks inherent in programs low on these vital

statistics. These numbers are reported across time as well, so that not only can immediate issues be identified, but trends across time can be identified. The College relies heavily on reporting that covers multiple years so that trends are easily identified.

Baker College also tracks key data that represents external risks to the institution. One example of this is student loan default rates. Colleges are under increasing pressure to keep default rates under control. The stakes have never been higher for institutions whose rates climb too high. Baker College carefully tracks our rates, as well as the rates of peer institutions in the state of Michigan, and has invested considerably in working with outside agencies as well as instituting two quality projects to address the issue.

Longer term, the College assesses and addresses risk as part of the strategic planning process. As seen on page 4 of the Guiding Principles and Strategic Initiatives document, the College seeks to identify risk and respond proactively whenever and wherever possible.

8P8   Employees, as part of the annual evaluation process, create a development plan. Development plans, as appropriate, may include goals for growth in a variety of areas. The College supports these plans by providing internal professional development and supporting external development opportunities (see 8P6). Employees have access to funds to continue their education as well (see 5P9). These opportunities are supported to ensure that all employees have access to the latest information and resources in their fields. The choice of internal professional development, which may be provided widely by employee choice or may be required, is based on specific organizational intent. As the College saw that formal models of continuous improvement were a strategy to be used to maintain a competitive advantage, internal training was developed and employees were compensated for participation. Similarly, when the academic division embraced a more learner-centered model as the basis for all our classes, internal training was provided to make sure that everyone was prepared to be a contributing part of the strategy. In other cases, the College chooses to provide support for external development. This is particularly true when the goals are more limited to a specific unit or discipline area in the College.

Another key process is the leadership development process that is part of our succession planning. The leadership development process is intended to help employees develop the skills and knowledge necessary to support the organization into the future. Once identified, individuals are provided with specific opportunities for leadership, expansion of knowledge, exposure to new experiences in the organization, and promotion. This process ensures that employees are nurtured and prepared to respond to organizational needs in the future. As the College seeks to extend training in Lean Six Sigma and launches specific improvement projects, this group of employees has been targeted so they remain in the forefront of the knowledge sets that the College has identified as the future direction of the institution.

8R Results

8R1   Planning for continuous improvement requires a range of organizational structures and commitments. While individuals can plan, the effectiveness of those plans can only be realized when the organization is aligned to develop, implement, and assess those plans. Baker College has a Lean Six Sigma Assessment Tool that has been administered three times since early 2012. The tool assesses the College's structure, readiness, and effectiveness in a number of key areas related to planning and improvement:
- Maintaining the right customer focus
- Leadership commitment
- Developing a culture

- Support for institutional strategies
- Focusing on process management
- Supporting change
- Performance management
- Using problem solving skills and tools
- Having business analytics
- Supporting human resources

8R2   In the 2007-2012 Strategic Vision, Baker College noted several broad goals that were to be achieved. Smaller initiatives were also identified that will not be directly addressed here because of space limitations.

1. Apply additional resources to underprepared students: Baker College has continued to work diligently to meet the needs of underprepared students. A major focus during this time period was the development of an "immersion experience" (COL 115) for the most underprepared students as identified by placement exam scores. This course sought to provide a single, comprehensive experience to develop math, writing, and reading skills through a cross-disciplinary approach in which students were immersed in hands-on practice and experienced problem solving in each of our major divisions (Health, Human Services, Business, and Technology). Although the goal for implementation was met, the results were not significant for the variables of improved retention and persistence (two of the main purposes of the project) when compared to those students who took the three individual developmental courses, and the approach is being reconsidered.
2. New Bachelor Degrees through the Online College: Bachelor degrees in General Studies and Political Science were added. A transition program to move from the Associate RN to the Bachelor of Science in Nursing was also added.
3. Implementation of a DBA degree: This offering is fully operational.
4. New master's degree through the Center for Graduate Studies: The Center for Graduate Studies added the Master's of Science in Industrial and Organizational Psychology.
5. New Offerings through Corporate Services: With the economic downtown, all three major U.S. automotive companies suspended tuition reimbursement. Baker College chose to move all corporate offerings to campus locations and is no longer serving this market.
6. Development of Succession Plan: Baker College worked with Wright Management and developed a leadership succession program. Over 70 employees were identified and continue to increase their knowledge and responsibility.
7. Financial Performance: Standards were set for both working capital and percent of working capital, with categories setting goals for excellent performance, satisfactory performance, and concerning performance. The goal for total working capital was exceeded at the excellent level. The goal for percentage of working capital was 23.5%. This exceeded the standard the College set for satisfactory performance which is 20%.
8. Enrollment Projects: Enrollment projections were met in every area except Corporate Services. The enrollment target for this division was 594 students, which was 1.6% of the entire enrollment for the institution. Even without meeting this division's enrollment, the institution did meet overall projections.
9. Application for a Baldridge National Quality Award: The College determined that applying for a Baldridge Award represented an ill-advised step allowing the award process to drive our decisions. A decision was made to focus on the College's improvement efforts and to reconsider a Baldridge Application in the future if the College believed it met the criteria.

As noted, the College met 7 of the 9 key goals set in the 2007-2012 Strategic document. One goal was unmet as a result of the severe recession and changes in the auto industry, a key corporate partner. The other goal was discontinued when it became clear that pursuit would require the College to change practice for the sake of the award, rather than for the good of the College.

