

Systems Portfolio



Academic Quality Improvement Project

The Higher Learning Commission
A Commission of the North Central Association
of Colleges and Schools

Submitted May 21, 2004

Organizational Overview

O1 Distinctive Features of Institutional Culture: Glen Oaks Community College is a two-year, public, not-for-profit community college located in Southwest Michigan, 150 miles west of Detroit. The only postsecondary institution in rural St. Joseph County, Glen Oaks is also the closest postsecondary institution for parts of three other Michigan counties and two Indiana counties. The service area has a population of more than 200,000 citizens, of which 62,422 live in St. Joseph County.

Citizens served by the College are poorer and less educated than others in the state and nation. The county's per capita income level (\$18,246), families-living-in-poverty rate (13%), and children-participating-in-“Women, Infants, and Children” (a federal health/nutrition program) rate (48%) are worse than those for Michigan and the United States. The percentage of adults who finished high school (78.5%) and percentage of adults with four-year college degrees (12.7%) also are below those of the state and the nation.

Service District Attributes					
Location	Per capita income	Families < poverty	Children in WIC	Adults w/h.s. diplomas	Adults w/ bachelor's deg
County	\$18,246	13.2%	48%	78.5%	12.7%
State	\$22,168	7.2%	35%	83.4%	21.8%
Nation	\$21,587	9.2%		80.3%	16.2%
<i>Sources: U.S. Census 2000; Michigan Department of Community Health; Michigan Family Assistance Program</i>					

Figure 01-1

Purpose and Mission Statement

Glen Oaks' purpose is to serve the educational/vocational training needs of residents and employers in its service area. The institution's **Mission Statement** declares:

Glen Oaks Community College is a public institution of higher education dedicated to integrity in all endeavors. Glen Oaks values

excellence in teaching and learning. The College provides a supportive environment and maintains high expectations for achievement. Glen Oaks demonstrates respect and concern for all individuals. The College is committed to lifelong learning and to being an integral part of each community it serves. Glen Oaks continually strives to improve programs, services, and operations.

All citizens who can benefit will have access to the programs and services of Glen Oaks Community College.

Glen Oaks Community College offers college transfer courses, business education and customized training, technical and vocational programs, and developmental courses. The College provides cultural and personal enrichment opportunities, student support programs, and community services. Glen Oaks subscribes to an open-access admissions policy while maintaining standards of entry into all courses that apply towards degrees and certifications.

Glen Oaks Community College is a teaching institution committed to providing quality learning experiences.

As the College strives to fulfill its mission, it embraces its **Vision Statement**:

Glen Oaks Community College will be a dynamic force in the community and will provide learning that is challenging, rewarding, and enjoyable. To that end, the College will epitomize the best in educational services, technology and facilities. Assessment results will drive College efforts in the relentless pursuit of customer satisfaction and organizational advancement.

O2 Scope of Educational Offerings:

Academic Programs

Glen Oaks' academic offerings consist of associate degree programs (typically two years in length) and occupational certificate programs (typically one year or less in length). As of January 2004, the College offers 10 associate degree programs (Figure 02-1) and 22 certificate programs (Figure 02-2).

Glen Oaks' Associate Degree Programs				
Arts	Business	Early Childhood Education	General Studies	Science
App. Science in Allied Health	App. Science in Business	App. Science in Nursing	App. Science in Social Work	App. Science in Technology

Figure 02-1

Glen Oaks' Certificate Programs			
Accounting	Banking/Finance	Computer Information System	Database/Programming
Automotive Service	Office Admin. Asst.	Medical Office Assist.	Supervision
Machine Tool Tech.	Computer Repair	Electronics Tech.	Drafting/Design
Social Work Tech.	Automotive Tech.	Mgmt/Marketing	Practical Nursing
Emergency Med.Tech.	Early Childhood Ed.	Health Insurance Coder/Biller-Outpatient	Health Insurance Coder/Biller-Hospital
Medical Assistant		Medical Transcription	

Figure 02-2

Most courses are traditional in format and are taught on campus. However, distance learning courses are also offered and are gaining popularity, particularly with students who live in remote parts of the service area or who work during days. Moreover, there are plans to begin offering courses at outreach centers the College has opened in the county's two largest cities. Furthermore, workforce training is provided at an area manufacturing plant.

Other Programs

Business

The College's Center for Business Services meets the needs of business and industry customers in the service area. Services include on-site customized training, business counseling, state training grant writing and administration, computer technology courses, and business courses on such topics as

continuous quality improvement, team building skills, supervisory skills, project management, customer services, and statistical process control.

Personal/Enrichment

The College's Continuing Education Department offers programs designed to meet the personal and enrichment educational needs of citizens of all ages in the community. Programs for individuals and groups may provide instruction in personal and family living skills, social and civic responsibility, professional continuing education or vocational upgrading, and self-development and fulfillment. Continuing Education also assists special programs at the college, such as a summer Youth College for elementary students and a year-round Adventures in Lifelong Learning (ALL) organization affiliated with the Elderhostel Institute Network.

**O3 Student Base and Students' Needs and Requirements:
Demographics**

Glen Oaks' students are a diverse group, based on College Registrar data for Fall 2002. They range in age from under 18 to over 50 years; one-third fall in the 19-25 age group, and the average age is 27. Women constitute 60% of the student body. Some 94% of students are Caucasian, and African Americans represent the largest minority group, comprising 2.4% of the student body. (Both percentages reflect the racial makeup of St. Joseph County.) In addition, 67% of students are from families in which neither parent graduated from a four-year college. Moreover, one-fifth of the students who graduate from the county's high schools enroll at Glen Oaks in the following fall.

In Fall 2002, the College counted 640 full-time students and 836 part-time students, and the 2002-03 FTE was 985. In a given term, 57% of enrolled students are part-time students.

Roughly 33% of students are enrolled in programs designed to transfer to bachelor degree-granting institutions; 42% are in occupational programs, and 25% take classes for personal interest/job-enrichment. In a given year, about 25% of students

take Continuing Education and Community Services classes. Three percent of the students attend through a collaborative arrangement with the local intermediate school district to provide career technical education. Approximately 10% of students are taking distance learning/video courses.

Needs and Requirements

The needs and requirements of Glen Oaks' students are varied, reflecting student diversity, and fall into three categories: academic, personal, and financial.

Academic needs and requirements

include high school vocational training, career training, preparing to enroll in a four-year college, training to develop skills for a new career after being laid off a job, and pursuing personal interest.

The College's Graduate Survey sheds light on students' academic needs/requirements. It asks them to identify which of five goals reflect their reasons for taking courses: 1.) Improvement of Existing Job Skills; 2.) Preparation for a Future Job; 3.) University/College Transfer Credit; 4.) Personal Interest; 5.) Other. Results from three surveys are summarized in Figure O3-1.

Students' Academic Needs and Requirements			
Objective	2002 Graduates*	2001 Graduates*	2000 Graduates
Improvement of Existing Job Skills	14%	12%	13%
Preparation for a Future Job	60%	50%	45%
University/College Transfer Credit	22%	38%	23%
Personal Interest	12%	4%	2%
Other	7%	8%	5%
*Percentages add up to more than 100% because some graduates checked more than one objective.			
<i>Glen Oaks Community College Graduate Survey, 2002, 2001, 2000</i>			

Figure 03-1

Personal needs and requirements include taking remedial classes; working with a tutor; receiving support services, displaced worker support, and special needs aid, such as mobility, hearing-impairment, and vision-impairment aids; receiving career advising and personal counseling; and so forth. Figure 03-2 lists data from the 2002-2003 academic year detailing students' various personal needs and requirements.

Students' Personal Needs and Requirements	
2002-2003 Need	# of Students
Remedial Classes	622
Personal Remediation/Assessment	26
Tutoring Assistance	154
Occupational Program "Special Populations" Support Services	111
North American Free Trade Agreement Student Support	88
<i>Glen Oaks Community College Graduate Survey, 2002, 2001, 2000</i>	

Figure 03-2

Financial needs and requirements are reflected in the statistics from the College's Fall 2001, 2000, and 1999 enrollment data. Figure 03-3 presents the data.

Students' Financial Needs and Requirements			
Attribute	2001 Students	2000 Students	1999 Students
Total Enrollment	1,563	1,368	1,328
Full-Time Equivalent Enrollment	1,097	938	936
Title IV Need-Based Financial Assistance Recipients	671	552	862
Pell Grant Recipients	528	430	460
<i>Glen Oaks Community College Financial Aid Office</i>			

Figure 03-3

O4 Collaborations: Criterion 9 more fully addresses the collaborative relationships that exist between Glen Oaks Community College and other organizations. The following list cites those collaborations:

Businesses, Foundations, and Agencies

- Centro De Ayuda
- Constantine Downtown Development Association
- Glen Oaks Community College Foundation
- Private businesses and industries
- Southwest Michigan Five-County Collaborative
- St. Joseph County Area Transportation Board
- St. Joseph County Economic Development Association

- St. Joseph County Human Service Council
- St. Joseph County Manufacturers Council
- Sturgis Chamber of Commerce
- Three Rivers Chamber of Commerce
- Workforce Development Board

Other Colleges and Universities with whom the College has Articulation Agreements

- Davenport University
- Goshen College
- Kalamazoo Valley Community College
- Kellogg Community College
- Michigan Community College Virtual Learning Collaborative
- Tri-State University

K – 12 Schools (Public and Private) and School Districts

Schools of Branch County (MI):

Bronson High School
Coldwater High School
Quincy High School
Union City High School

Schools of Calhoun County (MI):

Athens High School

Schools of St. Joseph County (MI):

Burr Oak Community Schools
Centreville Public Schools
Colon Community Schools
Constantine Public Schools
Mendon Community Schools
Nottawa Community Schools
Sturgis Public Schools
Three Rivers Community Schools
White Pigeon Community Schools

Schools of the State of Indiana:

Angola High School
Bethany Christian School
Concord
Elkhart Area Career Center
Elkhart Central High School
Elkhart Memorial High School
Fairfield High School
Jimtown High School
Lakeland High School
Middlebury High School
Northridge High School
Prairie Heights High School
West Noble High School
Westview High School

Michigan Area Private Schools:

Factoryville Christian School
Howardsville Christian School
Lake Area Christian School
Sturgis Christian School

St. Joseph County (MI) Intermediate School District:

Athletic Directors Association
County Counselors Association
Principals Association
School Board Association

Superintendents Association

Bargaining Units

The Faculty Senate of Glen Oaks
Community College
Glen Oaks Support Staff Employees

O5 Personnel of the College as of January 2004:

Personnel	Status		Educational Level				
	Full Time	Part Time	Doctorate	Master's	Bachelor's	Associate's	Less than Associate's
Administrators	29		2	10	8	3	6
		2		1	1		
Full Time Faculty	28		2	24	2		
Adjunct Faculty		9	1	4	3	1	
Associate Faculty		56	1	19	20	6	10
Support Staff	26					11	
		12					

O6 Facilities and Regulatory

Environment: The College property encompasses 314 acres. One main building, constructed in 1968, contains administrative, instructional, and student service operations. The Center for Student Success, an extension of the original building, was constructed in 1994. A renovated farmhouse, the family home on the original donated acreage, houses the College's Center for Business Services. A variety of other buildings is dedicated for athletics and maintenance. In addition to office areas and bookstore, standard classrooms, computer labs, an allied health/nursing clinical lab, the College library with a research lab, and a career technical area (automotive, machine tool, and welding) are contained within the main building. The College provides standard equipment to support and sustain all programs and services while utilizing two networks: an administrative networking system and a college-wide network. For employee safety, the College complies with all standards of the Occupational Safety and Health Administration and the Michigan Occupational Safety and Health Administration. Fiscally the College follows the laws, regulations, policies, and procedures of the US Department of Education, as contained in The Blue Book, and generally accepted accounting principles (GAAP).

In 1972, the North Central Association of Colleges and Schools granted candidacy status to the College with full accreditation in

1975. Since that time the College has remained accredited, and, in 2000, began the process of continuing accreditation with the Higher Learning Commission via the Academic Quality Improvement Program. Academic programs comply with regulations established by the College; however, the Nursing Program must also comply with regulations of national and state nursing boards. Furthermore, in 2004, the College began the process of securing national accreditation for the medical assistant program.

