Transformational Change Capstone Project: Improved Remote Access to Tech-Heavy Classes

Draft Paper

Patrick Turner

Ferris State University

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Dr. Allen Goben

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Introduction

The purpose of this paper is to design elements of a comprehensive transformational change for Schoolcraft College as part of the Doctorate in Community College Leadership "Organizational Transformation and Cultural Change" course (IDSL 830). This process will use an action research approach to collaboratively formulate the vision and plan for leading and managing institutional transformation. The approach includes background, a needs/ goals/ barriers/ solutions analysis, rationale, theoretical underpinnings, vision for change, and comprehensive strategic framework for institutional transformational change.

Background

Schoolcraft College has the following characteristics and operating environment:

1. Student enrollment of 25 to 30,000 with annual enrollment/revenue decrease for 5 years.
2. Board - Nine elected board members control policy, budget, and purchasing approved.
3. Operations – Day-to-day operational control is vested in the President and Cabinet.
4. Admin./Governance – Faculty union and three staff union bargaining units & committees.
5. Funding – Local property taxes from five districts, state funding, tuition and fees.
6. Community – Community interested college affairs and sponsored cultural events.
7. Business and Industry – Positive business reputation & workforce development partners.
8. Higher Learning Commission (HLC) re-accreditation in 2019.
9. Mission, Vision, Values – See Appendix A (Schoolcraft College, 2019-4).

(Schoolcraft College Foundation, 2019; 2020)

There is common assumption in higher education that certain classes must be taught in a computer lab due to need for special or powerful computers and/or software that are beyond reach of most students. The Covid pandemic has caused a rethinking of this assumption (Sorenson Impact Center Staff, 2020; Blumenstyk, 2020). What if students could take such classes remotely; at home, at the library, or a coffee shop on inexpensive devices such as a Chromebook, tablet, or even a smart phone and never have to install or maintain complex software? Virtualized computers allow these capabilities by using your local device only for

display, keyboard, and a pointing device while all heavy graphics and compute intensive operations are done in the cloud; or campus data center. In this way, our Covid-at-risk students, underprivileged students, a single parent at home, or a working person who cannot get to campus can have the same access as students on-campus, or who spend ~$2,500 on a computer or laptop. More than rethinking technology, processes such as class registration, access to resources, the way faculty deliver, teach, and support students must be reconsidered as well. Engaging in such holistic and inclusive transformational thinking, remote classes offered can be significantly expanded during these challenging times; improving the way such classes are delivered, making them completely accessible to most student populations (Turner, 2020-1).

The Need for Transformational Change in Higher Education Remote Course Delivery

As technology becomes a ubiquitous part of modern life, adding the burden of Covid, access has become a significantly urgent higher education issue. Advanced technology classes such as graphics design, computer aided modeling and design, nursing, and MedTech simulators, electronic design, big data, analytic modeling and other topics require powerful computers that are typically on-campus-only. In fact, Schoolcraft CIS faculty stopped teaching database design courses due to the time spent installing and supporting software on student's computers. Historically, students go to on-campus computer labs where they are auto-logged-on as student 1-24; i.e., anonymously. Therefore, to allow student access to lab resources remotely on personal hardware requires access restricted to registered students; requiring integration between the college SIS and a student's lab logins. The biggest need is an expensive virtual desktop infrastructure that pays significant dividends in support cost and diversity of remote course topics (Turner, 2020-2). This is similar to a guided pathways implementation increasing cost but leading to reduced cost per certificate via improved retention and completion (Bailey, Jaggars, & Jenkins, 2015). Remote access also reduces need for brick and mortar resources, creates more

flexibility, and access in higher education course delivery. The NGBS analysis was synthesized

from a various Schoolcraft reports and surveys like the 2019 faculty survey entitled,

"Technology Enhanced Teaching" with over a 50% response rate (See Appendix B). The results,

shared with campus leadership, staff, and faculty, supports the described need and strengthens a

latent goal to get to "Next Generation Classroom Technology" (Turner, 2020-4). This and other

needs/goals are supported by interviews with Schoolcraft instruction leadership and staff: VP &

CAO, Dean of Distance Learning, senior instructional designers, the faculty union president, and

accounting faculty. All highlighted improved collaborative learning and engagement by meeting

students where they are technologically. Barriers included lack of faculty professional

development for improved method knowledge and resistance to utilization of technology by

some faculty. Visits to Northwood University's and Macomb CC's next generation classrooms

validated solutions for advancing classroom technology (Turner, 2020-4).

