



November 13, 2017

VIA ELECTRONIC MAIL

Dr. Brian Stogner, President  
Rochester College  
800 W. Avon Rd.  
Rochester Hills, MI 48307

Dear President Stogner:

This letter is formal notification of action taken by the Higher Learning Commission (“HLC” or “the Commission”) Board of Trustees (“the Board”) concerning Rochester College (“the College” or “the institution”). At its meeting on November 2-3, 2017, the Board voted to continue the accreditation of the College and scheduled the institution for monitoring. This action is effective as of the date action was taken. In taking this action, the Board considered materials from the College’s most recent comprehensive evaluation, including but not limited to: the Assurance Filing the College submitted, the report from the comprehensive evaluation team, the report of the Institutional Actions Council Hearing Committee, the institution’s responses to these reports, and other materials relevant to the evaluation.

The Board required that the College host a focused visit no later than November 1, 2019, specifically addressing the following:

- Core Component 3.C
  - Faculty personnel files are complete and in compliance with HLC standards; and
  - Faculty issues (faculty load, faculty development, promotion criteria, productivity and quality of teaching, workload, and compensation) have been adequately resolved to meet HLC criteria, core components, and subcomponents to show that the College has the faculty needed for effective, high-quality programs and student services.
- Core Component 4.A
  - The College maintains a practice of regular program review;
  - Program reviews, including direct measures of assessment of student learning outcomes, have been completed for student services and for at least one half of all academic programs;
  - The deans and Assessment Committee have analyzed the program review results and made recommendations to the Senior Leadership Team for program improvements;
  - The results of program review have been disseminated to the board, administration, and faculty; and
  - Program review confirms consistency across delivery modalities.
- Core Component 4.B
  - The College has clearly stated student learning outcomes and effective processes for addressing them;

- The College provides formal data as evidence of student learning assessments that it claims for its curricular and co-curricular programs;
- The College provides examples of improvements that show how assessment results have been used to positively impact student learning; and
- The College's processes, methodologies, and faculty and staff involvement demonstrate an institutional culture of assessment.
- Core Component 5.C
  - The College has a strategic plan that demonstrates integrated long-range planning that anticipates and prepares for uncertainties in financial markets and enrollments; and
  - The College provides evidence of the systematic use of data (including assessment data) to inform decisions relating to budgeting and planning.

The Board maintained the College on the Standard Pathway with its next comprehensive evaluation for reaffirmation of accreditation in 2022-23.

The Board based its action on the following findings made with regard to the College:

The College meets Criterion Three, Core Component 3.C, "the institution has the faculty and staff needed for effective, high-quality programs and student services," but with concerns because:

- The College is still improving its relations with faculty, with particular attention on faculty workload, faculty development, promotion criteria, productivity and quality of teaching, workload and compensation;
- The College is now committed to address these faculty issues, but it will take time to realize progress in these areas, especially since the key faculty leader, provost, position is not yet in place; and
- The College indicated in its response to the team report that it plans to have faculty personnel files in compliance with HLC standards by 2018.

The College meets Criterion Four, Core Component 4.A, "the institution demonstrates responsibility for the quality of its educational programs," but with concerns because:

- Program learning outcomes have only recently been established for all programs; rubrics are currently in the process of being developed; and an Assessment Committee has recently been put in place to oversee data collection, evaluation, and reporting cycles and workflows;
- Program reviews will begin in 2018-2019, which means that no evidence is currently available to analyze data; and
- The College has implemented a plan to follow up with graduates, using First Destination Survey, which will enable the College to survey and track its graduates, which will likely require a personnel change that will be implemented in fall 2017, and the tracking of graduates also will be extended beyond first year graduates.

The College meets Criterion Four, Core Component 4.B, "the institution demonstrates a commitment to education achievement and improvement through ongoing assessment of student learning," but with concerns because:

- The College has made significant and remarkable progress in establishing a viable assessment process, with new staff and new resources devoted institutionally to this matter, although evidence is not yet available to demonstrate results;

- The systematizing of assessment was made possible by an investment in LiveText software, but no data is currently available because of the newness of the process across campus; and
- The College is now focusing on gathering formal data.

The College meets Criterion Five, Core Component 5.C, “the institution engages in systematic and integrated planning,” but with concerns because:

- With regard to strategic planning, the College is still in early stages of developing the foundation for a strategic plan, and no strategic plan has yet been implemented;
- Currently, the President is focused on defining institutional priorities and attending to the formation of the College Board of Trustees; and
- The linkage between student outcomes assessment and prospective budgeting is currently in its infancy, and will need to be developed in earnest and incorporated into the strategic plan.

The Board action resulted in changes to the affiliation of the College. These changes are reflected on the Institutional Status and Requirements Report. Some of the information on that document, such as the dates of the last and next comprehensive evaluation visits, will be posted to the HLC website.

Commission policy COMM.A.10.010, Commission Public Notices and Statements, requires that HLC prepare a summary of actions to be sent to appropriate state and federal agencies and accrediting associations and published on its website. The summary will include HLC Board action regarding the College.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation. Please contact your HLC Staff Liaison, Dr. Jeffrey Rosen, if you have questions about any of the information in this letter.

Sincerely,



Barbara Gellman-Danley  
President

cc: Chair of the Board of Trustees, Rochester College  
John Manry, Director, Assessment and Institutional Research, Rochester College  
Evaluation team chair  
Institutional Action Council Hearing Committee chair  
Michael Beamish, Manager, Private Postsecondary Education, Michigan Department of  
Licensing and Regulatory Affairs, Licensing Division, Bureau of Commercial Services,  
Proprietary School Licensing  
Jeffrey Rosen, Vice President for Accreditation Relations and Director of the Open Pathway,  
Higher Learning Commission  
Karen Peterson Solinski, Executive Vice President for Legal and Governmental Affairs,  
Higher Learning Commission