O7 Competitors: Although it is the only institution of higher education in St. Joseph County, Glen Oaks does face competition striving to attract students that might enroll at the College and competition trying to provide similar services that the College provides.

Competitors for Students

- The armed forces
- Employers looking for workers
- Colleges in the region that provide programs that Glen Oaks offers and does not offer (for example, in the State of Michigan, Davenport University, Kalamazoo Valley Community College, Kellogg Community College, Southwestern Michigan College, Spring Arbor College, Western Michigan University, and in the State of Indiana, Indiana University-South Bend, Ivy Tech State College, and Tri-State University)
- Colleges that provide programs via the Internet (for

- example, University of Phoenix and institutions participating in the Michigan Community College Virtual Learning Collaborative)
- ❑ Private firms that offer worker training programs
 - ❑ Higher education institutions that offer worker training programs
 - ❑ Employers that provide their own worker training programs
 - ❑ Chambers of Commerce seminars/workshops

Competitors for Services

- ❑ Community or school programs that offer adult learning programs
- ❑ Local libraries
- ❑ Local facilities that offer meeting space
- ❑ Programs that offer summer youth programs
- ❑ Programs that provide after-school high school student support programs

O8 Key Opportunities and Vulnerabilities: Glen Oaks Community College acknowledges three major vulnerabilities while focusing on four significant opportunities.

Vulnerabilities

- ❑ Decreasing Financial Stability
State aid was significantly reduced for 2003 – 2004. Three local property tax initiatives failed to compensate for the reduction.
- ❑ Increasing Expenses to Maintain an Aging Infrastructure

The College is housed in an aging physical plant. The College needs to update technology, information, and security systems.

- ❑ Encroaching Competition from Other Area Community Colleges

Opportunities

- ❑ Seamlessness of Educational Opportunities Provided by the College:
 - business development
 - customized training
 - career technical education
 - dual enrollment
 - distance learning
 - articulation agreements
- ❑ Awarding of Grants to the College:
 - Title III: Strengthening Institutions Planning Grant
 - Upward Bound Grant
- ❑ Difficult Economic Times:
 - Rising baccalaureate costs may increase community college enrollment.
 - Rising area unemployment may increase enrollment.
 - Difficult economic times may lead to a refinement of the College's mission.
- ❑ Increased Ethnic Diversity in the College's Service Area

Glen Oaks Community College
Administrative Organizational Chart

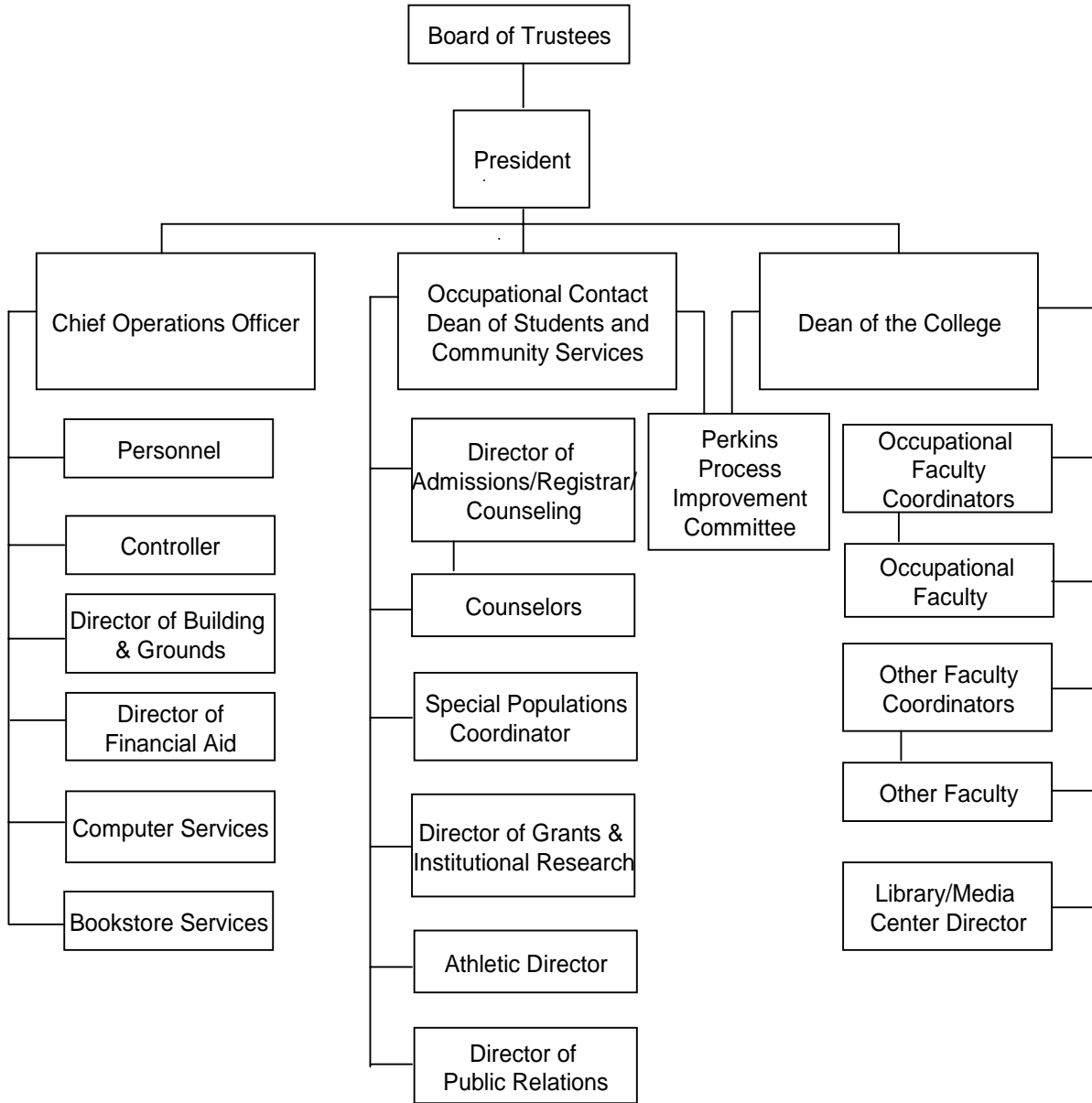


Table of Contents

Organizational Overview.....	i
Organizational Chart.....	xi

Criterion 1: Helping Students Learn

Context for Analysis

1C1 Common Student Learning Objectives.....	1
1C2 Alignment with College's Mission.....	3
1C3 Key Instructional Programs.....	4
1C4 Accommodation of Student Learning Styles.....	4
1C5 Celebrate Freedom and Respect Diversity.....	5

Processes

1P1 Determination of Common Student Learning Objectives.....	6
1P2 Design of New Programs and Courses.....	6
1P3 Determination of Preparation Required by Students.....	10
1P4 Communication of Expectations.....	11
1P5 Appropriate Selection of Programs by Students.....	12
1P6 Determination and Documentation of Effective Teaching and Learning.....	13
1P7 Effective and Efficient Course Delivery System.....	17
1P8 Currency and Effectiveness of Curriculum.....	18
1P9 Learning Support.....	20
1P10 Alignment of Co-curricular Goals.....	21
1P11 Determination of the Processes for Student Assessment.....	21
1P12 Student Preparation for further Education or Employment.....	22
1P13 Measures of Student Performance Collected and Analyzed.....	22

Results

1R1 Results for Common Learning Objectives and Program Learning Objectives.....	22
1R2 Evidence.....	23
1R3 Results for Processes associated with Helping Students Learn.....	24
1R4 Comparative Results.....	26

Improvement

1I1 Improving Current Processes and Systems.....	26
1I2 Targets, Improvement Priorities, and Communication Thereof.....	26

Criterion 2: Accomplishing Other Distinctive Objectives

Context for Analysis

2C1 Identifying Explicit Institutional Objectives in Addition to Helping Students Learn.....	28
2C2 – 2I2 Remaining Questions on Content, Processes, Results, and Improvement.....	29

Criterion 3: Understanding Students' and Other Stakeholders' Needs

Context for Analysis

3C1 Subcategories of Students and Other Stakeholders.....	30
3C2 Short- and Long-term Requirements and Expectations.....	30

Processes

3P1 Changing Needs of Student Groups.....	31
3P2 Building and Maintaining Relationships with Students.....	32
3P3 Changing Needs of Key Stakeholder Groups.....	33
3P4 Building and Maintaining Relationships with Key Stakeholders.....	33
3P5 Determining if new Student and Stakeholder Groups should be	

addressed within Educational Offerings and Services.....	34
3P6 Collecting and Analyzing Complaint Information.....	34
3P7 Determining Student and Other Stakeholder Satisfaction.....	36

Results

3R1 Results for Student Satisfaction.....	37
3R2 Results for Building of Relationships with Students.....	39
3R3 Results for Stakeholder Satisfaction.....	39
3R4 Results for the Building of Relationships with Key Stakeholders.....	41
3R5 Comparative Results.....	42

Improvement

3I1 Improving Current Processes and Systems for Understanding Needs of Students and Stakeholders.....	42
3I2 Targets for Improvement.....	43

Criterion 4: Valuing People

Context for Analysis

4C1 Distinctive Ways in which Work is Organized to Focus on Student Learning.....	44
4C2 Key Institutional and Geographic Factors related to Work Environment.....	44
4C3 Analysis of Demographics over the next Decade.....	44
4C4 Faculty, Staff, and Administrative Training Initiatives.....	44

Processes

4P1 Identification of Required Credentials, Skills, and Values.....	45
4P2 Recruiting, Hiring, and Retaining of Employees.....	45
4P3 Contributions of Work Processes and Activities to Communication, Cooperation, High Performance, Innovation, Empowerment, Organizational Learning, and Skill Sharing.....	46
4P4 Training and Development.....	46
4P5 Training Needs – How Determined and Aligned with Other Criteria.....	46
4P6 Personnel Evaluation System – Design and Use.....	47
4P7 Recognition, Reward, and Compensation Systems.....	47
4P8 Key Issues Related to Motivation.....	48
4P9 Employee Satisfaction, Health, Safety, and Well-being.....	49
4P10 Collection and Analysis of Measures of Valuing People.....	49

Results

4R1 – 4R4 Results, Evidence, and Comparisons.....	49
---	----

Improvement

4I1 Improving Processes and Systems for Valuing People.....	49
4I2 Improvement Priorities and Communicating Results.....	49

Criterion 5: Leading and Communicating

Context for Analysis

5C1 Leadership and Communication Systems.....	50
5C2 Alignment of Practices of Leadership System with Practices and Views of Board and Senior Leaders.....	50
5C3 Institutional Values and Expectations Regarding Ethics and Equity, Social Responsibility, and Community Service and Involvement.....	51

Processes

5P1 How Leaders Set Directions.....	51
5P2 How Leaders Guide the Institution in Building and Sustaining a Learning Environment.....	52
5P3 Decision-making and the Use of Committees.....	52
5P4 How Leaders Use Information in Decision-making.....	53
5P5 Communication Between and Among Institutional Levels.....	54

5P6 How Leaders Communicate a Shared Mission.....	54
5P7 How Leadership Abilities are Encouraged, Developed, and Strengthened.....	55
5P8 Leadership Succession.....	55
5P9 Measures of Leading and Communicating Collected and Analyzed Regularly.....	56
Results	
5R1 and 5R2 Results for Leading and Communicating Processes and Systems.....	56
Improvement	
5I1 Improving Processes and Systems for Leading and Communicating.....	56
5I2 Setting Targets for Improvement, Identifying and Addressing Improvement Priorities, and Communicating Results and Priorities.....	56

Criterion 6: Supporting Institutional Operations

Context for Analysis

6C1 Key Student and Administrative Support Services Processes.....	58
6C2 Reinforcement of Processes and Systems.....	59

Processes

6P1 Identification of Student Support Service Needs.....	59
6P2 Identification of Administrative Support Service Needs.....	59
6P3 Day to Day Student and Administrative Support Service Management.....	59
6P4 Improvement of Services.....	60
6P5 Measures of Student and Administrative Support Service Processes Collected and Analyzed.....	60