Managing the Change in Remote Course Delivery in Higher Education

The data gathered were consolidated into needs, goals, and barrier themes described

above and expanded by IT's review of current course delivery technology and solutions. Barriers

also include upgrades to the virtual desktop computing environment, training and re-alignment of

faculty classroom methods, use of various online and remote modalities including synchronous

vs. asynchronous, hybrid, and traditional, as well as re-alignment of RTT (Ready-To-Teach)

online modules. The NGBS change management model utilized existing Schoolcraft Strategic

Planning SWOT analysis and survey data as input; aligning the NGBS framework and the

College's strategic planning process, see Appendix C. Given the Covid Pandemic, other change

models like Kotters Eight Steps are overly front-loaded with creating alliances / champions when

today, buy-in is de-facto driven by the pandemic's transformational need. On the other hand,

NGBS doesn't explicitly handle the emotional aspect of change like Kubler-Ross Five Stages,

the Bridge's Transition, and the Roger's Technology Adoption Curve models (PeopleWiz

Consulting, 2013). Improved faculty and administration cooperation is primarily a matter of trust

and repairing relationships. NGBS, Bridge's Transition, and Kubler-Ross change models are

most appropriate as they most directly address trust, feelings through discussion about needs, and

historical barriers. The more procedural and goal-oriented Kotter, Roger's Technology Adoption,

and ADKAR models, are less equipped to address trust and therefore less useful (PeopleWiz

Consulting, 2013) to deal with these feelings. Administrative leadership must first embrace

transformational methods. After exploring these leadership change models, I have chosen to use

a combination of the NGBS and Schoolcraft strategic planning models as most fitting for the

proposed pandemic driven transformational change. The NGBS analysis results from surveys,

interviews, and model-campus visits revealed:

Goal Themes:	Need Themes:	Barrier Themes:	Solution Themes:
– Increase Revenue – Increase Enrollment – Improve student retention/completion. – Address new reality due to Pandemic – Dramatically expand online/remote access	– Permit credentialed access to remote classes. – Certify faculty on LMS. – Train faculty in new tech and delivery modalities. – Simple remote access. – Access on low cost HW. – Include lab-only classes.	– Dated tech infrastructure. – Faculty resistance. – Dist. Learning resistance. – Stability buy-in issues. – Expensive student HW. – Faculty methods/training – Aligning online modules – Invest in Virtual Tech	– Deploy VDI (virtual desktop technology). – Integrate SIS, VDI, & AD (Active Dir). – Faculty Prof. Dev. – Communication Plan – Integrate with Std. online course shell.

The Schoolcraft strategic planning process, shown in Appendix C, contains twelve steps

and can be compared to Four Oaks and Tarrant County processes as they all focus on four pillars.

The Four Oaks/Tarrant County NGBS models align with Schoolcraft's steps one through four

and seven, 1) *reflect* and 2) *analyze* equate to needs and goals. Step 3) *SWOT* equates to needs

and barriers. Step 4) *revisit* and 7) *develop* equate to solutions. The remaining Schoolcraft

planning steps relate to implementation and evaluating progress (Schoolcraft College, 2019-1).

Organizational Culture's Impact on Higher Education Remote Course Delivery

Historically, academic freedom and faculty contracts fuel faculty resistance to change and

administrative/IT input. Therefore, many Faculty have never used an online LMS and now must learn subtle differences between pointing to an in-class PowerPoint and making sure to look into the webcam so students feel engaged; all without normal cues indicating which students are paying attention and which are on their phones. Covid pressures for change (Sorenson Impact Center Staff, 2020) includes a nearly 100% pivot to online learning, while adapting to new concepts of social distancing, daily health screenings, an at-home workforce, synchronous teaching and all meetings via enterprise teleconferencing, zoom bombing, workflow processing from physical to electronic signatures, disinfecting office and class equipment, extending WiFi into parking lots, providing loaner laptops for home resource-challenged students and staff, and an increasing cyber security focus. All further stretch an already strained environment of massive unemployment, changing student demographics, declining enrollments and state funding, and worsening national perceived value of higher education. Pedagogical paradigms are going through a tectonic shift, while declining enrollments are forcing colleges to investigate alternative sources of revenue to keep lights on.

It is now even more important to understand how students behave, their mentality, how they interact, how they consume information, and how they expect to learn. This has changed drastically over the last ten years and exponentially in the last eight months due to Covid-19. Therefore, student needs and demands for changes in teaching and learning that encourage Bain's (2004) deep leaning environment are increasingly obvious. National crises in enrollment, retention and completion also beg for transformational change (Smyre & Richardson, 2016). In addition, two-thirds of incoming community college students fail to meet standards for college readiness and conventional approaches to developmental education doesn't improve student's probability to succeed (Bailey, Jaggars, & Jenkins, 2015; McClenney & Arnsparger, 2012)

Addressing the biggest challenge is the divide between faculty and administration created by historical abuse to each other and lack of trust through over-reaching administrative policies and rigid faculty contracts creating a we-they culture (Bailey, Jaggars, & Jenkins, 2015). These simultaneously allow fringe elements on both sides to throw roadblocks in front of achieving true transformational change in teaching and learning. Faculty motivated to evolve may find culture and jealousy create even more barriers to continue and fall subject to feelings described in Bridge's Transition and Kubler-Ross change models (PeopleWiz Consulting, 2013) and slow their journey to becoming master capacity builders (Smyre & Richardson, 2016). Schoolcraft administrators can use existing strategic planning processes and the NGBS model to address needs, goals, barriers, and solutions through clear and measurable vision of what constitutes good educational goals, programs, policies and procedures, and organizational structure (Fink, 2013, p. 225; Goben, 2016, 2020). Bailey, Jaggars, & Jenkins, (2015) state that to develop and sustain an effective [transformational change], faculty and staff need to be excited, ready to collaborate to achieve larger goals, willingly engage in inquiry, reflection, and ongoing improvement to start to meet needs of the second enlightenment (Smyre & Richardson, 2016).