8R3 The College has identified eight key initiatives for the current strategic planning timeframe:
1. Enhance the College brand
2. Increase alternative and online resources
3. Utilize social networking and mobile applications
4. Develop business models that are not enrollment growth dependent
5. Update the College's student information system and network
6. Improve compliance with complex federal regulations
7. Replace several long-term high-level administrators (due to planned retirements)
8. Develop pricing and scholarship strategies to maintain the College's affordability

Targets on a number of KPIs have been set for the planning period as well.

Figure 39: Select KPI Goals

	2012-2013	2013-2014	2014-2015
1) Average Annual Student Persistence Rates (F, W, S)	80%	83%	83%
2) Graduates Working in Field of Study	82%	82%	82%
3) Fall-to-Fall New Student Retention	46%	50%	50%
4) Cohort Graduation Rate	20%	20%	20%
5) New All-Degree Seeking Graduation Rate	25%	28%	30%
6) Graduate Employment Rate	97%	97%	97%
7) Cohort Loan Default Rate	18%	18%	18%
8) Working Capital Produced (Millions)	$42	$42	$42
9) Working Capital Produced Percentage	20%	20%	20%
10) Value of Jewell Educational Fund (Millions)	$200	$215	$230
11) Total New Students	17,200	17,500	17,800

8R4 Baker College conducted an analysis of the Systems Portfolios from 12 AQIP institutions. The intent was to help the College identify models that other schools are using to measure and compare their processes for planning continuous improvement. While each institution presented data showing that they were achieving goals that required planning, none presented data that provided direct measures of planning processes or comparison to other institutions. At this time, Baker College has been unable to identify a process to collect data that allows comparison across institutions of the effectiveness of planning processes. Baker College welcomes the input of reviewers in this important area.

8R5 Baker College uses a Lean Six Sigma Assessment Tool to track our own processes, systems, and support for Lean Six Sigma and continuous quality improvement. The instrument covers 10 key areas that all contribute to the College's ability to plan and improve. Each time the instrument has been administered a variety of personnel from varying levels within the institution have responded. The chart below shows the results (on a 5.0 Likert scale; 1= Strongly Disagree, 5= Strongly Agree) for each administration. Overall, there is a clear trend toward higher responses. In every category, the responses in the third administration are higher than those from both the first and second administrations.

Figure 40: Baker College Lean Six Sigma Readiness Assessment Across 3 Administrations

	Administration 1	Administration 2	Administration 3
1. Customer Focus	3.3	3.4	3.6
2. Leadership Commitment	2.9	2.7	3.8
3. Organizational Culture	2.8	3	3.4
4. Company Strategy	3.5	3.3	3.6
5. Process Management	1.9	2.3	2.7
6. Support for Change	3.4	3.4	3.8
7. Performance Measurement	3.3	3.1	3.5
8. Problem Solving Skills	2.4	2.7	2.9
9. Business Intelligence	2.1	2.4	2.8
10. Human Resources	2.6	2.4	3.1

The spider diagram (Figure 41) provides a visual representation of the College's achievement in each area. The darkest blue, which is visible only in a few spots, represents the first administration. The fact that it is overshadowed shows that the College has grown beyond those first efforts. The darker maroon area represents the second administration and shows that between the first and the second administrations, the College grew in most areas. The lightest color blue (the largest area) represents the most recent administration. It is clear that in some areas including leadership commitment, support for change, customer focus, and company strategy, the College is moving toward the highest level of achievement. Process management remains an area requiring on-going work.

Figure 41: Spider Diagram of Lean Six Sigma Readiness Survey Results
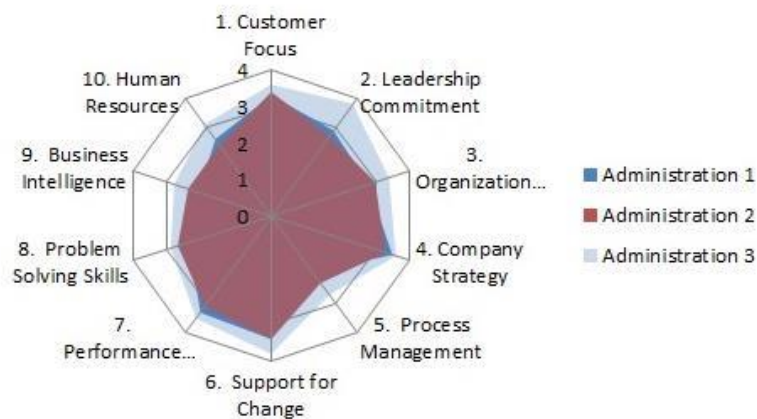
8I Improvement

8I1   The most important improvement that Baker College has made in its processes for continuous improvement was the adoption of the Lean Six Sigma model. Previously Baker College provided training to employees and worked from a basic Shewhart Cycle (Plan, Do, Check, Act). The College found that, while helpful, the simplicity of the model did not provide the tools and structure to help us solve the complex issues we face as an organization. As a result, when implementing the Shewhart Cycle model, we succumbed to many of the same process failures that we stumbled over prior to having any continuous improvement training. The Lean Six Sigma Model has provided a more complete approach to identifying needed improvements, understanding underlying causes, and maintaining changes once implemented.