Results

6R1 Results for Student Support Service Processes.....	60
6R2 Results for Administrative Support Service Processes	61
6R3 Comparison with other Higher Education Institutions.....	61

Improvement

6I1 Improvement of Current Processes and Systems.....	61
6I2 Establishment of Targets for Improvement.....	62

Criterion 7: Measuring Effectiveness

Context for Analysis

7C1 Collection, Storage, and Access of Information.....	63
7C2 Key Institutional Measures for Tracking Effectiveness.....	64

Processes

7P1 Selection, Management, and Use of Information.....	64
7P2 Determination and Meeting of Information Needs.....	65
7P3 Determination of Needs and Priorities for Comparative Data.....	65
7P4 Analysis of Information and Data Regarding Performance.....	65
7P5 Analysis and Alignment of Information with Institutional Goals.....	66
7P6 Ensuring the Effectiveness of Information Systems.....	67
7P7 Collection and Analysis of Measures of Effectiveness of System for Measuring Effectiveness.....	67

Results

7R1 Evidence that the College's System for Measuring Effectiveness meets Institution's Needs.....	67
7R2 Comparative Results.....	67

Improvement

7I1 Improvement of Current Processes and Systems for Measuring Effectiveness.....	67
7I2 Establishment of Targets for Improvement.....	68

Criterion 8: Planning Continuous Improvement

Context for Analysis

8C1 Mission and Vision.....	70
8C2 Short- and Long-Term Strategies.....	71

Processes

8P1 Planning Process.....	72
8P2 Selection of Strategies.....	73
8P3 Development of Key Action Plans.....	73
8P4 Coordination and Alignment.....	75
8P5 Selecting Measures and Setting Performance Projections.....	75
8P6 Appropriate Resource Needs.....	75
8P7 Professional Development.....	75
8P8 Collection and Analysis of Data.....	76

Results

8R1 Results of Planning.....	77
8R2 Projections for Performance.....	79
8R3 Comparisons of Projections.....	80
8R4 Evidence of Effectiveness.....	80

Improvement

8I1 Improvement Process.....	81
8I2 Improvement Priorities and Communication Thereof.....	81

Criterion 9: Building Collaborative Relationships

Context for Analysis

9C1 Key Collaborative Relationships.....	83
9C2 Relationships Reinforce Institutional Mission.....	84

Processes

9P1 Creating, Prioritizing, and Building Relationships.....	84
9P2 Ensuring Needs Are Being Met.....	86
9P3 Creating and Building Relationships within the College.....	86
9P4 Measures of Building Collaborative Relationships.....	88

Results

9R1 Results in Building Key Collaborative Relationships.....	88
9R2 Results Comparison.....	92

Improvement

9I1 Improving Current Processes and Systems.....	92
9I2 Setting, Prioritizing, and Communicating Targets.....	92

Criterion 1: Helping Students Learn

1C1 Common Student Learning Objectives: A key line from the Mission Statement of Glen Oaks Community College states that the college is “a teaching institution committed to providing quality learning experiences.” To that end, in October 2000, the faculty of the college began to define institutional values and assessment goals as well as program objectives. In January 2001, the faculty revised the educational values and formalized the College’s General Statement of Educational Values. That statement is not a list of competencies required for graduation. However, it is the goal of Glen Oaks Community College to help students achieve the attributes listed in the statement:

- Acquire the knowledge appropriate for career and personal growth
- Develop personal and professional integrity
- Read, write, and speak effectively
- Pursue education for a lifetime
- Pursue opportunities for wellness
- Analyze information critically
- Engage in problem solving
- Develop an appreciation for diversity
- Work collaboratively

Each division within the college then focused on the educational values and identified patterns of knowledge and skills for students to possess upon completion of their general and specialized studies.

To that end, the **Developmental Studies Division** offers course work through which students will display:

- A belief in themselves beyond a previous “label”
- Self-awareness and awareness of personal strengths and weaknesses
- An ability to apply appropriate problem-solving processes
- A college attitude
 - Committed to task
 - Self-control
- Good decision-making skills
- Improved basic academic skills
- Success in subsequent classes

To that end, the **Nursing and Allied Health Division** offers course work through which students will display:

- Knowledge
- Safety/Competency
- Communication skills/literacy (read, write, spell, speak)
- Ethical behavior
- Critical thinking/problem-solving skills
- Responsibility/Accountability
- Organizational skills
- Responsiveness to diversity
- Self-directed (continuing) learning
- Professional role modeling behavior
- Change agent behavior
- Advocacy behavior

To that end, the **Vocational/Technical Division** offers course work through which students will:

- Always apply safety standards

- ❑ Demonstrate proficiency level within their discipline
- ❑ Apply problem-solving skills
- ❑ Read and apply technical information
- ❑ Develop an awareness of acceptable work habits
- ❑ Adapt to change
- ❑ Develop societal/cultural awareness

To that end, the **Physical Education Division** is designed to teach the appreciation of the skills necessary to obtain fitness for a lifetime. The students will obtain a greater understanding of the dimensions of wellness:

- ❑ Physical
- ❑ Intellectual
- ❑ Emotional
- ❑ Social
- ❑ Spiritual
- ❑ Environmental
- ❑ Occupational

To that end, the **Business and Computer Technology Division** offers course work through which students will:

- ❑ Display written, oral, and interpersonal communication skills
- ❑ Demonstrate a logical approach to problem-solving
- ❑ Develop professional behavioral skills/ethics
- ❑ Display organizational skills/time management
- ❑ Be a life-long learner
- ❑ Transfer and apply learned skills/theories
- ❑ Become aware of diversity
- ❑ Demonstrate technical expertise

To that end, the **Natural Science/Mathematics Division** offers course work through which students will:

- ❑ Develop/improve problem-solving and organizational skills (critical thinking)
- ❑ Collect/organize data
- ❑ Analyze/interpret data
- ❑ Formulate and carry out problem solving plans
- ❑ Be able to effectively communicate these results
- ❑ Know the next step to achieve their goal(s) and have the skills to get there

To that end, the **Humanities, Social Sciences, and Fine Arts Division** offers course work through which students will:

- ❑ Gather, understand and evaluate, synthesize and apply information, and express it accurately and creatively
- ❑ Understand and evaluate various media and respond critically and aesthetically
- ❑ Develop self-expression through language and fine arts
- ❑ Increase self-awareness and awareness of their connection to others and to the environment
- ❑ Develop awareness and understanding of the ethical and moral dimensions of their values and value systems of others
- ❑ In addition, the course work encourages students to pursue lifelong learning

1C2 Alignment with College's

Mission: Since it is through course work within the above divisions that students complete all general and specialized studies, the faculty has been intentional in establishing the alignment between Mission Statement and Educational Values and Division Goals. To further ensure that student learning expectations, practices, and development objectives align with the college's mission and educational philosophy, faculty within individual departments have extended and focused division goals into course objectives. The composition faculty, for example, began this alignment in September 2001 and updated it in June 2002. The pattern illustrated by English Composition 121 and 122 represents other courses in other divisions.

COM 121 and COM 122 address the college's Educational Values, most specifically:

- ❑ Read, write and speak effectively
- ❑ Analyze information critically
- ❑ Work collaboratively

Furthermore, COM 121 and COM 122 address the Humanities, Social Science and Fine Arts Division Goals, most specifically:

- ❑ Gather, understand and evaluate, synthesize and apply information, and express it accurately and creatively
- ❑ Understand and evaluate various media and respond critically and aesthetically

- ❑ Develop self-expression through language and fine arts

Therefore, these specific values and goals should drive all COM 121 and COM 122 work. Through COM 121 and COM 122 work, students will learn to:

- ❑ Locate resources
- ❑ Paraphrase accurately the ideas of others
- ❑ Summarize accurately the ideas of others
- ❑ Synthesize materials from a variety of sources
- ❑ Adapt materials for specific audiences
- ❑ Choose appropriate strategies for effective expression
- ❑ Adhere to accepted conventions for expression and presentation
- ❑ Communicate ideas clearly
- ❑ Develop speaking and listening skills

Thus, staff will design assignments to help students achieve the above competencies.

In addition to the faculty's efforts, the College's curriculum committee aids in alignment as it reviews proposed changes to existing courses and adoption of new courses. Similarly, active advisory committees (faculty, counselors, K – 12 representatives, and business and industry representatives) review curricula for the Nursing and Allied Health Division and the Vocational/Technical Division. Furthermore, the Program Review of Occupational Education (PROE) and the College's AQIP Action Project

that has as its goal the assessment of the viability and effectiveness of programs both address the alignment of student learning expectations with mission and philosophy.

However, increased attention needs to be given to the importance of this alignment as faculty develop curricula and specific syllabi and eventually implement that alignment in the classroom.

1C3 Key Instructional Programs:

Glen Oaks Community College defines an instructional program as one for which a degree or certificate is designed and offered by the College. Key instructional programs, therefore, might, by definition, be all those for which the College offers a degree or certificate. Key instructional programs might also be defined as those with highest enrollment, such as developmental studies, or those that generate the most revenue for the College, or those defined by potential employers as the source of quality employees. Assessing a variety of defining factors, the members of the committee formed to draft this criterion identify the College's key programs as Business/Vocational, General Studies, and Nursing/Allied Health. Within these programs, faculty use diverse delivery methods, not limited to but including the following techniques:

- labs
- simulations
- web-based online assignments
- small groups
- lectures

- clinicals
- independent studies internships/externships
- field trips
- videos
- presentation brackets distance learning

The degree to which technology is used within the formal instructional context varies from course to course and from instructor to instructor, especially from associate (part-time) to adjunct to full-time. In general, and not unexpectedly, technology is used most heavily in the Business/Vocational Division.

1C4 Accommodation of Student Learning Styles:

The College is intentional in attempting to prepare faculty to accommodate a variety of student learning styles. It provides faculty with professional literature, such as teaching and leadership newsletters, that addresses issues of diversity and accommodation; it provides professional development funds for individual faculty to pursue study in these areas. On-campus monthly mandatory Faculty Forums, biannual in-services, and regularly scheduled division meetings present information on teaching methods and learning styles. Part-time faculty orientation sessions, the formal faculty review process, and the mentor program all assist in this focus. So, too, do advisory committees and the College's special needs' advocate. Special needs are often self-identified at the advising level during the registration process. In addition, faculty can identify students with special needs from observations in

the classroom. In compliance with the American Disabilities Act, the College provides assistance for all with identified special needs. For those students with documented needs, the College provides a learning specialist.

Course development that follows the Worldwide Instructional Design System (WIDS) model takes students' learning styles into account, as does a distance learning delivery system such as video/on-line blending. Multi-media delivery and simulations further broaden methods to accommodate diverse learning styles. Individual courses, BAM 101 for example, include units of study on effective learning skills and organizational skills. Furthermore, the recent expansion of the College's Tutoring and Testing Center supports individual course and faculty efforts to accommodate a variety of students' learning styles.

Preparation to Live in a Diverse World: The College's General Statement of Educational Values includes the attribute of developing in students an appreciation for diversity. As individual instructors continue to work to align course syllabi with division goals and institutional educational values, such an appreciation becomes evident in individual course content. The content of some courses is, in fact, designed to help students live in a diverse world. Specific courses, such as comparative religion, sociology, and anthropology, focus on diversity and on living in a diverse world. Trans-cultural nursing and children's literature further illustrate

that focus, as do many other courses in the humanities. In addition, library purchases for curriculum assist faculty in that diversity emphasis.

In all official College publications, equal opportunity in hiring is publicized. In institutional brochures and fliers that contain photographs, the diversity of the student population is shown. That diversity is multi-dimensional in gender, age, and ethnicity. However, an appreciation for diversity does not equate with a preparation to live in a diverse world. Shifting a focus from appreciation to preparation would require not only a review of individual course and division goals but also a review of the College's educational values and mission statement. Such a review could result in an alignment of mission, educational values, division goals, and course objectives that reflects intentional efforts to prepare students to live in a diverse world.

1C5 Celebrate Freedom and Respect Diversity: Much of the focus on celebrating intellectual freedom and respecting intellectual property and diverse opinions centers on faculty. In the format of division meetings, forums, and in-services, faculty are encouraged to share opinions. Participative learning is a common practice within faculty groupings where in-put from all is received, then processed within small groups, and finally returned to all. This cycle is repeated until consensus is achieved.