Strategic Framework for Changing Higher Education Remote Course Delivery

The positive difference that expanding accessibility of tech-heavy courses makes to students, faculty, staff, employers, college, and community is its alignment with Schoolcraft's mission, vision and values (See underlined portions in Appendix A). For example, Schoolcraft seeks to provide a transformational learning experience allowing students to increase their capacity to achieve their goals and provide value beyond their expectations (Schoolcraft College, 2019-4). The highly collaborative NGBS model drives a thematic process creating needs and goals that create buy-in and leads to authorship and ownership as well. This aligns with Schoolcraft College Strategic Plan's four pillars (Appendix D). The pillars include strategic objectives: 1.) Students,

Stakeholders and Community/Economic Development, 2.) Resource Optimization, 3.) Internal Processes and Systems, and 4.) Innovation, Value, Improvement, and Growth. The proposed transformational change project aligns with many objectives from all pillars, a few include: 1.) Increase student/customer relationships with best-in-class service. Enhance teaching and learning spaces to strengthen student engagement. 2.) Provide College stakeholders with technological tools and applications necessary to address the College's mission. 3.) ... provides state-of-the art learning opportunities, 4.) Build a culture of continuous improvement (Schoolcraft College, 2019-3). The proposed transformational change project clearly aligns with Schoolcraft College's current strategic plan. Specifically, the project to improve tech heavy course access, aligns with *Schoolcraft's Initiative of:* "Strategically leverage technology" and three *Strategic Objectives:*

1. Provide College stakeholders with technological tools and applications necessary to address the College's mission.
2. Establish systems to assure technology services, products and applications are at their optimal functioning levels.
3. Provide reliable and accurate computer services to appropriate constituent groups.

Implementation Plan

Schoolcraft Strategic Planning Process step seven, (Appendix C), development, correlates with NGBS Solutions. Strategy leads institutions to achieve objectives. Tactics are visible actions; such as making tech heavy classes remotely accessible in an equitable and just way, thereby leading to improved enrollment and increased revenue. The Strategic Planning Team used Bryson's Tool to analyze strategic vs. operational tactics (Bryson, 2018). (See Appendix E).

Step eight, to prioritize, is where the Cabinet determines most critical cross-functional strategies. They must avoid getting stuck in comparative strategy benchmarking and finding a competitive space where they can be best. In contrast, Smyre (2016) would encourage thinking beyond the current strategic plan. Looking for weak signal trends that will lead to real transformation and competitive differentiation. Sinek (2012) would encourage making teams feel

safe and do something that promotes pride and trust. Heath (2010) would put feelings first. Schoolcraft's step eight is too top-down and could improve buy-in by being more inclusive.

Resources needed to implement this initiative amount to labor resource opportunity cost of up to 3000 person hours, including cooperating with two vendors. VMware, Inc. and Ellucian, LLC needs Schoolcraft as beta testers for the software development project. Other needs include updates to online course shells, faculty training, student communication, and documentation.

Step nine is to delegate. In this step tactics are assigned to personnel. Project leads, champions and cross functional team leads are assigned to create clear lines of sight to reach goals, communicate, manage budgets, and report. Project managers remove barriers to accomplish objectives and enable project's progress forward. Strategic objectives drive KPI creation and employee objectives and tasks evaluated via employee performance appraisals (Turner, 2020-3).

Communication Plan and Monitoring/Evaluating Success

Inclusive bidirectional communication is required throughout any transformational change process (Irving, 2019) whether using a strategic planning model, Appendix C, or the NGBS model. NGBS starts with needs and goal development. Communication here is through use of surveys, listening sessions, task teams, and more (Goben, 2016; Tarrant County College, 2016). Next, implementation management communicates using task/KPI tracking, schedule monitoring, newsletters (SCRA, 2018; SCRA, 2019), and reports. The strategic planning process step 10 communicates tactical plan progress through KPI reports, see Appendix F, Balanced Scorecard dashboards, project scheduling milestones, and status reports delivered to stakeholders and decision makers. Step 11, Delivery, continues these status updates (Bryson, 2018, p. 124). The Schoolcraft College Balanced Scorecard has nine metrics that evaluate progress toward increased enrollment, revenue, and remote access to tech heavy classes, see below, Appendix G (Turner, 2020-3). The nine metrics include the following:

1. Composite Financial Index – Universal measure of financial health and revenue.
2. SC Development/Training Expend. per FTE Employee – measure of training spending.
3. General Fund & Designated Fund Revenues vs. Expenditures per FYES – measure of trend toward profitability or loss.
4. Active & Collaborative Learning – Measure of student / faculty engagement trend.
5. Support for Learners – Measures student perception of support to take desired classes.
6. Per Term Enrollment Report: Credit Hours & Head Count – daily report of near real time direct measure of enrollment trends.
7. No. of Lab Classes Accessible Remotely – measures initiative opportunity potential.
8. Faculty Trained in the use of remote tech–heavy class access – initiative opportunity.
9. Curriculum Review: Classes identified for remote class access – initiative opportunity.