To achieve our Lean Six Sigma implementation goals, the College hired a Lean Six Sigma Master Black Belt to provide in-house training. Training was initially provided over a seven month period to a group of ten employees. Following completion of this initial training, a second round of training was undertaken for an additional nine employees over eight months. These two trainings were extensive resulting in attainment of Lean Six Sigma Green belt knowledge for each participant. A third training was undertaken with all of the members of the Presidents/Executive committee that spanned five months. Operating at a slightly faster pace and with less depth in certain areas, this Lean Six Sigma White Belt training focused on the knowledge necessary for these leaders to support Lean Six Sigma efforts on their campuses.   Finally, an additional green belt level training was provided to all members of the CAO/System Directors Committee. These trainings represent all top administration from each campus as well as the Baker College system and encompassed over 50 individuals. As these individuals received training, each (except for campus presidents) was assigned to a specific Lean Six Sigma Project. The projects undertaken reached out to an additional group of over 50 employees that received training, although not as in-depth as the Green Belt training. The training and the resulting projects represent several thousand hours of invested time and capital in addition to the direct payments made over several years to the Lean Six Sigma Master Black Belt Consultant.

This approach to continuous improvement is comprehensive as a model, and is being applied in a comprehensive manner across the institution. Training has been provided to every president and vice-president; all system directors; and a variety of deans, unit directors and faculty. Quality improvement projects have been tackled in academics, financial aid, advising, registrars, book stores, blackboard learning management system implementation, faculty evaluation, core academics, and student orientation. Campuses are now using the tools independently and have extended the work by providing additional training at the local level.

In addition to implementing Lean Six Sigma, structural changes in operation have resulted in improvements in this area. One of these is the implementation of an IT Governance Committee. The IT Governance Committee was created to help ensure that IT strategy aligns with the business strategy of the institution. Additionally, the committee provides oversight regarding IT-related projects and services. As discussed in 7I1, the IT department has also created a project management office, adding a full-time project manager. The role of project manager reflects the increased emphasis on planning and managing change throughout the Baker College system.

8I2   As noted elsewhere, the growing use of Lean Six Sigma and the tools to support this approach are providing the infrastructure and culture for success. Changes noted on the Lean Six Sigma Assessment Survey demonstrate the growth in the institution in key areas that support this work. A key example of this change is the use of the [Project Charter form](#). Campuses and units are now using the Project Charter form even though it has not been made a requirement in most cases. However, users have found that the form is a tremendous aid in identifying KPOVs for projects and holding ourselves responsible for demonstrating improvement. As process management increasingly becomes normative, the move from setting goals to setting targets will be finalized.

Category 9 BUILDING COLLABORATIVE RELATIONSHIPS

Customer Focus is one of the Eleven Guiding Principles of Baker College. The College operates from a sincere commitment to the belief that our focus on customers is a primary differentiator between our institution and others that students may choose to attend, that community members may choose to support, and that employers may rely on for their human resource needs. We count among our most valued customers our students, our community members, and our employers. Because of this, strengthening collaborative relationships at all levels of the institution are a priority for us.

An example of the depth of these relationships and the challenges they present is evidenced by our admissions team. Last year, the team provided over 3600 presentations in high schools on careers and future planning. This represents a steady increase over time (2000 presentations were made in the 2008-2009 school year). The ongoing contact and personal relationships developed across time are valued and maintained because they are essential to our success. At the same time, the work is so ingrained in what we do and have done that it occurs largely unassessed and unquestioned. Processes to prioritize these and other relationships are largely reactive. Everyone within the institution recognizes the importance of the range of collaborative relationships that are part of our work, and we largely work in reactive fashion, building new when opportunities exist, kindling old when they begin to fade.

Internally, relationship building is given a similar level of emphasis. Processes are in place that seek to create cross-functional relationships by involving broad stakeholder representation on committees and projects. Silos are purposefully thwarted by explicitly identifying the interconnectedness of work. Cross training occurs among many positions to help provide a broader understanding of how each individual fits into the broader organization. Finally, the relentless pursuit of mission and self-reflection on how we each contribute to that mission builds commitment and communication. These efforts are at times reactive and at times systematic. They are assumed to lead to particular outcomes that benefit the College. At this time, they are not well managed processes with explicit goals and metrics to see if they are achieving their intended aims.

Baker College has enjoyed a great deal of success over the last several decades. We have grown from a small two-campus college with students in the hundreds to a 10 campus institution with student enrollment above 30,000. This very success supports the belief that the work the College is doing in

building collaborative relationships is successful. As we enter a period of time when higher education markets are more competitive, and the flow of students is smaller in our core markets, the College will benefit from a more nuanced approach to managing a range of collaborative relationships. Finances may limit the College's involvement, and we may benefit from being more selective, focusing on relationships that meet our needs and where we can best help others in the community meet theirs.

9P Processes

9P1   The primary educational organizations we seek to build relationships with are the high schools in our communities. Baker College strives to build relationships that benefit students, these schools, and Baker College. A primary method of building these relationships is by providing a career and goal setting presentation delivered to students in schools throughout the state of Michigan and several surrounding states. During the 2012-2013 school year, we made this type of presentation over 3600 times. Our goal in these presentations is to help students consider how to approach major life decisions, determine if college is a good option for them, and to provide them with information on how to choose a college. While these sessions raise awareness of Baker College, the focus is on helping high school students evaluate their future plans by considering the advantages of continuing their education.

Baker College personnel regularly provide financial aid workshops in schools throughout the state as well as 8 weekend workshops on our campuses. These workshops prepare families for completing the necessary paperwork, explain how to interpret financial aid offers, and show how to work with schools to obtain maximum aid. There is no requirement to apply to or be a student of Baker College to attend. We also host education open houses inviting education professionals onto our campuses where we present discipline-specific workshops as professional development. Each year we host approximately 100 tour groups from local high schools on our campuses. These events are very important because many students in our communities have never been on a college campus and have no family members in college. Direct exposure through these activities may help students recognize that they can take advantage of available college opportunities.