Overt respect for intellectual property is noted in distance learning guidelines and copyright laws.

Individual instructors encourage respect for differing and diverse opinions. This is most clearly evidenced in small group discussions and in question-response segments of class sessions. However, such respect may not be clearly advocated in syllabi or outcomes assessment. In contrast, distance learning programs, particularly those using blackboard discussion, have explicit guidelines that encourage respect. Constructivist learning, building learning from dialogue and reflection, is essential to those programs.

Respect, however, does not equate with celebration. The College seldom intentionally celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing opinions. As delineated earlier, neither the college's Mission Statement nor the General Statement of Educational Values addresses such celebration. Therefore, it is not surprising to acknowledge the need for more intentional focus here.

1P1 Determination of Common Student Learning Objectives: The faculty and the Dean of the College work together to establish common student learning objectives and specific program learning objectives. The process for determining those is delineated in 1C1. It is important to note, however, that for Glen Oaks, goals lie in programs and objectives

in courses. The distinction between the two may be moot in this document, but in practice at the College, it is an important distinction.

1P2 Design of New Programs and Courses: In designing responsive academic programming, faculty and the Dean of the College consider multiple factors provided through an environmental scan of four-year colleges, employers, advisory committees, and standards. For example, in designing occupational programs, such as the recently designed medical assistant certificate, an initial step involves visiting business and industry to verify the need for the program as supported by an anticipated job market. In addition, business and industry identify competencies needed by those completing the program. Then, the competencies are built into the courses that comprise the academic program. Various certifying agencies, such as the State Nursing Board, establish standards, often state-mandated, that drive program and, thereby, course content. Helping students learn then becomes the operative phrase as faculty determine course syllabi, learning outcomes, and methods of delivery and of assessment for each new course within each new program.

The curriculum committee of the College must review all proposed new courses and programs. The Board of Trustees of the College must approve all new programs. Tracing the process for adoption of a new course will reveal the importance of the curriculum

committee in balancing educational market issues with student needs in designing responsive academic programming.

PROCEDURE FOR COURSE ADDITIONS, REVISIONS AND DELETIONS

ACADEMIC AND CONTINUING EDUCATION & CENTER FOR BUSINESS SERVICES

Revisions, additions and deletions of courses will be accomplished according to the following procedure (I- credit courses; II – continuing education courses):

I. Academic Courses

1. Origination of Proposal. Proposals may originate from instructors, administrators, students, Board of Trustees, advisory committees, state agencies, senior universities and/or any member of the Glen Oaks Community College constituency.
2. Submitting Proposals for Review. Proposals will be submitted to the Curriculum Committee Chairperson according to the course change supportive data (4.05A) and course proposals (4.05B) format and curriculum change supportive data. They will follow the following procedure.
 - a. Proposals should be reviewed by the appropriate faculty

- coordinator and division prior to being submitted to the Curriculum Committee.
- b. Discuss the proposal thoroughly with the proposal's originators and the Curriculum Committee.
- c. Return the proposal with comments for further work if necessary.
- d. Approve the proposal.
- e. The Dean of the College will amend the college taxonomy by notifying the Registrar.
- f. Report the addition to the Michigan Department of Career Development when appropriate.
- g. Add to the College Catalog and curriculum guides.
- h. Report to the Board of Trustees when appropriate.
- i. Revise appropriate brochures.

3. If a policy change requires revision of Glen Oaks policy, the Dean of the College, after consultation with the Curriculum Committee, presents the change to the President. After consultation and study, the President brings the desired change to the Board of Trustees for a final decision.

II. CONTINUING EDUCATION & CENTER FOR BUSINESS SERVICES COURSES

1. Submitting Continuing Education Courses for Review.

Proposals will be submitted to either the Dean of Students and Community Services, the Director of Continuing Education, or the Director of the Center for Business Services.

- a. The proposal will be thoroughly discussed with the originators by the Dean of Students and Community Services and at least one other administrator – either the Director of Continuing Education or the Director of the Center for Business Services.
- b. The Executive Director of College Development will return the proposal with comments for further work if necessary.
- c. The Executive Director of College Development approves the proposal.
- d. The new course is recorded on the college taxonomy by notification to the Dean of the College who in turn will amend the college taxonomy.
- e. Report to the Board of Trustees when appropriate.

(July 1992, Revised May 31, 2000)

ACADEMIC PROGRAM ADDITIONS

Additions of academic programs will be accomplished according to the following procedure:

1. Proposal Origination – Ideas, proposals, and concepts regarding the instructional programming of the College originate from instructors, administrators, students, Board of Trustees, advisory committees, state agencies or any other member of the Glen Oaks Community College constituency. Curriculum proposals will be submitted to the Dean of the College for further review.
2. Verification of Need – Following receipt of curriculum proposals, the Dean of the College will investigate the validity of each proposal. A combination of activities will be initiated:
 - a. The appoint a project supervisor or consultant who will:
 1. Determine facility needs.
 2. Determine equipment needs.
 3. Determine staffing needs.
 4. Determine program requirements.
 5. Determine budget needs.
 - b. Apply for a curriculum development grant from:

1. The Department of Career Development or
 2. Other funding sources.
 - c. Conduct a needs survey.
 - d. Form an advisory committee if appropriate (need a statement of support from the advisory committee).
 - e. Apply for state or federal certification or licensure if applicable.
3. Must submit request to your department and faculty coordinator.
 4. Must be submitted to the Curriculum Committee on Form 4.05B. Must follow the format provided in Procedure 4.05 and 4.05A.
 5. Board of Trustees – The Board of Trustees receives program recommendations from the President, based on recommendations of the Dean of the College.

(July 1992, Revised June 21, 2000)

COURSE CHANGE SUPPORTIVE DATA

Before course changes are made it is essential that the following questions be answered and supportive data provided to appropriate administrators and the Chair of the Curriculum Committee.

1. Addition of new transfer or career courses (a, b, & c are on the Form 4.05B)

- a. Prefix, title, credits and contacts for the course.
- b. Course description and outline
- c. How much should be assessed for lab fee charges?
- d. What are the reasons and what student needs have been considered for the addition of this course?
- e. What is the relationship of the course to the overall curricula or program?
- f. Are the prerequisites absolutely necessary? Justify.
- g. If the course is designed for transfer this must be verified (i.e. documentation from the transfer school). Has this been achieved?
- h. What are the qualifications needed by the instructor? Do we have such a person on the staff? If not, what is the availability of faculty with the necessary background?
- i. What are the budgetary implications for equipment, space, ancillary services (i.e. testing materials, field trips, guest speakers, software, etc.), and class size?
- j. Has an advisory committee or certification board been involved in developing this recommendation? Attach copy of roster and recommendation.

2. Deleting transfer or career courses
 - a. What are the reasons for the deletion of the course? Please document.
 - b. Has the advisory committee reacted to this deletion? Please document.
 - c. Does this change result in surplus equipment, space or human resources?
 - d. Have students needs been considered in this recommendation? How?

3. Revisions of transfer or career courses
 - a. What are the reasons for the revision of the course?
 - b. How will the change affect transferability of the course?
 - c. How does this change affect the total program of the career student?
 - d. Will the change create duplication of course content or omission of important matter?
 - e. Please refer to 1g, 2b and 2c above and respond.

(See 4.05B Form)
 (July 1992, Revised May 31, 2000)

Once new courses are added to the curriculum and offered to students, counselors, referring to individual student data, such as the Michigan Occupational Information System inventory (MOIS), advise potential students accordingly. As new courses are taught, faculty review

the content and the outcomes as part of the College's AQIP Action Project that measures student learning. Furthermore, the program review committee that is part of the College's AQIP Action Project that focuses on the viability and effectiveness of programs follows a review cycle that assists in program evaluation. One aspect of this evaluation is the review of employee and alumni satisfaction surveys to determine whether the indicated competencies do match the necessary on-the-job skills and whether the student has been able to apply to the job those skills tested in individual courses or through standardized certification exams.

Attention to both design and review of all new courses and programs helps balance educational market issues with student needs.

1P3 Determination of Preparation Required by Students: Traditionally each division determines program prerequisites, those courses and credit hours needed for the completion of a degree or certificate. The Board of Trustees, then, approves these in the form of required courses and elective options for each degree and certificate offered by the College. Within the degree and certificate programs, however, faculty determine skill prerequisites (course prerequisites). For some courses, a predetermined score on a standardized test or placement examination serves as evidence of skill preparation. For example, the College is now using a computerized placement test, Accuplacer, to

determine reading, math, and English skills of first semester students. Specific Accuplacer scores determined electronically align with placement in specific courses. For higher-level courses in the math and English sequences, the successful completion of the lower level course becomes the skill prerequisite measure.

When electronic assessment of skills determines placement, such as when Accuplacer grades an entrance essay, the basis of the placement seems less anecdotal and subjective and more data-based and objective. Such data-based determination of preparation required for successful completion of a course seems crucial at the community college because of its student population.

The community college, unlike most baccalaureate institutions, operates with an open-door policy. All students who apply are accepted; everybody is in the system. Thus, the student body of the community college may reflect a greater diversity of skill preparation than the student body of other institutions of higher learning. Therefore, prerequisites are crucial for achieving the objectives of individual courses and for successful completion of the courses within a program.

Unlike other divisions at the College, the business and nursing divisions have established prerequisites for admissions into their respective programs. This method focuses on the student's successful completion

of a series of courses prior to the student's acceptance into the program. As such, those divisions are assessing student preparation on the basis of academic grades earned prior to admission into the program and are expecting similar academic success from the student following his or her admission.

Determining the preparation required of students for specific curricula, programs, courses, and learning is an important function relating to student success at the College and is one that merits examination so that it is as effective as possible.

1P4 Communication of

Expectations: The College Catalogue is the primary and initial device for communicating the expectations of student preparations. It contains all prerequisites for courses and program admissions. It is available to all students prior to their applying for admission to the College, and those students enrolled at the College have access to updated versions of the catalogue. Individual programs also have focused brochures that address expectations and requirements for the successful completion of a program.

As the College Recruiter visits area high schools, that representative addresses expectations with the students and introduces prospective students to the admissions process. One component of that process is placement testing through which the College assesses students' preparation and skills.

Once the results of placement testing are available, advisors use those results to identify courses of appropriate skill level for which the individual student might register. The registration process itself reveals the accuracy of placement for both first semester and returning students by electronically red flagging students who have registered for a course for which they either have not taken or successfully completed the prerequisite.

Once students have developed a course schedule and attended the first class session of each course, faculty distribute course syllabi that include the course objectives and, in some cases, details about assessing student learning in that specific course. For example, only after enrolling in and attending a section of English Communications 121, do students learn they will take a grammar proficiency pre-test to measure their preparation skills and a grammar proficiency post-test to assess as objectively as possible their learning in the same area. In general, entry level skills are not addressed prior to enrollment other than by the recruiter and advisors commenting on the assessment of them through a placement test vehicle and by using the placement results to determine course selection. In addition, in the College Catalogue, exit skills are noted as prerequisites for advanced courses in a sequential offering. Furthermore, at the course level, faculty communicate student learning objectives and exit skills to be achieved to those currently enrolled.

Not only improved identification of preparation skills but also improved communication of the importance of those skills to prospective students will positively affect student learning at the College.

1P5 Appropriate Selection of Programs by Students: The advising process at the College helps students select programs of study that match their needs, interests, and abilities. By referring to high school transcripts, ACT and other standardized test scores, and the results of placement tests, such as Accuplacer testing for reading, writing, and math skills, advisors are able to catch discrepancies in preparation in those students registering for the first time at the College. Then, based on the above data, advisors can recommend to students alternative courses that better match their indicated abilities. If a student voluntarily takes an interest assessment test, such as MOIS or Myers-Briggs, the advisor could also use those results to match more closely a student's interests with courses taken.

Another factor that assists in accuracy of placement by matching students' needs, interests, and abilities to courses selected is the organization of courses in all area schools according to Career Pathways, a system of identifying competencies and measuring achievement in them. Students coming to the College from area schools have skills level indicators based on this program. Advisors at the College are trained in the Career

Pathways system and in applying it to the course selection process.