Continual feedback includes surveys, milestone and task completion checkpoints, and a change management process. A ticketing system tracks requests, problems and resolution as well as cross-functional or service impacting change. A Change Control Board (CCB), including all stakeholder groups, provides feedback on impact of all issues and proposed project changes.

Conclusion

The proposed transformational change of increasing remote access to tech heavy courses on low-barrier-to-entry student computers has potential to change the trajectory of course delivery in higher education. Providing the ultimate access to all courses while reducing need for brick in mortar assets. The differences made over five years can drive enrollment, retention, and completion improvements while addressing issues of equity & justice for all student populations. The challenges include evolving Schoolcraft's transformational change process from being too closed-ended and top-down, to be more inclusive and pace-of-change compatible. Embracing the creative molecular society perspective filled with second enlightenment master capacity builders will better serve transformational change models discussed in this class. Schoolcraft would do well to embrace Smyre (2016) and Irving (2019). Bain (2004) and Dr. Dafina Stewart (2016) said it best, successful educators must get to know the *whole* student and enable engagement with and between them at their very core. Students deserve this sense of belonging and empowerment, which has inspired me throughout the DCCL program.

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Appendix A: Schoolcraft College Mission, Vision, and Values

Schoolcraft College: A Place of Transformational Learning

The Mission

Schoolcraft is a comprehensive, open-door, community-based college. The mission of the College is to provide a **transformational learning experience** designed to **increase the capacity of individuals and groups** to achieve intellectual, social, and economic goals.

The Vision

The College wishes to be a first-choice provider of educational services, a competent organization, functioning with integrity, behaving strategically, and **providing value beyond expectations**.

College Values

- We recognize that students are our reason for existence and that student success is paramount to our mission.
- We pledge to follow ethical practices in the classroom, boardroom, business operations, and all other areas of the College.
- We value diversity in our students, staff, and programming.
- We are committed to having a positive intellectual, social, and economic impact on the communities we serve.
- **We strive to achieve leadership in academics, management practices, employee relations, and institutional innovation**.
- We strive to maintain a supportive, cordial, and aesthetically pleasing environment for our students, staff, and community.
- We encourage lifelong learning for our students and staff by **providing the most current programs, utilizing the most effective instructional delivery methods**.
- We believe that **higher education should be accessible to the greatest number of our constituents**.

    (Schoolcraft College, 2019-2)

Appendix B – Turner Practicum Example Results Technology Enhanced Teaching Survey

Faculty & Classroom Technology Responses

Question 7: How reliable has classroom technology been in the last year?

- Not Reliable: 5 (3.6%)
- Slightly Reliable: 7 (5%)
- Reliable: 36 (25.9%)
- Very Reliable: 56 (40.3%)
- Extremely Reliable: 35 (25.2%)

Question 9: Indicate your proficiency using advanced presentation tech. (i.e. interactive whiteboard) systems

- Expert
- Advanced: 10.8%
- Intermediate: 26.6%
- Novice: 23%
- No experience with this technology: 36%
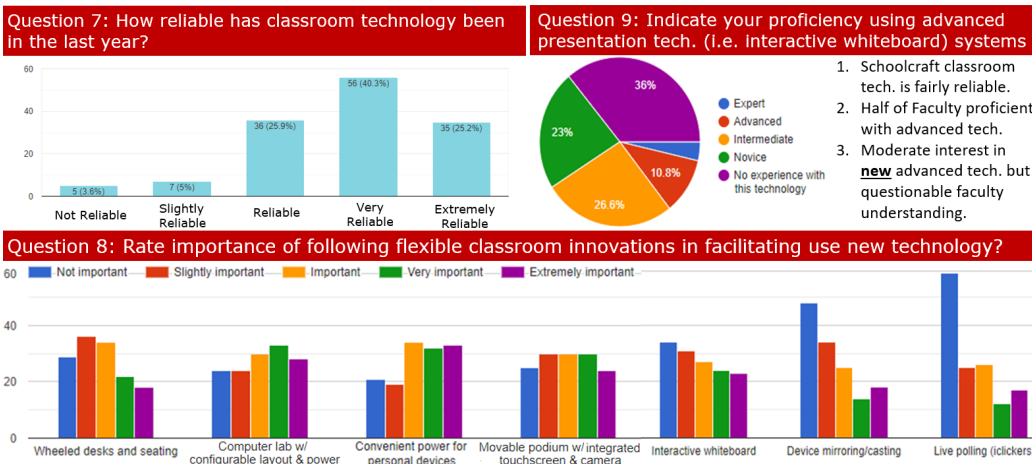
1. Schoolcraft classroom tech. is fairly reliable.
2. Half of Faculty proficient with advanced tech.
3. Moderate interest in **new** advanced tech. but questionable faculty understanding.