Another manner in which we partner with high schools in our communities is through direct credit and dual enrollment programs. High schools share the educational goals and commitments of Baker College. Any time we can work to assist these institutions in meeting their missions we are also extending our own, by "providing quality higher education." In the fall quarter of 2013, Baker College provided direct credit to 1732 high school students and had an additional 132 high school students dually enrolled. Each of these students represents an opportunity for Baker College to achieve its mission while also strengthening relationships with area schools. Our strategic planning process has led us to recognize the shrinking student base in Michigan and increased competition in post-secondary education. As a result, some campuses have prioritized relationships with those high schools where dual enrollment and direct credit agreements are in place.

We also maintain relationships with professionals in the high schools in Michigan through a direct mail campaign that includes over 16,000 individuals. We target counselors as well as instructors in areas aligned with our strengths such as business and technology as well as English and other areas where teachers broadly connect with students. Our admission efforts are broad based and allow us to interact with every high school in our markets throughout Michigan and surrounding states. Our priority is reaching students in-state and this is where we place the majority of our efforts. We do have marketing efforts in three states surrounding Michigan. This effort entails a focus on career/ technical centers in those states, and seeks to promote the three Baker College campuses that have residence halls. As a regional career college, we seek to raise awareness regionally of our brand and unique offerings.

9P2 Baker College seeks to provide a full range of educational opportunities for our students. By creating programs that ladder from the associate's degree through the bachelor degree, and in some cases to the master or doctoral level, we want to be the institution of choice to support students throughout their academic career. We believe that a sign of success is the student who chooses to return to us in the future to continue his/her education. We recognize that some students will leave Baker College and seek additional opportunities at another institution. When this occurs, we want the process to be as smooth as possible, and by maintaining accredited programs, working toward national standards, and providing an effective educational environment, our students are prepared to succeed elsewhere, and many do. However, based on our mission to help students across their careers, we do not generally seek to build relationships with other institutions to facilitate direct transfers. As noted in 9I1, the College has taken steps to participate in the Michigan Transfer Network. While not an attempt to build direct relationships with other institutions, this change in institutional practice is intended to assist students as they continue their education.

To support our students and help them be successful with us, we do work very closely with employers in our communities. These relationships, both formal and informal, are one of the factors leading to our continued success. Formal relationships with employers start before we even have students enrolled in a new program. When we consider starting a new program, employers become consultants in the design process, helping the College to understand local needs and expectations. In fact, often times it is employers having approached us that results in a new program being offered. Relationships with employers are maintained while students are in our programs through a system of advisory boards. Most program areas have an advisory board that meets regularly to discuss employment trends; changing occupational needs and work demands; alterations in licensure or certification; or expectations for technology skills. These boards review curriculum and program outcomes and provide input into our processes. This helps to create buy-in and satisfaction. Employers know that we have capable students because they have a hand in designing what the students learn and can do. Relationships are further strengthened when students are placed in a field experience. All programs at Baker College contain some work experience component. Students need an opportunity to practice and develop in a real world setting that provides a certain level of structure and support. Fortuitously, these student experiences contribute to our relationships with employers because they get a first-hand view of the level of skills our students possess. This promotes hiring of our graduates, but also provides us with active feedback on how we can help our students to become even stronger in the future. Even after graduation, we follow-up with employers by asking them to complete surveys on our graduates. This survey data is fed back to the programs to help make curriculum decisions in the future.

Because this work with employers is extensive, many people are involved. Faculty members work directly with employers when planning programs and through the advisory board processes. Administration also works with employers formally through advisory boards and informally through the variety of community commitments that Baker College leaders make in their own communities. Most work experiences outside of health programs are handled by Career Services. The Health Science Division does have a full-time system coordinator of clinical education to manage the master Affiliation Agreements and numerous addendums associated with our clinical partners. Additionally, some programs have their own field experience coordinators that perform this task as recommended or required by specialty accrediting organizations. Graduate employment and career follow-up is handled by Career Services. As can be seen, there is no single point of contact for field placements. The current system has developed in an effort to be responsive to specific employer needs. These needs can be best met through a system that allows for standardized practice where appropriate, and more

specialized interaction when required. Baker College Career Services does operate an online system to track positions available as well as contacts with employers.

9P3   Baker College generally operates as a fully vertically integrated enterprise. Virtually every aspect of the organization is operated and maintained by the organization. As noted in 9P4, there are contractual services provided to the institution, but these generally do not touch students directly. Common areas where services may be contracted at other institutions such as bookstores and student housing are maintained by the College. The single universal exception to contracted operations is food services. Campuses do contract with outside organizations to provide food services. Generally, these services have been provided by a local operator for a number of years. The College has not contracted with any of the common institutional providers. Provisioning through local companies results from our priorities as expressed in our guiding principles. In this case, the operational principle is to maintain a C*ommunity Orientation*. The suppliers chosen are often known to campus leadership through community networks. It should be noted that some campuses such as Baker College of Cadillac (community population 10,500) and Baker College of Owosso (community population 15,000) are located in very small communities. Baker College is a major economic player in these environments. A decision to support a local business often means the business will survive and a few more jobs will be maintained. These are calculations the College takes into account when making business decisions and prioritizing actions.

9P4   Baker College seeks to create strong and lasting relationships. We believe ongoing partnerships create the most consistency and highest performance for our students and for the organization. Therefore, we seek to create relationships with providers that are intended to last over long periods of time. As noted in 9P3, the College seeks to work with local companies and support the communities where we operate when we can. This loyalty results in many businesses that have maintained a working relationship with the College over decades. These are the type of relationships we seek to build. We recognize that this commitment to community is directly connected to our image in the community and the willingness of community members to attend the College, accept students in internships or other fieldwork experiences, sit on advisory boards, and ultimately to hire graduates. Baker College believes its primary differentiator in the marketplace is the service that we provide. We see this as service to our students first, but secondarily to every stakeholder in our community.