For returning students, advisors catch discrepancies in program preparation as they review prerequisite courses successfully completed by the student. Failure in a course is, no doubt, indicative of discrepancies between necessary and actual preparation of the student, but part of preparation is in the affective domain and, thereby, the responsibility of the student. Therefore, through an individual conference, an advisor would seek to discover the cause of the discrepancy and possible correction of it. In some cases, the student will need to retake the course, possibly from a different instructor who might deliver the course content in a manner more compatible with the student's learning style. In other cases, a substitute course might be suggested, one, however, that still fulfills the program requirements for which the original course was selected while being a better match with the student's interests and learning styles. And yet, in still other cases, an advisor might recommend that the student increase the amount of study time devoted to the class, seek help from the Tutoring and Testing Center, or, if applicable, work with the Special Needs Advocate to decrease the previous discrepancy and increase the possibility of success in the course.

In courses offering pre-and post-tests as part of the assessment of learning, faculty could catch discrepancies in program or course preparation at the time of the pre-

test. When such a discrepancy is noted, the faculty member might meet with the student to review his or her options for better-matched placement or might consult with an advisor and ask that person to meet with the student for clarification of placement.

Unfortunately, the College does not require students to meet with an advisor prior to completing registration. Thus, the self-advising option prevents some students from recognizing discrepancies between actual and necessary preparation, and it permits others who recognize them to overlook them, never address them, and never seek the help the College provides students for selecting programs of study and individual courses that match their needs, interests, and abilities.

1P6 Determination and Documentation of Effective Teaching and Learning:

Because the College has been actively involved since 2000 in AQIP, the College has also been actively involved in the assessment of student learning (one of three approved AQIP Action Projects) since that time. Sections 1C1 and 1C2 of this document address how, based on institutional educational values, faculty determined division and course goals. Values and goals then drove the identification of competencies, the focus of course work, and the determination of effective learning. The "Status Report: Assessment of Student Learning by Division," part of each year-end Action Project report, documents the progress of the

assessment project. (See Figures 1P6-1 and 1P6-2.)

For individual courses and divisions, faculty are responsible for the documentation of effective learning. Faculty coordinators are then responsible for reporting documentation data to the Dean of the College. Participation in AQIP has facilitated both the determination and documentation of effective learning with assessment results documenting the level of effectiveness.

The determination and documentation of effective teaching, however, has not been addressed through the College's AQIP initiative. Yet the G.O.C.C. Student Opinion Questionnaire is one means of receiving students' assessment of the effectiveness of teaching. Students are asked to rate course, instructor, and self in all courses every semester. By selecting from rankings of excellent, above average, average, and below average, students evaluate the clarity of course objectives and syllabus; the textbook; the value to the learning process of assignments and projects, tests and quizzes, audio-visuals, and lectures; the

instructor's preparation for class and delivery of concepts and material; and the student's interest in the subject and the degree to which the student's expectations were met. In addition, the questionnaire offers students the opportunity to comment in narrative format about useful course information and course improvements. The Dean of the College reviews the questionnaires, and faculty receive a compilation of the questionnaires for each section of each course taught.

Student questionnaires, alumni questionnaires, and graduate surveys do provide a measure of documentation, but it is subjective. To balance this subjectivity, the Dean of the College observes all adjunct and probationary instructors as they teach. Although the College has no institution-wide definition of or rubric for measuring effective teaching, the Dean has applied in his observations a version of a rubric developed by the Educational Testing Service in 1987 to provide a framework for teacher licensing decisions. The resulting program was called PRAXIS Series: Professional Assessments for Beginning Teachers. Based upon this information, Charlotte Danielson

Date: January 26,2004								
Status Report: Assessment of Student Learning by Division								
Division	Division Abilities	Assessment Goals	Methods	Plan	Budget	Date Started	Results Reported	Improvement Plan
Humanities, Social Science & Fine Arts	8/14/01	1/18/02	1/18/02	3/1/03	3/1/03	3/1/03	1/10/04	
Developmental Studies/Communication	8/14/01	8/14/01	1/18/02	6/17/02	6/17/02	9/3/02	5/25/03	7/10/03
Distance Learning	1/31/03	1/31/03	1/31/03	1/31/03	1/31/03	1/31/03	1/26/04	
Nursing & Allied Health	8/14/01	8/14/01	1/7/02	1/7/02	1/7/02	1/7/02	1/31/03	
Vocational/Technical	8/14/01	8/14/01	8/14/01	1/18/02	1/18/02	9/9/02	9/24/03	
Physical Education	8/14/01	8/14/01	1/18/02	3/4/02	3/4/02	3/4/02	9/10/03	1/27/04
Business & Computer Technology	8/14/01	8/14/01	1/18/02	7/11/02	7/11/02	8/14/01	7/11/02	7/11/02
Natural Science/Math	8/14/01	8/14/01	1/18/02	1/7/03	1/7/03	1/7/03	1/26/04	
* Restart assessment process								

Figure 1P6-1

Date: January 26,2004							
Status Report: Assessment of Student Learning by Division							
Division	Re-Assess Goals	Assess Methods	Plan	Budget	Date Started	Results Reported	Improvement Plan
Humanities, Social Science & Fine Arts	2/17/04						
Developmental Studies/Communication	7/30/03	7/30/03	7/30/03	7/30/03	12/1/03		
Distance Learning	2/17/04						
Nursing & Allied Health	9/30/03						
Vocational/Technical	2/17/04						
Physical Education	2/17/04						
Business & Computer Technology	5/10/03	5/10/03	9/27/03	10/3/03			
Natural Science/Math	2/17/04						

Figure 1P6-2

developed a rubric for professional practice that included four domains:

- ❑ Planning and Preparation
- ❑ The Classroom Environment
- ❑ Instruction
- ❑ Professional Responsibilities.

With particular emphasis on two of the four domains, the Dean indicates as unsatisfactory, basic, proficient, or distinguished the following areas:

The Classroom Environment

- ❑ Creating an Environment of Respect and Rapport
- ❑ Establishing a Culture for Learning
- ❑ Managing Classroom Procedures
- ❑ Managing Student Behavior
- ❑ Organizing Physical Space

Instruction

- ❑ Communicating Clearly and Accurately
- ❑ Using Questioning and Discussion Techniques
- ❑ Engaging Students in learning
- ❑ Providing Feedback to Students
- ❑ Demonstrating Flexibility and Responsiveness

Thus, a combination of the above assessments serves to document effective teaching at the College. Ironically, however, determining effective teaching begs a definition, and that the institution has not clearly stated. Thus, it likely would benefit the College, its teaching staff, and its students to define effective (good) teaching.

Since the expectations for effective teaching have not been clearly

defined at the College, they obviously are not communicated, let alone communicated across the institution. However, expectations for effective learning are communicated, specifically through course syllabi, both in print and on-line, but this communication is focused toward those who can effectively use the information. In addition to students and all levels of faculty (associate, adjunct, and full-time), for example, personnel in advising and counseling, recruiting, and tutoring and testing receive the information. The grant writer, the library staff, and the learning specialist also know the expectations for effective learning. Expectations are electronically available to all; however, intentional communication is focused toward those persons whose work is directly impacted by the awareness of the expectations.

1P7 Effective and Efficient Course Delivery System:

The process of deciding what to offer and when is a fairly structured one at the College. The Dean of the College in consultation with faculty coordinators evaluates enrollment data for five semesters to determine student demand and need for a particular course. The Dean also considers faculty availability, cost of offering the course, and facility space. In addition, the Dean considers the need for certificate or degree completion. In general, institutional needs require that the faculty and physical plant resources be used efficiently and that the course offering be cost efficient. However, options in course delivery that are not dependent on enrollment or

facility do exist. Briefly, those include the creation of an independent study under the supervision of a member of the College faculty and enrollment in a distance learning option, under the instruction of either a College or distance faculty member. Such options balance student and institutional needs.

1P8 Currency and Effectiveness of Curriculum: One of the College's three AQIP Action Projects is to evaluate the viability and effectiveness of instructional degrees

and certificates (programs). In year one (2001) of this project, a program review committee was established and was charged with determining a review schedule and creating a rating system to use to evaluate the viability and effectiveness of programs. The committee completed its assigned task. During summer 2002, the Dean of the College formed the College's first Program Review Committee, and together they developed the 2002 – 2003 plan for program review focusing on three associate degrees and five certificates.

Program Review Process

2002-2003 Plan

Program Review Committee:

Registrar/Director of Admissions & Counseling, Director of Grants/Institutional Research, Faculty Coordinator for Business & Computer Technology, Assistant Dean of Nursing & Allied Health, Professor of Business Administration, Professor of Nursing, Counselor, Dean of the College, and Dean of Students and Community Services.

Programs Reviewed:

Business Programs

Associate of Business
Associate of Applied Science in Business
Accounting Certificate
Computer Information Certificate
Office Administrative Assistant Certificate
Supervision Certificate

Nursing Programs

Associate of Applied Science in Nursing
Practical Nursing Certificate

Indicators of Program Viability and Effectiveness:

Need for Program

Fall Program Enrollment

Headcount previous 4 years
(IPEDS Reports: 98/99, 99/00, 00/01, 01/02)
Fall Course Enrollment for
Specialty Courses, previous 3 years
(Perkins Reports: 99/00, 00/01, 01/02)

Labor Market Information

Advisory Committee Input/ PROE Questionnaire
Business Advisory Committee
Employment Outlook
(\$/hour and #Jobs by titles)
Region: Michigan Works
State: MOIS

Quality of Program

Articulation/Transfer Information
(Courses that do not transfer)
Faculty
Credits taught last 3 yrs (FT/Adjunct/PT)
Evidence of Professional Development
Student Outcomes Data
3-year Fall to Fall retention (minus grads, Program seeking)
Graduates (IPEDS previous 3 yrs)
Percentage of W's by course
Student Assessment Results
MOS Certification
Nursing Board Pass Rates
GPA (Perkins Report: P1A1P2A)
Job Placement Rates (3P) Grad Survey
Wages per hour (3P) Grad Survey
Non-traditional for Gender
Enrollment (4P)
Certificates or degrees (4P)
Facility and Equipment
Inventory, Condition, Use, Needs
Student Satisfaction (current students)
PROE Questionnaire
Faculty/Administration Satisfaction
PROE Questionnaire
Employer Satisfaction
Survey needs to be developed

Cost of Program

Combine ACS 3 & 6 Reports to determine
Cost per contact hour by course

As this review process is applied in future years, the programs will vary, but the criteria will remain the same: need for the program, quality of the program, and cost of the program.

Based upon an analysis of the above components, the Review Committee will write a report of its findings and recommend to the College President and Executive Council that a status category be assigned to the program: highest commendation for quality program, continue with minor improvements, modify significantly, discontinue, or schedule further review in the coming year. The committee will then continue to monitor the progress of the recommendations and the indicators of program viability and effectiveness.

Application of this process will result in continued quality, improved quality, or discontinuation of programs and courses.

1P9 Learning Support: Learning support comes from a variety of sources within the College. Initially it comes during the advising process. By a thorough review of an admissions application (high school transcript, ACT and SAT scores, previous college work, and documented special needs), advisors begin to support learning. Accurate initial course placement based on placement data is surely a form of learning support. For students who self-advise, and many of the community college students do, trial and error teaches students to use in-house curriculum guides

and transfer curriculum guides, both provided as learning support.

Another major source of learning support is the Tutoring and Testing Center. The Director of the Center will talk to faculty or faculty can initiate the discussion to determine whether students enrolled in a course need tutoring. If it is agreed that tutors be provided, faculty then recommend individuals who might be trained by the Center to serve in that capacity. Once tutors are available, faculty can refer students to the Center and students can self-refer. In addition to tutoring, the Center offers further support as a make-up test site where students can be supervised while taking tests during other than scheduled class time. Such service supports not only students but also teachers.

Another form of learning support comes from The Michigan Rehabilitation Service (MRS) and the intermediate school district (ISD). These organizations identify students with special needs who have been a part of their respective programs and are now enrolled at the College. Faculty can also identify students with potential special needs and refer them for verification to the Special Needs Advocate of the College. Similarly, students can self-refer to the advocate.