Question 8: Rate importance of following flexible classroom innovations in facilitating use new technology?

Legend: Not important, Slightly important, Important, Very important, Extremely important

Categories: Wheeled desks and seating; Computer lab w/ configurable layout & power; Convenient power for personal devices; Movable podium w/ integrated touchscreen & camera; Interactive whiteboard; Device mirroring/casting; Live polling (iclickers)

Faculty & Classroom Technology Responses

Question 13: I would like more information/training in using the following classroom HW technologies:

- Smartphone: 37 (26.6%)
- Tablet: 45 (32.4%)
- Document Camera: 22 (15.8%)
- Movable Podium: 60 (43.2%)
- Advanced Smart Boards: 96 (69.1%)
- None: 27 (19.4%)
- device mirroring casting: 1 (0.7%)
- : 1 (0.7%)
- lightboard: 1 (0.7%)
- How to access WiFi: 1 (0.7%)
- : 1 (0.7%)

1. Use of advanced smartboards
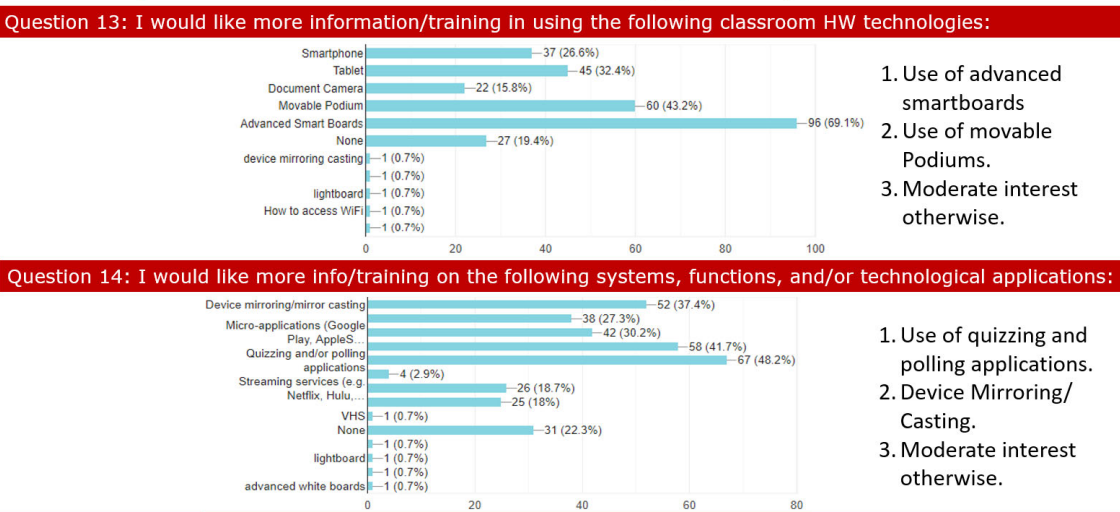2. Use of movable Podiums.
3. Moderate interest otherwise.

Question 14: I would like more info/training on the following systems, functions, and/or technological applications:

- Device mirroring/mirror casting: 52 (37.4%)
- Micro-applications (Google Play, AppleS...): 38 (27.3%), 42 (30.2%)
- Quizzing and/or polling applications: 58 (41.7%), 67 (48.2%)
- : 4 (2.9%)
- Streaming services (e.g. Netflix, Hulu,...): 26 (18.7%), 25 (18%)
- VHS: 1 (0.7%)
- None: 31 (22.3%)
- : 1 (0.7%)
- lightboard: 1 (0.7%)
- : 1 (0.7%)
- advanced white boards: 1 (0.7%)

1. Use of quizzing and polling applications.
2. Device Mirroring/ Casting.
3. Moderate interest otherwise.

Conclusions: Improve Faculty Teaching Outcomes

- Faculty must lead in instruction first & then technology.
- Faculty culture and attitude is paramount in:
  - Faculty behind in tech competency compared to students.
  - Creating faculty's passion at same level in students.
  - Meeting students at their level technologically.
  - Making students "care," leading to deep learning.
- Successful Active Learning models exist (e.g., MCC):
  - Ongoing retraining in a Faculty Development Center.
  - Minimums required in Classroom Technology & Methods.
  - Demonstrative technology competency requirements in new Faculty Orientation.
- Classroom technology trends and requirements:
  - Active learning / collaborative environments.
  - Flexible Classroom (easy to go from lecture to pods).
  - Advanced display systems with easy instant wireless connection by faculty and students.
  - Easy and convenient access to power for personal devices.
  - Absolutely easy/reliable technology – "It just works!"