   When services are provided at a system level and will impact multiple campuses, a more structured consistent process is in place. The system vice president or his/her designee works with a supplier to develop a proposal that can be shared with other system personnel as well as vice-presidents or directors at the campus level. The involvement of individuals at multiple levels helps to ensure coordination and consistency across campuses, while also ensuring services meet local needs. The College does not operate solely on lowest-cost bids for all contractual relationships. Instead, the College seeks to work with known suppliers and develop cooperative relationships that allow for both parties to seek efficiencies that save money, while also ensuring that our business partners consistently deliver the level of quality and service that we expect.

9P5   Baker College recognizes the advantages of being involved with professional organizations that support our educational focus. This is reflected in our commitment to the accreditation process. Whenever possible, the College seeks to maintain programs that are accredited by specialized accrediting bodies. In some cases, this is necessary for certification or licensure, but usually is simply a commitment to quality made by the College. When there is a choice among accrediting agencies (such as TEAC or NCATE in teacher education or IACBE and AACSB in business education), the program

officials for the program involved determine which is the better match for the College. Because Baker College is a teaching institution, we generally prioritize accrediting bodies that support the teaching mission over those that place a heavier emphasis on research. In all cases, the College makes the commitment to meet the standards of the organization with which we affiliate, including the cost of accreditation, travel to accreditation conferences, etc.

In addition to seeking accreditation, Baker College seeks to foster deeper relationships with these organizations by supporting service commitments of our employees to these organizations. Baker College currently has two active consultant evaluators with the Higher Learning Commission. The College supports these individuals financially to attend training and the annual conference, and allows for the time necessary to complete work on HLC projects. Across our campuses, numerous additional individuals provide similar services to various specialty accrediting bodies.

Outside of accreditors, the College seeks to maintain strong ties with other organizations that support our work. Dr. Heberling, President of Baker College Center for Graduate Studies, recently completed a term as president of the Council of College and Military Educators (CCME). This work required Dr. Heberling to travel and commit extensive time away from College duties to support CCME. While that absence is felt by other members of the College, these service commitments are viewed as part of our responsibility as members of the higher education community. Dr. Teahen, President of Baker College Online, has been instrumental in maintaining financial support from the College for the Journal of Leadership and Organizational Studies, the official journal of the Midwest Academy of Management. Many other Baker College employees serve on editorial boards and provide other services for educational and professional associations. Local campuses extend commitments to other organizations such as hosting regional competitions for Business Professionals of America, which occurs on about half of our campuses. The College also hosts events for Distributive Education Clubs of America (DECA) among others.

Outside of accrediting relationships, the College does not have a specific process or plan for maintaining or prioritizing these relationships. While the College has made a commitment to support them, decisions are left to individuals who have a better understanding of individual program commitments, faculty ability, and student need. We do not believe that these efforts should be centrally directed, although we do maintain that they should be financially supported. This financial support is demonstrated in the budgeting process.

Locally, Baker College builds relationships with the communities we serve through active involvement of our personnel with community organizations. The College regularly hosts business fairs and employment fairs. This may involve bringing together large groups of employers from a single industry or broader representation of business and non-profits from many sectors. Our presidents alone are actively involved in [90 organizations](#) at both a local and national level where they serve as members of various committees and often in senior leadership roles. This represents a significant amount of time and resources. Sometimes these community commitments exist primarily as financial commitments, such as the $100,000 that Baker College contributed to the Food Bank of Eastern Michigan.

In every community where we operate, the College seeks to be a good partner and support economic development. As one example, Baker College has been involved in an economic development project in Port Huron that has been described as the largest such project in 30 years. As part of this development effort that will see the opening of the Blue Water Convention Center, a new Doubletree Hotel, and other revitalization, Baker College has invested over $4.2 million. This investment includes a new culinary institute on-site, providing our students direct access to hospitality and convention visitors, resources, and businesses. The community will reap the benefits brought by our students being on site, operating a culinary program, and operating a restaurant and bakery. In

Cadillac, the College chose to renovate a historic building in the downtown business district to provide student housing. Not directly on campus, this $4 million project provided a needed investment in the business district and placed students in the heart of the community, close to entertainment and dining options. Similar examples exist across the Baker College system. These opportunities are specifically chosen to merge community needs with strategic directions of the College. A very clear example of the strategic connection between community support and our students is seen in the $1 million contribution Baker College of Clinton Township provided to the Henry Ford Health System to purchase a CT Scanner. The contribution ensured community access to the latest medical imaging technology, provided the hospital with technology they needed, and provides our students with hands-on training rather than limiting training to simulation and work on mannequins. Through this partnership, Baker students are provided a more thorough educational experience, and the College can continue to grow with better access to worksites, all while contributing in a meaningful way to the community and external agencies.

Baker College takes pride in its commitment to the communities where we live and work as expressed in our core value of *Community Orientation*. The examples above show some activities we use to build relationships in those communities. These activities are outgrowths of the strategic planning process, the campus annual plan, and the professional development plan of each individual employee. Because these activities are committed to at varying levels of the institution, they are likewise prioritized through varying processes. The College chooses partnerships and commitments that strategically enhance the College and its mission, while campus presidents may create additional priority relationships based on their specific campus and community needs. These are reflected in campus annual plans developed by the campus president in conjunction with his/her operations committee and Board of Regents. Individuals choose priorities that are reflected in their professional development plans. These priorities may reflect opportunities for personal and professional growth, or they may reflect individual commitments based on personal values and motivations. Planning processes at multiple levels allows for individual, unit, campus, and system needs to interact with and sustain one another.