Still another form of learning support comes from the library staff. That staff regularly canvasses the faculty via e-mail for recommendations of items to support their curriculum. Furthermore, the staff notifies

individual faculty of materials (monographs, periodicals, and on-line databases) pertinent to the individual's subject area. These notifications come via forwarded e-mail, the routing of advertisements, and copies of reviews of books and videos. Library staff attempts to ensure that there is at least one periodical to support each course. Moreover, when new faculty are hired, the library staff meets with those individuals to request information about library assignments and to provide an overview of materials in the library's permanent collection. Even in the process of cataloguing library materials, the library staff provides learning support by adding access points that make items more retrievable for not only faculty but also students.

Not unlike some students, faculty often self identify their needs relative to learning support. When faculty have identified needs, they then go to the director of the area of support, for example, the faculty secretary, the librarian, the Director of the Tutoring and Testing Center, or advisors and counselors. Thus, a diverse staff that shares a common goal of supporting learning meet faculty needs, ranging from supplying paper and pencils or books and videos for a course to providing accurate placement data.

By providing support either directly or indirectly to the student or faculty member, staff in the support areas are involved in the student learning and development process.

1P10 Alignment of Co-curricular Goals: Co-curricular goals grew out of the College's General Statement of Educational Values (1C1), as did the curricular learning objectives (1C1). Because of this common source, the two align. For example, within the Developmental Studies Division and within the Business and Computer Technology Division specific courses have been developed to emphasize a co-curricular focus on effective learning and goal-setting. Through specific course content, Effective Learning Skills, first offered in 1992 – 93, and Foundations of Business, first offered in 2001 – 02, help students achieve the attributes listed in the College's General Statement of Educational Values. By offering instruction in note-taking, test-taking, appreciating diversity, managing stress, developing memory techniques, beginning library research, and defining and setting goals—career, educational, and personal, these courses illustrate co-curricular development goals that align with curricular learning objectives.

1P11 Determination of the Processes for Student Assessment: Although student assessment may occur at the course level, the process began with a review of the College's Mission Statement and the development of the College's General Statement of Educational Values (1C1). Using those two statements as a foundation for the process, faculty members and, when applicable, advisory boards of each curricular division, as a group, developed goals

that would be carried out through specific academic programs and courses. Furthermore, when the College designated the design and implementation of systems to measure student learning as one of its AQIP Action Projects (2000), divisions adopted a quality improvement model as an assessment process, and faculty and, when applicable, advisory boards determined competencies, assessment goals, and methods of assessment. The "Status Report: Assessment of Student Learning by Division" (1P6) delineates the process and indicates the position of each division in that process.

1P12 Student Preparation for further Education or Employment:

The College's Graduate Survey, the Perkins Performance Indicator scores, and state and national certification results provide information as to how well prepared Glen Oaks students are for further education or employment. The ACT program WorkKeys establishes norms for skills in the area of drafting, for example. Using WorkKeys as a post-test reveals mastery of specific skills and employment preparation. In addition, one transfer institution provides the College with an annual summary of how Glen Oaks students perform with respect to other transfer students from community colleges and with respect to native students who begin their post-secondary studies at that baccalaureate institution.

1P13 Measures of Student Performance Collected and Analyzed:

The College collects and regularly analyzes performance results on the MOS (Microsoft Office Specialist) certification and on the State Board scores for nursing. Each semester it collects and analyzes the results of the exit examination for developmental writing. Instructors of individual courses collect and analyze pre- and post-test results, and instructors in Foundation of Business collect and analyze portfolios. Analysis may lead to program or individual course changes or to changes in instructional delivery.

1R1 Results for Common Learning Objectives and Program Learning Objectives:

The College has no individual plan to assess common student learning objectives as stated in the institution's General Statement of Educational Values. However, as those objectives are reflected in division goals and course competencies, they are being focused upon and may be assessed in individual program and course assessments. Because the institution began assessment as a formal process in 2001, the College has minimal results to date with only one division (Business and Computer Technology) reporting baseline data and developing an improvement plan in response to that data.

The Nursing and Allied Health Division, however, has a history of data collection and analysis. The measure of success for the nursing

programs is the first time pass rate statistics on the National Licensing Examinations (NCLEX). The Practical Nurse Program pass rate for the past four years (1999 – 2002) has been 100%, and an overall rate for the past five years has been 99.34%. The first time pass rate for the Associate Degree Nursing (RN) Program for the years 1997 to 2001 ranged from 91.6% to 95.7%. This represents only one to two failures per year. The overall average for the last five years is 87.5%.

Data from the 2001 – 2002 Graduate Survey supports that some common learning objectives are being met: write and speak effectively, analyze information critically, and engage in problem solving (1C1). In that survey, 94% of the responding transfer students indicated they had met their college objectives in areas of improving job skills, career preparation, college transfer, personal interest, and other. In the same survey, 88% of the responding non-transfer students reported meeting their goals in the same areas. In addition, 84% of respondents said they improved their written communication skills while 78% said they improved their verbal communication skills. Moreover, 85% of respondents said they improved their problem-solving skills, and 86% said they improved their critical thinking skills.

1R2 Evidence: Data from the 2001 –2002 Graduate Survey further supports that students have acquired the knowledge and skills base required by the institution and its stakeholders. Of the responding

transfer students, 71% had at least all but four to six Glen Oaks' credits accepted by their new institutions. This is evidence that students are attaining knowledge and skills required by higher education institutional stakeholders. In addition, 78% of the responding transfer students said Glen Oaks' preparation was excellent or satisfactory.

With respect to non-transfer student employment data, the Graduate Survey and the Perkins Performance Indicator Scores provide evidence that students have acquired the skills base required by employers. From the Graduate Survey, 90% of the responding non-transfer students are employed, supporting that they have attained knowledge and skills required. Furthermore, 67% said that Glen Oaks provided that employment preparation. Employment placement, as reported in the Perkins data for 2001 – 2002, reveals that 98.21% of the graduates responding were employed, in the military, or in continuing education within 180 days of graduation. Employment retention, as reported in the same data, reveals that 100% of employed graduates responding were still employed 90 days after their initial hire. Being hired and retained is evidence that students have acquired knowledge and skills required by employer stakeholders.

To further support the NCLEX data (1R1) that indicate that nursing students have acquired the skills base required by the institution and its stakeholders, in an internal evaluation of the nursing program,

the Practical Nursing students evaluated teaching methods, procedures, and course content. In the area of meeting occupational needs, interests, and objectives, the students ranked the program 93.6% positive. In the area of providing supervised practice for developing job skills, students ranked the program 96.8% positive. Further, according to the Glen Oaks Graduate Survey, the practical nurse graduate job placement rate is 100%, and the transfer rate to Glen Oaks is 100%.

On a similar internal evaluation of the nursing program, the RN students ranked the area of meeting occupational needs, interest, and objectives at 100% positive and the area of providing supervised practice for developing job skills at 94.4% positive. As above, according to the Graduate Survey, the RN graduate job placement rate is 100%, and transferability to other schools of nursing reflects that blanket credits accepted range from 34 to 57 credits. Students, employers, transfer institutions, and national licensing exams all provide evidence that the College's nursing students have acquired the knowledge and skills base required by the institution.

1R3 Results for Processes associated with Helping Students

Learn: The current AQIP Action Project that focuses on the effectiveness and viability of programs has resulted in a process for program review (1P8) that was first implemented during the 2002 – 2003 academic year. At the conclusion of that academic year,

the Review Committee made its first report to the College President and the Executive Council and recommended a status category for each program reviewed.

The Nursing and Allied Health Division was part of the 2002 – 2003 program review process. The result of that review revealed that since 1997, the NCLEX first time pass rates ranged from 93.83% to 96.16%. This represented one or two failures per class. However, for the 2002 graduating RN class, the pass rate was 66.7%, representing five failures in that class.

An investigation was conducted following the low pass rate of the 2002 RN class. Recommendations resulting from the study were the re-establishment of an admission committee, the attainment of a decision score of 75 on the pre-entrance test, and the administration of the pre-entrance test only one time per year. The pre-entrance test will be given only two times to candidates who score lower than the decision score (75) on the National League for Nursing Mobility Test. The retake score will supersede the previous score.

The study further revealed that the use of the Assessment Technologies Incorporated (ATI) testing services had just begun with the last semester of the 2002 RN class. Therefore, these students did not have the benefits of the testing and remediation services this company provides. Statistics from this company reflect that students who score above the fiftieth percentile on

each of the standardized proctored tests have a greater chance of passing the NCLEX exam. Continued monitoring of the processes associated with the nursing program will provide results of the recommendations and of the use of the testing services. Furthermore, through its program review and its assessment of student learning, the Nursing and Allied Health Division has become a model for other divisions at the College.

The AQIP Action Project that focuses on the assessment of student learning (1P6) requires reported results and improvement plans from each division. By February 2003, only two divisions (Nursing and Allied Health, and Business and Computer Technology) had progressed to the point of

reporting results. Furthermore, only the Business and Computer Technology Division had implemented an improvement plan (8R1). Based upon the improvement plan, Foundations of Business, specifically, has increased the retention rate of its students. However, as of January 2004, all division have reported results.

Other results for processes associated with helping students learn are reflected in the application of WIDS in the design of ten courses in the medical assistance program, art, math, and physics (1C4); the development of a library computer lab; an increase in the credit hours delivered via distance learning; and the increased use of the Tutoring and Testing Center.

Figure 1R3-1 shows the increased use per task by student visits to the Tutoring and Testing Center for two full academic years:

TASK	FALL 2001	WINTER 2002	FALL 2002	WINTER 2003
Tutoring	135	179	380	304
Testing	375	527	749	836
Accuplacer Placement Testing	84	193	222	201
Homework Assistance	162	408	1191	1809
BLS Developmental Exercises	303	580	579	368
TOTAL	1286	2495	3655	3874

Figure 1R3-1

A further analysis of the data will reveal significant increased use from Fall 2001 to Fall 2002 and from Winter 2002 to Winter 2003. This parallel semester comparison is helpful because of student

population changes between fall and winter semesters of each academic year. Furthermore, it reflects the contribution the Center makes to helping students learn.

<u>Task</u>	<u>Fall 2001 to Fall 2002</u>	<u>Winter 2002 to Winter 2003</u>
Tutoring	+64%	+70%
Testing	+50%	+59%
Accuplacer Placement	+62%	+ 4%
Homework Assistance	+90%	+343%
BLS Developmental Exercises	+31%	-58%
Total Visits	+65%	+55%

1R4 Comparative Results:

Because the College has only recently begun its formal quality initiative, the only comparative data available at this time is that of the Associate Degree Nursing (RN) Program. As reported in 1R3, for the years 1997 – 2001, the NCLEX first time pass rates ranged from approximated 93% to 96%. Then, in 2002, a lower pass rate occurred, resulting in the overall pass rate for the last five years of 87.5%. This figure, however, is still above the national average of 84%, and the preceding years’ rates are significantly above that national average.

1I1 Improving Current Processes and Systems:

Following the quality improvement model improves current processes and systems for helping students learn and develop. Specifically, the efforts directed toward the AQIP Action Projects of assessing students’ learning (1P6) and of program review (1P8) illustrate that model and the potential

for improvement contained in those projects.

1I2 Targets, Improvement Priorities, and Communication

Thereof: Targets for improvement in student learning are set at the division level by faculty after collecting and analyzing data and after receiving input from appropriate stakeholders, especially students, employers, baccalaureate institutions, and advisory committees. All targets are set to improve previous results in student learning.

One improvement priority targeted is to increase students’ basic skills and competencies since for a community college with open enrollment a major task is remediation. However, this priority is not unique to developmental courses. It is reflected throughout the academic curricula. A second priority is to prepare students for job placement or transfer to baccalaureate institutions or other institutions of

higher education. Both of these priorities are addressed with faculty through scheduled forums and professional development activities, the emphasis of which is, for example, effective teaching techniques, identifying student learning styles, and updates on learning theories.