Student Learning Outcomes Drive Student Success

(Turner, 2020-4)

Appendix C – Schoolcraft College Strategic Planning Process Flow Chart.

Where Are We Now?

1.REFLECT
Review Accomplishment's Report

2.ANALYZE
Key Performance Indicator Data (KPI)'s

3.SWOT
Strengths, Weaknesses, Opportunities & Threats

Where Are We Going?

4.REVISIT
Strategic Objectives to Set Long-Term Direction

5.REFINE
Revise KPI's if Desired – Measure What Matters

6.ESTABLISH
Target Ranges for Performance on KPI's

How Are We Going to Get There?

7.DEVELOP
Strategies & Tactics/Projects for Relevant Strategic Objectives

8.PRIORITIZE
Cabinet Determines Most Critical Cross-Functional Strategies

9.DELEGATE
Tactics Assigned Project Lead, Champion & Cross-Functional Team

How Will we Know We Have Arrived?

10.TRACK
Build Measures & Milestones to Track Progress into Action Plans

11.COMMUNICATE
Include Methods to Provide Periodic Status Updates to Multiple Stakeholders

12.REVIEW
Take Stock of What's Working & Change Course as Needed

(Schoolcraft College, 2019-1, p. 3)

Appendix D – Schoolcraft College Example Results from the Strategic Planning Process

Schoolcraft College Strategic Objectives 2019-2020

Schoolcraft College's Mission

Provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve their intellectual, social and economic goals.

Students, Stakeholders and Community/Economic Development	Resource Optimization	Internal Processes and Systems	Innovation, Value, Improvement and Growth
Improve student achievement	Resource Optimization	Design, develop, deliver, and evaluate learning products	Increase capacity, leadership and performance
Improve internal and external customer service	Provide high quality, safe facilities and learning environments		Build a culture of continuous improvement
Promote and strengthen student and community engagement	Strategically leverage technology		

Students, Stakeholders and Community/Economic Development

Goal: Be the provider of choice for educational offerings, economic growth and personal enrichment

Improve student achievement

1. Objective: Provide leadership and support for the implementation of the College's Guided Pathways.
2. Objective: Improve success KPI metrics: graduation rates and transfer rates so that we meet or exceed national averages (KPI indexed).
3. Objective: Increase student retention KPIs next term.
4. Objective: Strengthen student performance on Institutional Core Abilities.
5. Objective: Increase the number of student employees for retention purposes.

Improve internal and external customer service

1. Objective: Continue designing and implementing plans to decrease student loan debt. (Cost to produce a quality credit hour will be the standard).
2. Objective: Increase student/customer relationships with best-in-class service (KPIs Student Satisfaction Category Scores and Student Campus Climate Survey Category).
3. Objective: Enhance teaching and learning spaces to strengthen student engagement (KPI Student Engagement and Benchmark score).

Promote and strengthen community engagement

1. Objective: Strengthen working relationships with schools, students, parents, workforce partners and community members emphasizing pathways to careers, transfer, retraining and physical wellness opportunities, within the College.
2. Objective: Increase key stakeholders economic growth. Primarily through business development activity.

Resource Optimization

Goal: The College continues to be an effective steward of financial resources.

Ensure fiscal stability

1. Objective: Strengthen fiscal stability for the College (Composite Financial Index, General Fund and Designated Fund Revenues vs Expenditures and net position KPIs)
2. Objective: Increase facility use. (Average building use KPI)

Provide high quality, safe facilities and learning environments

1. Objective: Prioritize and schedule infrastructure projects, including classroom improvements. (Deferred maintenance and facility condition index KPIs)
2. Objective: Maintain a safe campus. (Student Satisfaction and Student Campus Climate KPIs and also including crime reports such as Clery)
3. Objective: Continue work on capital outlay project and manufacturing center within established timelines.

Strategically leverage technology

1. Objective: Provide College stakeholders with the technological tools and applications necessary to address the College's mission.
2. Objective: Establish systems to assure technology services, products and applications are at their optimal functioning levels.
3. Objective: Provide reliable and accurate computer services to appropriate constituent groups.

Internal Processes and Systems

Goal: The College provides state-of-the art learning opportunities to meet the learning needs of their stakeholders.

Design, develop, deliver, and evaluate learning products

1. Objective: Evaluate academic programs/courses to ascertain if they still meet the needs of students/stakeholders.
2. Objective: Identify new learning opportunities to address transfer and workforce needs.
3. Objective: Sustain existing and develop new business partner relationships, which permit the College to strengthen programs or acquire capital investment.
4. Objective: Sustain the Applied Science, Dome, Physical Therapy and Tech Center project timelines, meeting construction and program objectives.

Innovation, Value, Improvement and Growth

Goal: The College is focused on providing the talent and leadership to successfully carry out its mission.