9P6 As a service-oriented institution, Baker College continuously seeks opportunities to build and strengthen personal relationships. Formal and informal communication is the basis of these relationships. When possible, this information is captured and becomes a part of the decision-making process at the institution. Electronic communication, such as email, has changed this process and now allows the College to quickly collect comments from partners, and use those comments for decision making. Following up on a presentation a Baker College admissions representative made in the classroom, an educator in Illinois wrote to the College: "...truly did an outstanding, if not incredible, job in making my students understand the importance of why they need to continue on with their educational studies after High School. His amazing passion and dedication in promoting your Institution's values and beliefs was truly unprecedented." The email went on to discuss the positive comments of students and their enthusiasm about continuing their education after high school. This type of information from schools is collected by our admissions and marketing personnel and used as part of their process for improvement.

Informal relationships are intertwined with more formal interactions. The College seeks feedback on specific interactions, whenever possible. For example, Baker College regularly invites employers to campus to participate in job fairs. These are important opportunities for us to help employers meet their needs to fill positions, while also benefiting our students by providing direct access to local employers. These events are always followed by a formal evaluation. This evaluation is brief because experience has shown that longer surveys are less likely to be completed. However, by asking key

questions, the College can obtain important information that allows us to ensure we are meeting employer needs and gathering information that can be used to shape future events. More detail is provided in 9R2.

9P7 Baker College has purposefully designed an infrastructure intended to create bridges between units, divisions, and campuses within the larger system. This is a critical component of our attempt to address communication and workflow challenges that are the result of being a large, multi-campus institution that is geographically dispersed. Because of the entrepreneurial spirit that is valued and fostered within the College, challenges sometimes arise.

As discussed in 5P5, the organizational structure is intended to create workflow processes that enhance relationships and communication. The structure alone cannot accomplish this, however, so policy and procedure is also used to enhance relationships. One aspect of the culture of Baker College is a value on collaboration and empowerment. This is seen through processes that require decisions to be shared and supported at varying levels within the College.

Another important practice is bringing together groups that are intentionally cross-functional. For instance, the academic leadership team schedules an annual meeting with admissions personnel. This meeting helps to create relationships and foster communication. This promotes easier interactions throughout the year when either team needs to obtain information from the other. Another example is found in the accreditation self-study process. Many of our programs are accredited by a professional accrediting body. Many of these accreditations are maintained by individual campuses because accrediting bodies often will not accredit an entire system but maintain accreditation only by campus. Our policy requires campus teams that are completing a self-study to include a member on the team from another campus. This is intended to ensure communication between like programs across campuses. A final practice comes from our Lean Six Sigma work. Baker College has trained a number of employees as Lean Six Sigma Greenbelts, which denotes a particular level of knowledge and skill. When developing quality projects, the College does not rely on Greenbelt leadership from the same area where the project is occurring. That is, a member of a student services team may be the Greenbelt for an academic project. The intent is to allow individuals to use their skills in quality improvement across the campus while promoting the basic belief that everyone, regardless of role, is here to support the mission of the institution.

Another standard practice to build relationships and foster communication is the use of unit meetings and retreats. Each functional unit (Business Office, Admissions, Financial Aid, Registrars, Academic Advising, etc.) comes together multiple times each year for meetings. Sometimes these meetings last several hours and may include the use of video-conferencing or WebEx technologies to allow participant interaction without requiring the long commute to a central location. Generally, on an annual basis, an extended meeting or retreat will be held that lasts 1.5-2 days. By gathering all employees in a unit together for an extended period, retreats are generally intended to allow a more relaxed interaction with some time spent on team building and social interaction. Baker College Online supports this process by holding an annual conference where faculty are brought in from around the country for three days to work, network, socialize, and celebrate with students in a graduation ceremony. Seven times per year, approximately 450 academic deans, program directors, program coordinators, program champions, and faculty gather together for program workshops to collaborate on assessment, curriculum, and program improvement. These day-long events provide the opportunity for individuals from all campuses to meet, strengthening personal relationships and improving communication.

Finally, technology is increasingly used to aid in communication and work flow. Blackboard is used to create community groups where asynchronous conversations can occur, documents can be

exchanged, and relationships can be enhanced even between meetings. Additionally, Google Hangout, phone conferences, and video conferences provide tools that do not require face-to-face interaction, but are used extensively to communicate both one-to-one and in groups large and small.

<p align="center">**9R Results**</p>

9R1 Baker College Career Services regularly tracks employer contacts to manage relationships with employers, our most important external stakeholder group. The College also tracks the number of positions that employers post on our HireQualified website, the public face of our Career Services. These measures provide indirect evidence of the strength of the relationships created. Tracking these numbers across time, the College can identify changes that indicate an increase in the strength of relationships demonstrated through an increased desire to work with the College, or decreases, which may indicate a problem in the relationships.

Admissions and marketing regularly track the number of in-school presentations that are made. These sessions are a key component of the College's branding and marketing strategy. Tracking these sessions allows the College to identify if a school or school system changes its willingness to allow Baker College to do presentations, which is an immediate indicator of the relationship status. If a problem is noted (e.g. a school no longer wants to participate), the College can immediately respond to reconnect with the school.