As the quality improvement initiative becomes more embedded as the culture of the College, more results for student learning and development will be available. Likewise, as a corollary, the identification of more specific improvement priorities will be made. To date, results and priorities may appear limited; however, current results and improvement priorities are communicated to students, college personnel, and appropriate stakeholders in a variety of ways. Students are informed of improvement priorities as they take the shape of course objectives that are printed in syllabi. Furthermore, students are informed of priorities through the advising process. Personnel are informed verbally through town hall style meetings, electronically through both AQIP documents, such as the annual updates on Action Projects, and a monthly newsletter from the office of the President. Electronic information is also available in hard copy. The Board of Trustees of the College receives an oral monthly CQI report and has, as have students, personnel, and other stakeholders, access to the College's web page, where results and priorities can be publicized. Furthermore, area newspapers publish articles, as

information is released from the College, informing all readers of results and improvement priorities.

Criterion 2: Accomplishing Other Distinctive Objectives

2C1 Identifying Explicit Institutional Objectives in Addition to Helping Students

Learn: The College commits its resources (human, financial, and physical), energy, and attention to no other formalized, Board-directed objective(s) than those stated in the institutional mission statement (See *Overview* and *Criterion 8*). In essence, “Glen Oaks Community College is a teaching institution committed to providing quality learning experiences.”

Still, many employees serve voluntarily in civic organizations and on boards of service agencies within the communities served by the College. For example, the President of the College serves on at least two governing boards of county agencies. In addition, the Dean of Students and Community Services was one of a four-member team that organized and led a series of community-wide meetings to establish a county-wide Economic Development Corporation. The Dean served on the founding Board of the Corporation and continues to serve as the College’s representative. An example of recent activity of that Board is the development of a business incubator. College membership is also requested on the Constantine Downtown Development Board and the St. Joseph County Leadership Academy Design Team. This Academy is using a leadership training model recently developed by the Pew Charitable Trust Foundation. St. Joseph County is

one of the first in the country to pilot the model which eventually will train 20 to 40 citizens annually for civic leadership roles. Moreover, the College is a member of the Chambers of Commerce in the two largest communities within the service district of the institution. Yet, such participation does not seem unique.

The College also had a role in the formation of MiTQIP (Michigan Total Quality Improvement Project), the state community college association organization devoted to quality improvement. The Dean of Students and Community Services represents the College at meetings of this organization and has been a part of a presentation team at other colleges in the state that are considering AQIP participation. That same team has also presented to the Directors Association of the Michigan Community College Association (MCCA) and to the statewide TRENDS conference for occupational program development.

Contractually, the President participates in two service organizations within the county and is a member of the Glen Oaks Community College Foundation. Furthermore, the 2001 – 2004 contract with full-time faculty states, “Each instructor is expected [. . . to] utilize his/her teaching strengths and expertise to build and deliver programs and courses that encourage growth and service [. . .] to the community [. . . and is expected to] participate in

developing community relations [. . .]” (Article IX, Section 3). Even this contractual participation does not seem to distinguish the College’s unique identity.

Such activity, voluntary or contractual, does give evidence to public service, and the College does serve its constituents in multiple ways (See *Criterion 9*) including, but not limited to, the following general activities:

- ❑ Providing a location for organization meetings
- ❑ Offering personal enrichment programs through Continuing Education and through the Center for Business Services
- ❑ Responding to training requests from business and industry
- ❑ Working collaboratively with the St. Joseph County Intermediate School District, highlighting here, however, Career Technical Education (CTE) and Dual Credit programs

- ❑ Sponsoring the Glen Oaks Speaker’s Program and the Visiting Artist Program
- ❑ Working with advisory boards to design curriculum to meet employers’ needs.

These services, however, do not seem unique; they are a given for the community college by definition of the term.

The *Institutional Overview* accurately identifies Glen Oaks Community College as a small institution with limited resources. Acknowledging that resources impact objectives, Glen Oaks commits its resources, energy, and attention to a sole objective and has none other that is distinctive in that it distinguishes the College’s identity. The College Mission Statement identifies the primary objective of the institution: *Helping Students Learn*.

2C2 – 2I2 Remaining Questions on Content, Processes, Results, and Improvement: In light of the response to 2C1, these questions do not apply to Glen Oaks Community College at this time.

Criterion 3: Understanding Students' and Other Stakeholders' Needs

3C1 Subcategories of Students and Other Stakeholders: The College classifies **for-credit curriculum students**, both full-time and part-time, by the program (degree or certificate) in which they are enrolled: occupational, transfer, or terminal. The College further divides the students within these programs into special populations (those students who are single parents and those with disabilities); students in direct credit Career Technical Education (CTE); NAFTA students (formerly “dislocated workers”); students in apprenticeships; students in athletics; students taking courses via distance learning, especially those enrolled through the state consortium; and dual enrolled students, those high school students taking college courses. In addition, there are **students who are served by the College’s Center for Business Services**. These are generally employed workers who are seeking business-driven training either on-site or through seminars offered at the Center. Furthermore, there are **continuing education students**, those taking courses applicable for specific certification renewal, and **personal enrichment students**, those individuals, often community members and retirees enrolled in Adult Life-Long Learning but also elementary school-age children enrolled in Youth College and sports camps, who choose to take an isolated course because of personal interest.

Other stakeholders, excluding faculty and staff, include **parents** of the for-credit curriculum students; **employers**, both those who hire graduates of the College and those who send employees to the College for training; the **St. Joseph County Intermediate School District**, primarily but not limited to the area high schools whose graduates attend the College; **area home schools and private schools** whose graduates attend the College; **other institutions of higher education** with whom the College has articulation agreements; **community members** for whom the College is a source of cultural enrichment; and members of the **Board of Trustees** of the College who may also be identified in one or more of the previously listed stakeholder groups.

The College defines and differentiates students and other stakeholder groups according to their needs.

3C2 Short- and Long-term Requirements and Expectations: Short-term expectations of students center on immediate needs. Students want an affordable quality education with convenient and flexible scheduling of courses set in a collegiate environment. Furthermore, in the short-term, they expect to pass individual courses as they are taken. In the long-term, depending on the academic program in which a student is enrolled, he or she expects to earn a terminal

degree and/or to be prepared for employment and/or to have success in transferability of credits to another institution of higher education.

Parents of students, area high schools (public and private) and home schools that send graduates to the College, and other institutions of higher education share a common expectation with students of the College: Glen Oaks should provide a quality education to prepare students for a career or for transfer. Furthermore, these stakeholders expect the College to provide a variety of programs (degrees and certificates), and parents, especially, expect these to be affordable.

Employers expect the College to produce quality workers who have developed and mastered specific job-related skills. In addition, employers expect the College to produce responsible employees who, in addition to task mastery, have developed a work ethic, soft skills, such as effective communication and inter-personal skills, and collaborative work practices.

Community members in general expect Glen Oaks to be a collegiate presence in St. Joseph County, providing professional, cultural, and academic enrichment for its residents.

The Board of Trustees of Glen Oaks Community College expects the College to respond to students' and other stakeholders' needs while being mission-centered and cost effective.

3P1 Changing Needs of Student

Groups: The majority of the for-credit curriculum students self-identify changes in their needs. They verbally communicate with faculty, advisors, or counselors, and they particularly highlight changes in needs in course offerings that affect their completing a degree or certificate in a timely manner. Counselor/Student conferences are especially effective in identifying such changes. Furthermore, Educational Development Plans (EDPs) completed by special population students (3C1) reveal changes in their needs. Also, the College's Learning Specialist works with students to determine changes in needs of those with reading and writing disabilities. An exit survey completed by those students taking distance learning courses reveals changes in needs for those students. Similarly, students served by the College's Center for Business Services complete exit surveys that may reveal changes in needs for them. In addition, companies contact the Center when they have self-identified training needs and want the College to assist in the training.

When changes in needs are expressed to an instructor, the faculty member relays the information to his or her faculty coordinator. Faculty coordinators meet regularly with the Dean of the College to review such changes. In addition, counselors and advisors forward information on changes in needs to the Dean of the College. Then, depending on the specific need, the Dean may meet with the

Registrar, counselors, advisory committees, or other faculty to analyze and select a course of action regarding these needs. Advisory committees are especially active in the analysis of the needs of special populations and vocational students. The Director of the Center for Business Services reviews and analyzes not only exit survey information from students but also requests from companies and selects courses of action based on stakeholders' recommendations.

The Program Review Process (1P8) developed as an AQIP Action Project in 2001 and first implemented in 2002 - 2003 is an additional means for analyzing changes in needs and selecting appropriate courses of action regarding those needs.

3P2 Building and Maintaining Relationships with Students: The College actively seeks to build relationships with **prospective students**. The Director of Continuing Education establishes contacts with elementary school-age children through Youth College and begins building relationships with those prospective students. Similarly, members of the coaching staff begin building relationships with prospective students through basketball, baseball, and softball camps. Furthermore, the College Athletic Director works with directors in area school systems to complement their programs. For example, fourth grade teams will come to the College and play an abbreviated game during the halftime of a College game. For students in the eighth and ninth

grades of area schools, counselors coordinate presentations on the College and career exploration tours. In coordination with the Intermediate School District, the College hosts activities, such as Young Author Day, Art Works, and Quiz Bowls for both junior high and senior high school students. In fact, one Quiz Bowl prize is a free class at the College. An Upward Bound Grant, awarded in 2003, will further build relationship with prospective students, as do the two Outreach Centers currently operating in Sturgis and Three Rivers, the two largest communities in the College's service area.

With a more direct focus on high school-age students, the Assistant Director of Admissions recruits in area schools, introducing students to Glen Oaks Community College and offering placement testing at the high schools. In addition, counselors from the College visit area high schools for individual advising and registering of classes. Furthermore, in coordination with individual high schools, the Director of Financial Aid conducts financial aid nights, informational meetings for students and parents but not limited to seniors or those who have applied to the College.

This personal attention lays a relationship foundation that is built upon and maintained through "high touch" with **current students**. The College website provides e-mail addresses for all staff so that, at their convenience, students can contact personnel. This electronic contact expands faculty office hours to

increase accessibility. Support groups, such as those for single parents and for NAFTA/Displaced Workers, further builds and maintains relationships with students. Student organizations, such as Phi Theta Kappa and Student Government, with staff advisors also build and maintain relationships. Staff's attendance at sporting events is another form of building and maintaining personal, "high touch" relationships with current students. In fact, all levels of personnel give life to the College Mission Statement, providing "a supportive environment" and demonstrating "respect and concern for all individuals." This focus by personnel on the Mission Statement contributes to the building and maintaining of a relationship with students.

3P3 Changing Needs of Key Stakeholder Groups: Advisory committees identify changing needs of **employers**. Such committees are particularly effective in the Vocational/Technical Division and in the Nursing/Allied Health Division as they discover needs that will lead to new course content or new programs. The Center for Business Services inquires about training needs through Director visits and mailings to the companies. Articulation agreements with **other higher education institutions** reveal changing needs of those institutions. Also, the Perkins Review and Program Review processes can identify changing needs of key stakeholder groups. Furthermore, College personnel participate directly in

superintendents' meetings, principals' meetings, and county counselors' meetings. Through personal contact at those meetings, the College learns of the changing needs of the **intermediate school district**. **Parents of students and community members**, however, have a less structured means of expressing their needs and changes in them to the College. These individuals, more often than other stakeholders, initiate the contact with the College and then express to the appropriate College personnel the changes in their needs.