Increase employee capacity, leadership and effectiveness

1. Objective: Encourage leadership development across all levels of the College. (KPI – Employee Climate Perceptions; Development/training expenditures)
2. Objective: Development of faculty members to address learners changing needs (KPI – Employee Climate Perceptions; Development/training expenditures)
3. Objective: Development of College employees to work efficiently, effectively and safely. (KPI – Employee Climate Perceptions; Development/training expenditures)
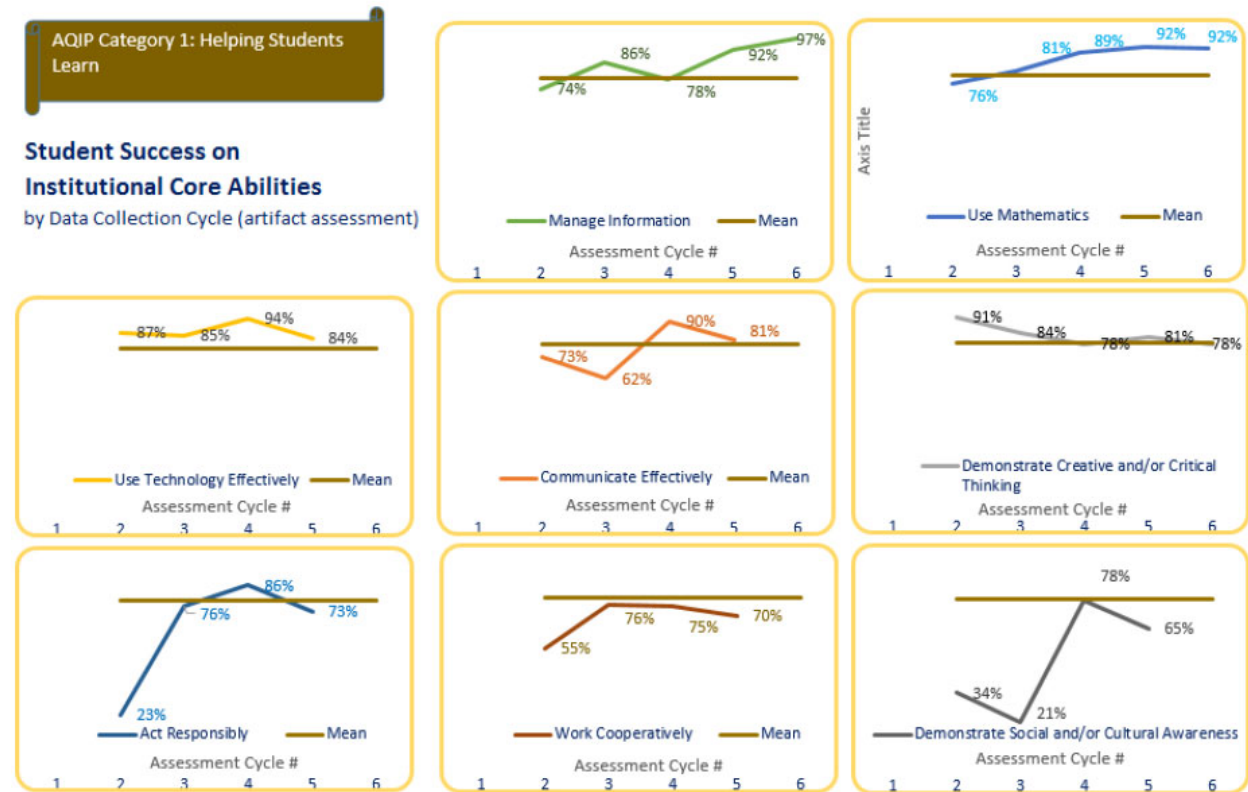
Build a culture of continuous improvement

1. Objective: Educate College stakeholders on using data analytics for data-driven strategic planning and quality improvement initiatives. (KPI – Employee Climate Perceptions; Development/training expenditures)
2. Objective: Sustain operational agility in all agency categories as the transition occurs in the federal and state levels.

(Schoolcraft College, 2019-3)

Appendix E – Schoolcraft College Example Results from the Strategic Planning Process

Operational Vs. Strategic (Adapted from Bryson, Creating Your Strategic Plan, 2011) (Bryson, 2018)