Baker College has a single point of contact for all health-related field placements. This allows the College to track the number of students placed in clinical affiliations, as well as the number of institutions where students are placed. The number of placement sites is an immediate indicator of the status of the relationships that are cultivated. The single point of contact allows for tracking of relationship status. If a new institution is added to the system, or an existing institution declines to continue participation, immediate steps can be taken to respond to institutional needs or concerns.

The College also tracks United Way participation as a percentage of total employee involvement. This metric is related to the broader relationship and commitment that the College makes to our communities. The College undertakes a large holiday drive annually and tracks total dollars raised to assist individuals in the community. Each campus has its own set of activities that reach into the community; however, the College does not track this information and has no reliable way to report on these activities across the system.

9R2 As noted in 9P1, one method of building relationships is through efforts, including direct credit and dual enrollment that extend and meet the mission of both Baker College and the high schools that are our partners. During the fall of 2013, Baker College enrolled 1732 high schools students in direct credit. This extensive network in select markets in the state of Michigan demonstrates that efforts in this area are strong. Due to changes in reporting requirements, the College cannot at this time demonstrate trends in this area accurately. Based on recently established, new reporting procedures, the College will be able to track and report these trends in the future.

Employers are our largest group of collaborative relationships. Baker College maintains a web-enabled database through Career Services that meets the needs of students and employers. While this system does not track all contacts and relationships, it does provide a snapshot of the extensive network we maintain with employers. In early 2014, the system showed over 14,000 employers were in the system, representing employers who had posted open positions for students, or others that Career Services has met with and works with seeking to develop field placement and hiring opportunities. The System Coordinator of Clinical Education maintains an additional network of 900 partners and over 7000 individual contacts. The size of these networks is a demonstration of the strength of relationships we build in our communities.

The College regularly invites employers from the community to campus. Campus-based job fairs are a method the College uses to help meet the needs of employers, while also providing opportunities for students. Sometimes these job fairs address a specific population such as health employers, while other times there is a broader representation of community organizations. These activities always include a survey of employers to determine if the employers are satisfied with the experience and to gain input into what we can do to improve services in the future.

9R3   One method of understanding our performance results in building collaborative relationships is the reputation that the College enjoys in the community. In some of the markets where we operate, we are one of the larger employers and a major financial driver in the community. Because we do business locally, attract students locally, and place graduates locally, our reputation is a direct reflection of the relationships we build and strengthen daily. Based on Noel Levitz data, our students rate our reputation higher than a national sample at a highly significant statistical level.

Figure 42: Baker College Community Image Question, Noel-Levitz (Students)

Item	Baker Colleges SSI Composite 2011			National Four-Year Privates			
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
51. This institution has a good reputation within the community.	6.26	5.67 / 1.36	0.59	6.22	5.57 / 1.44	0.65	0.10***

In addition to student perceptions, employee perceptions about the institution's reputation were also obtained with the administration of the IPS. As shown below, employees of Baker College also believe that the reputation of the institution in the community is better than that of comparison institutions as rated by their employees.

Figure 43: Baker College Community Image Question, Institutional Priorities Survey (Faculty)

Item	Baker Colleges SSI Composite 2009			National Four-Year Privates			
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
35. This institution has a good reputation within the community.	6.53	6.06 / 1.14	0.47	6.52	5.77 / 1.32	0.75	0.29***

9I Improvement

9I1   Recent improvements in this area can be divided into improvements that address relationships with employers and those that address relationships with P-12 partners.

Employers

Baker College has struggled for some time with evaluation data from field placement and internship sites. Because almost every student who graduates will complete at least one field placement, the amount of data and the number of responders is quite large. The problem has been compounded by the differing needs of programs based on demands from specialty accreditors, unique activities in field placements, and variations in supervisor ability to respond to the academic needs of the field

placement. Since our last portfolio submission the College branded our Career Services department as HireQualified and created a web-based system to interact with employers under this branding (Hirequalified.com). The web presence is produced by Simplicity NACElink software customized for our needs. Through this system, the College can now quickly collect evaluations of students in placements. The data is automatically entered into a secure database that will allow us to pull custom reports. The system also allows programs to create custom evaluations, asking standard questions across the system supplemented by program-specific questions. Rolled out to select programs in January2014, the new data collection system will be fully implemented by all divisions of the College by the end of the 2014-2015 school year. This change will allow us to collect information from external partners in a much more systematic and comprehensive manner than we have been able to achieve in the past. Further, by storing all data in a single repository rather than on each campus within each program, we will be able to aggregate data and analyze trends across program areas, while maintaining the ability to drill down to specific program-level issues. As a result, we will be able to respond much more directly to the needs and concerns of external partners, resulting in stronger relationships with this key stakeholder group.

P-12 Partners
    The Michigan Department of Education encourages opportunities for students to earn college credit while in high school. P-12 school districts across the state of Michigan are also expected to ensure the college readiness of high school students. Baker College has taken deliberate steps to provide a consistent, systemic message and delivery system for dual enrollment, direct credit, articulation, and early middle college opportunities. All campuses use the same tuition structure, documents, and agreements to enable a P-12 partner to receive the same opportunities across the Baker College system regardless of the campus partner. Listed are some improvements we have made to assist with building collaborative relationships.

1. Baker College quarter-based courses do not allow a seamless transfer of credits to semester-based post-secondary institutions. This has been an issue raised by several P-12 districts and technical centers during partnership discussions in the past. In an effort to meet this need for our partners and to enable high school students to take a Baker College course that will transfer seamlessly to a semester-based post-secondary institution, Baker has developed a process to convert the curriculum in a Baker College quarter course to a semester-based curriculum course for the direct credit high school market. Baker will offer six direct credit courses at high schools in the semester-based format for fall of 2014. The courses are ENG 101, ENG 102, SPK 201, FIN 101, MRK 111B, and MGT 101. Additional courses will be considered for conversion depending on a partner's demand and enrollment.