	Operational	→	Strategic
1. Would this issue make it on to the agenda of the policy board?	No		Yes <mark>Union Contract</mark>
2. Is the issue on the agenda of the College's chief executive?	No		Yes – <mark>New Business Model</mark>
3. When will the strategic issue's challenge or <mark>opportunity</mark> confront you?	Right now	Next year <mark>Ongoing</mark>	Two or more years from now
4. How broad an impact will the issue have?	Single unit or division		<mark>Entire organization</mark>
5. How large is your College's financial risk/<mark>opportunity</mark>?	Minor (10% of budget)	<mark>Moderate</mark> (10-15% of budget)	Major (25% of budget)
6. Will strategies for issue resolution likely require:			
a. Changes in mandates or other rules governing the organization?	No		<mark>Yes</mark>
b. Changes in mission?	<mark>No</mark>		Yes
c. Changes in institutional design?	No		<mark>Yes</mark>
d. Development of new or elimination of existing service goals and programs?	No		<mark>Yes</mark>
e. Significant changes in revenue sources or amounts?	No		Yes Hospitality
f. Major facility additions or modifications?	No	Maybe	<mark>Yes</mark>
g. Significant staff expansion or retraction?	No		<mark>Yes</mark>
h. Important changes in stakeholder relations?	No		<mark>Yes</mark>
i. Major changes in technology?	No		<mark>Yes</mark>
j. Significant new learning?	No		<mark>Yes</mark>
k. Changes in the way strategy delivery is controlled?	No		<mark>Yes</mark>
l. Development of significant future capabilities?	No	Some	<mark>Yes</mark>
7. How apparent is the best approach for issue resolution?	Obvious, ready to implement	Broad parameter, few details	<mark>Wide open</mark>
8. What is the lowest level of management to deal with this issue?	Line staff		<mark>Department Directors; VPs</mark>
9. What are the probable consequences of not addressing this issue?	<mark>Inconvenience, inefficiency</mark>	Signifiant service disruption, Financial losses	Major long-term service disruption and large cost or revenue setbacks
10. How many other groups are affected by this issue and must be involved in resolution?	None	1-2	<mark>3 or more</mark>
11. How sensitive or "charged" is the issue relative to College values?	Benign	<mark>Touchy</mark>	<mark>Dynamite</mark>

Appendix F – Schoolcraft College Example KPI's for Student Success

AQIP Category 1: Helping Students Learn

Student Success on Institutional Core Abilities
by Data Collection Cycle (artifact assessment)

Notes: Percentages represent the proportion of students who met the standards/criteria for demonstrating efficacy on a given core ability

Data Source: Core Ability Analysis prepared by mathematics faculty member, Ron Gerich

(Schoolcraft College, 2019-2)

Appendix G: Schoolcraft College KPI's related to increasing enrollment, revenue, and remote

access to tech heavy classes.

STRATEGIC ISSUE: Reverse Downward Enrollment Trend and Increase Revenue.								
Schoolcraft College Pillars and Goals (a.k.a., Overall Strategic Objectives)								
O1: Students, Stakeholders, and Community/Economic Development - Be the provider of choice for educational offerings, economic growth and personal enrichment.								
O2: Resource Optimization - How do we intend to ensure our success, continue to operate, and meet the College's mission through management of resources, assets, technology, physical space, budgets and people?								
O3: Internal Processes and Systems. The College provides state-of-the-art learning opportunities to meet the learning needs for their stakeholders.								
O4: Innovation, Value, Improvement and Growth = The College is focused on providing the talent and leadership to successfully carry out its mission.								
*Schoolcraft College Scorecard Perspective**	Current	Target	Updated	O1	O2	O3	O4	Notes
Balanced Scorecard Pillar 1: Student and Stakeholder								
N/A								
Balanced Scorecard Pillar 2: Budgetary and Financial Responsibility - Resource Optimization								
Composite Financial Index	2.09%	2.50%	Dec-18		Lagging		x	Source: HLC AQIP Institutional Update - Being updated 6/2020
SC Development/Training Expend. per FTE Employee	$484	Nat Med $369	Dec-18		Lagging		x	Data Source: National Community College Benchmark Project
General Fund & Designated Fund Revenues vs. Expenditures per FYES	Exp.$12,794 Rev.$12,536	State Avg. Exp. $15,126	Dec-18		Lagging		x	Data Source: Michigan Postsecondary Data Inventory Tables. Currently being updated 6/2020
Active & Collaborative Learning	47%	60%	Dec-18		Lagging		x	Data Source: Community College Survey of Student Engagement (CCSSE). Currently being updated 6/2020
Support for Learners	48.2%	70%	Dec-18		Lagging		x	Data Source: Community College Survey of Student Engagement (CCSSE). Currently being updated 6/2020
Per Term Enrollment Report: Credit Hours & Head Count	-2.5% / -2.7%	+3% / +3%	Daily		Leading			Source: Daily % chng compared to previous year generated by the SIS.
Number of Lab Classes Accessible Remotely	~10	30	Jun-20		Leading			Source: Schoolcraft SIS - Prgms CIS, CGT, & Elec using prototyp system
Faculty Trained in the Use in Remote Tech-heave class access	3	15	Jun-20		Leading			Needs Faculty Training, Help Desk Support, & Documentation
Curriculum Review: Classes identified for remote class access	20	50	Jun-20		Leading			Requres analysis of nature of HW and SW required for student use
Balanced Scorecard Pillar 3: Internal Processes and Systems								
N/A								
Balanced Scorecard Pillar 4: Growth and Development (Innovation, Value, Improvement and Growth)								
N/A								
* Data is from Schoolcraft KPI report which is being updated now in June 2020.								

(Turner, 2020-3)