2. Local educational agencies are encouraged to provide an Early/Middle College (EMC) Program for students to integrate a "college readiness" curriculum, provide a unique environment, and provide guidance and counseling specifically designed to support high school students. Baker College is reaching out to participate as a partner in this endeavor. Currently, Baker College has two EMC approved by the Michigan Department of Education (MDE). Three additional partnerships are completing the preparation and in the final stages for submission/approval.

3. Baker College developed a process to streamline the articulation agreement documentation necessary to be completed by a technical center or P-12 district. Baker College will review any course for addition to the list of eligible courses for articulation when requested/initiated by a P-12 institution. Additionally, each campus representative assists with articulation agreements regarding

programs offered solely on his/her campus as well as courses offered on other campuses in the system allowing for a new "one-stop process" for the P-12 partners.

Other Post-Secondary Institutions

Baker College has joined in an effort with the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) to aid students in the transfer of credit between institutions. MACRAO maintains the Michigan Transfer Network. By joining the network, Baker College classes will be listed in the network database. Students who leave Baker College will be able to go online and look at other member colleges and immediately see how our courses will be transferred to and accepted by these other institutions. While Baker College does not want students to transfer to other institutions, we recognize that some students will make that choice. By participating in the Michigan Transfer Network, all students will be able to verify how courses can be moved between institutions for their benefit. Baker College will also benefit by having access to data about where students are transferring to and how they are using their Baker credit to continue their education.

These specific examples are important because they demonstrate key themes in our efforts that point to important changes in our business practice. First, these activities represent efforts to be more consistent across our system in our processes. Whether relying on technology (such as the HireQualified interface) or standardized forms and price structures, the College recognizes the importance of consistency to ensure that our external partners are all treated equally and have the same quality experience. Each also represents systematic efforts to collect data. HireQualified provides a tool to survey and collect information from employers, while assigned campus representatives will maintain responsibility to collect data from their partner schools. Finally, each contains elements of increased efforts on our part to help stakeholders meet specific needs. HireQualified allows our partners to easily search for employees or post open positions, streamlining recruitment time and cost. Creating courses on a semester schedule helps P-12 partners meet their goals of preparing students for college through early college and adds requested value because courses are more easily transferred when constructed around a semester basis (including meeting the Carnegie definition of a semester hour).

9I2 Baker College maintains an entrepreneurial culture that supports a high level of decision making at the campus and unit levels. This culture encourages local decisions to build local relationships. This culture, therefore, creates flexibility in action so that local needs are a driving force. Campus report cards create comparisons of key performance indicators, and campuses strive to improve their results in comparison to other campuses. To accomplish this, each campus selects relationships that are important in the context of the local campus. At the same time, the College values collegial and supportive relationships allowing for sharing of resources and best practices for the benefit of the whole. As a result of this norm, the system seeks to build relationships that benefit the entire institution as we strive to achieve our mission. These competing demands are represented in the parallel organizational structures that exist at the campus as well as the system level. Comparing organizational charts, it is apparent that the reporting structure of key personnel through vice presidents to the president through an executive committee (referred to as Campus Operations on campuses) is similar at both the campus and the system level of the organization. This allows for both campus and system demands to receive focus and support.

Glossary

AACSB: Association to Advance Collegiate Schools of Business
AAUP: American Association of University Professors
ACT: American College Testing
AAS: Associate of Applied Science
AIM: Academic Improvement Model
AOTA: American Occupational Therapy Association
ARC: Academic Resource Center
ATL: Approved Textbook List
CAO: Chief Academic Officer
CCFSSE: Community College Faculty Survey of Student Engagement
CCME: Council of College and Military Educators
CCSSE: Community College Survey of Student Engagement
CFO: Chief Financial Officer
CIRP: Cooperative Institutional Research Program
COA: Commission on Opticianry Accreditation
CCTST: California Critical Thinking Skills Test
DECA: Distributive Education Clubs of America
DMAIC: Define, Measure, Analyze, Improve, Control- a Lean Six Sigma problem solving model
EMC: Early/Middle College
ERP: Enterprise Resource Planning
ETL: Effective Teaching and Learning
FERPA: Family Educational Rights and Privacy Act
FG&E: Faculty Growth and Evaluation
IACBE: International Assembly for Collegiate Business Education
IACUC: Institutional Animal Care and Use Committee
IPS: Institutional Priorities Survey
IRB: Institutional Review Board
ISLO: Institutional Student learning Outcomes
IT: Information Technology
KPIs: Key Performance Indicators
KPOVs: Key Performance Outcome Variables
MACRAO: Michigan Association of Collegiate Registrars and Admissions Officers
MSN: Master's of Science in Nursing
NSSE: National Survey of Student Engagement
NCATE: National Council for Accreditation of Teacher Education
NCCBP: National Community College Benchmark Project
Orbit: Online Resources to Baker's Interactive Tools
PACE: Personal Assessment of the College Environment
PMO: Project Management Office
PSOL: Priorities Survey for Online Learners
SSI: Noel-Levitz Student Satisfaction Inventory
STAR: Student Academic Records System
STEP Plan: Student Tracking of Educational Progress
TEAC: Teacher Education Accreditation Council
UbD: Understanding by Design
VOC: Voice of the Customer