3P4 Building and Maintaining Relationships with Key Stakeholders:

The College builds and maintains a relationship with key stakeholders through a variety of activities. A sampling of them follows:

- Maintaining the College Website
- Participating in the area manufacturing trade show
- Hosting an annual career fair
- Hosting an annual women's conference
- Hosting Youth College
- Hosting College Night
- Hosting summer basketball, baseball, and softball camps
- Having the library open to the community
- Providing information about the College and its programs in area newspapers
- Responding to area newspaper articles that suggest potential service by the College
- Sponsoring the Adult Life-long Learning program

- ❑ Staffing a booth at the St. Joseph County Fair
- ❑ Sending a Schedule Mailer to all who request one
- ❑ Serving as a proctor site for distance learners
- ❑ Providing community memberships to the College's Fitness/Wellness Center
- ❑ Hosting Intermediate School District activities when College classes are not in session: Clue Me In, Science Olympiad, proms, etc.
- ❑ Providing computers in the Tutoring and Testing Center for use by community members with picture identification
- ❑ Serving as a host site for community meetings
- ❑ Sponsoring an annual Special Population Day for high school students with disabilities
- ❑ Participating in job shadowing for high school students
- ❑ Visiting new and existing companies to inform them about the College's services
- ❑ Sending direct mailings and electronic mailings to businesses
- ❑ Supplying inserts for Chamber of Commerce monthly newsletters
- ❑ Maintaining contact through regular meetings, phone calls, or e-mails with companies involved in grant-paid courses

3P5 Determining if new Student and Stakeholder Groups should be addressed within Educational Offerings and Services: Advisory committees recommend to the appropriate administrator addressing new student and stakeholder groups. In addition, personnel in the PR/Publications Office skim local newspapers for businesses either opening or closing in the area. That office then notifies the appropriate administrator so that the College might address needs related to those openings and closings. In 2001, for example, the College participated directly with employers and Michigan Works in a Rapid Response Team that acted immediately to serve the dislocated workers that resulted from an area plant's closing. (Those workers became our NAFTA special population students.) In addition, the Center for Business Services contacts all new companies in the area to determine potential educational offerings and services.

3P6 Collecting and Analyzing Complaint Information: For-credit curriculum students are the stakeholders who directly express the majority of the concerns or complaints the College receives. Students may file a complaint in several ways. Students can always express a verbal complaint to any College personnel and seek resolution or referral. For students who wish to express a concern in writing, opinion cards are available through the Department of Student Services. Students may submit these cards anonymously or may sign them so that a personal response may be given. The

Department of Student Services provides a collection box for the cards and distributes them to the appropriate administrator for analysis and feedback.

Students seeking to file a complaint about a distributive learning course may post a complaint to, telephone, or see in person the Executive Assistant for Distant Learning. The Executive Assistant then channels the complaint to the appropriate person for analysis and feedback.

Students taking courses through the Center for Business Services express concerns and complaints on the evaluation form that is completed at the end of each course taken. Evaluations are summarized, and the instructor receives a copy. If the course was grant-funded, the company also receives a copy of the evaluation summary. And it is always an option for a student to express his or her concern to the Director of the Center or to the Dean of Students and Community Services.

For-credit curriculum students complete an opinion questionnaire for every course taken. These offer the opportunity to express an anonymous complaint. The Administrative Assistant to the Dean of the College summarizes all questionnaires and forwards them to the Dean who analyzes them for appropriate feedback. Individual instructors do not see the questionnaires and do not know who has expressed the complaint. However, instructors do receive the summaries, become aware of

anonymous complaints, and may respond for the benefit of future students.

A student also may follow a formal Student Concern Procedure adopted by the College in Winter 2000. That procedure begins with an informal process. The student will discuss the concern with a faculty or staff member he or she knows well. The faculty or staff member will encourage the student to talk with the person about whom he or she is concerned. Hopefully, discussion between both parties will resolve the conflict. If not, the parties may use a mediation process.

If the conflict is not resolved, the staff person will refer the student to the Dean of the College's Administrative Assistant who will provide the student with a packet of information that describes the Student Concern Procedure. If the student is reluctant to follow the above informal procedure, the Assistant will help the student complete a Student Concern Report. The completion of that report formalizes the complaint process.

The Assistant then logs in the concern and refers the report to the Dean of the College. Furthermore, the involved parties are contacted within a week of the filed date to seek a resolution. The Dean reviews the report and, based upon the nature of the concern, determines how it should be handled. The Dean may refer the concern to a mediator for resolution, but, if the concern is not resolved, the Dean may utilize a mediation review committee. The

student may appeal the decision of the review committee and send the decision to an appeal committee. In addition, the Dean may ask an outside agency to assist in the resolution process. The Administrative Assistant records all steps taken to resolve the conflict and records the final decision. Because the student who has filed the complaint has been involved in the entire process, that student knows the steps taken and the decision made.

Employers and representatives of business and industry often use the advisory committee structure to express their concerns. Once a committee member has voiced a stakeholder's concern, the committee recommends a course of action and responds to the stakeholder.

Even though stakeholders know they may express concerns directly to College personnel, some, especially community members, voice their complaints through letters to the editors of local newspapers. The College President effectively addresses the printed concerns of those stakeholders who identify themselves by contacting them and meeting with them to discuss in person their concerns. Those stakeholders who choose not to meet with the President, however, at least know the President has heard their concerns and has offered to address them personally.

3P7 Determining Student and Other Stakeholder Satisfaction: In order to determine student and other

stakeholder satisfaction, the College asks students and stakeholders if they are satisfied with the College and its services. We formally and informally survey our students and stakeholders.

The College regularly collects and analyzes satisfaction information received from the following sources:

- Student Opinion Questionnaire
- Graduate Survey
- Distance Learning Evaluation Form
- Center for Business Services Evaluation Form
- Youth College Survey

Informally, the College collects information on satisfaction as its representatives participate in the county counselors' meetings, the principals' meetings and the superintendents' meetings of the Intermediate School District, and the career prep meetings. All of these are opportunities for receiving feedback from stakeholders. In addition, the alumni page on the College Website provides an opportunity for feedback.

With the College's participation in AQIP, determining students' and other stakeholders' satisfaction has become an Action Project for the institution. The Action Project Committee has worked for two years to design and implement systems to monitor stakeholder satisfaction. Beginning in the Fall of 2003, the committee will implement a 3-year project. Initially, student satisfaction will be monitored at three levels: the course level through opinion

questionnaires, the program level through an adaptation of a PROE tool, and the general institutional level through the Noel-Levitz inventory.

The Action Project Committee is also proposing to monitor the satisfaction of business and industry through telephone surveys and focus groups. The survey will be modeled after an opinion survey, "Attitudes and Opinions of Business and Industry Toward Michigan Community Colleges," sponsored by the Michigan Community College Association, and the information gained through it should complement that received through the program review process (another of the AQIP Action Projects) and yield

comparative data. The Action Project Committee further proposes development of a College employee survey. All recommendations, when adopted and implemented, will result in an improved measurement of stakeholder satisfaction based on accurate and reliable data.

3R1 Results for Student Satisfaction: The 2001 – 2002 Graduate Survey conducted in Fall 2002 reveals that 91% of respondents met their objectives for attending Glen Oaks. Objectives included improvement of existing job skills, preparation for a future job, earning university/college transfer credit, and pursuing personal interest.

On the same survey, respondents also rated a variety of *course attributes*:

Course Attributes	Very Good	Good	Average	Poor	Very Poor
Class Size	33%	47%	18%	1%	
Course Content	31%	38%	25%	5%	1%
Grading/Testing	28%	47%	20%	5%	
Instructional Media	25%	32%	33%	9%	1%
Instructor Interest	45%	32%	20%	2%	1%
Quality of Instruction	41%	34%	18%	5%	1%

Figure 3R1-1

On average, 72% of respondents rated these course attributes as Very Good or Good.

On the same survey, respondents rated *student service attributes*:

Service Attributes	Very Good	Good	Average	Poor	Very Poor
Counseling	8%	30%	40%	8%	3%
Course Advisement	16%	35%	29%	14%	6%
Financial Aid	7%	21%	32%	14%	5%
Library Services	5%	39%	28%	8%	
Registration	4%	41%	27%	5%	3%
Student Services	14%	47%	32%	10%	6%

Figure 3R1-2

On average, 56% of respondents rated these student services attributes as Very Good or Good.

Data from the 2002 – 2003 Program Review Report for the nursing program reveal high satisfaction for students enrolled in the Associate of Applied Science in Nursing Program and in the Practical Nursing

Certificate Program. Nursing students rated two categories for the internal College evaluation of the program, and their positive ratings were distributed between the ratings of “excellent” and “good.”

Teaching methods, procedures, and course content:	RN	Practical Nursing
Meet your occupational needs, interests, and objectives	100% positive	93.6% positive
Provide supervised practice for developing job skills	94.4% positive	96.8% positive

Figure 3R1-3

Occupational instructors:	RN	Practical Nursing
Know subject matter and occupational requirements	100% positive	100% positive
Are able to provide help when you need it	92.3% positive	96.8% positive
Provide instruction so it is interesting and understandable	100% positive	100% positive

Figure 3R1-4

This focused review of one program reflects high satisfaction with both course content and instructors.

3R2 Results for Building of Relationships with Students: Both retention rates and enrollment have increased at the College since 1998 and reflect results for building relationships with students. Data from the Fall 2002 Student Profile verify the increases. Enrollment has

increased 10% since 1998. In fact, between 1994 and 2001, Glen Oaks' enrollment increased 48% while enrollment dropped 11% among state higher education institutions, making the College Michigan's fastest growing community college.

Student Retention Rates (minus graduates)

Fall 2002	43.33% (of previous fall's students reenrolled)
Fall 2001	23.5%
Fall 2000	37.62%
Fall 1999	34.92%
Fall 1998	38.60%

Retention rates have increased 12% between 1998 and 2002.

Student Enrollment

Fall 2002	1,476
Fall 2001	1,563
Fall 2000	1,368
Fall 1999	1,328
Fall 1998	1,336

3R3 Results for Stakeholder Satisfaction: The College's Internship/Externship and Apprenticeship programs are evidence of stakeholder satisfaction with the College's performance. Both programs utilize ongoing feedback with stakeholders, in these

cases local employers. Program growth or continued operation indicates stakeholder satisfaction. The College maintains internship and externship opportunities for students in fifteen of the College's certificate programs and in four of its associate degree programs. The

College arranges, provides, and maintains apprenticeship programs with fifteen manufacturing companies.

The public schools in the St. Joseph County Intermediate School District provide evidence of stakeholder satisfaction with the College's performance through their participation in the College's courses offered to dual enrollment/high school guest students. In the 2000 – 2001 academic year, all eight public schools within the district participated in the program. Furthermore, in 2000 – 2001, one

outside-the-district school was added to the number of participants, and in 2001 – 2002, two additional outside-the-district schools were added. In addition, students who attend private schools and those who are home schooled also take advantage of enrolling in college courses. Noting the absence of enrollment data for the winter semester of 2002 and noting that the number of students will be duplicated from one semester to another, the following numbers in Figure 3R3-1 of dual enrolled students from the participating area public schools reveal satisfaction:

Semester	Students
Fall 2000	122
Winter 2001	129
Fall 2001	170
Fall 2002	119
Winter 2003	158

Figure 3R3-1

In addition to dual enrolled/high school guest students, the College also serves Career Technical Education (CTE) students who are selected for dual credit. For the

2002 – 2003 academic year, again noting possible duplication from one semester to another, enrollment numbers reflect satisfaction with the College.

Students	Fall 2002	Winter 2003	Spring 2003
CTE Students	91	135	40
Dual Enrolled Students	119	158	
Total	210	293	40

Figure 3R3-2

The secondary schools reveal further satisfaction with the College's programs and services through their willingness to host twenty-five sections of college courses for high school students during the 2002-2003 academic year. Five area schools served as hosts for the year, and, including possible duplication, 306 students enrolled in the satellite courses offered at those schools.

Individual and corporate stakeholders give evidence of their satisfaction with the College through support of the Glen Oaks Foundation. During 2003, the Foundation oversaw a total of forty-eight funds supported by 690 donors. Of particular note is the Destiny Campaign, a Foundation capital campaign with the goal of adding a new Allied Health, Science, and Technology building to the campus, of expanding and updating industrial technology areas, and of renovating the subsequently vacated classroom spaces. Satisfaction with the College contributed to stakeholders donating to date \$1,275,580.00 to the campaign.

Finally, in 2000, the College paid for a study of the St. Joseph County residents to assess their views concerning their awareness and support of the College's programs and its needs. A total of 500 interviews of registered voters in the county were completed between November 8 and December 1 of that year. The sample offered a 95% confidence interval with a margin of error of 4.4%. (This level of confidence is consistent with most industry benchmarks for market

research studies of this nature and falls within CASRO guidelines.) The method utilized was random digit dial telephone interviewing of respondents.

Indicators of satisfaction include but are not limited to the following:

- ❑ Over 80% of those responding indicate someone in their immediate family has attended Glen Oaks;
- ❑ 35.1% of those responding say they themselves have attended the College;
- ❑ 90% of those responding to the question of the value of services the College provides to the community rate it "excellent" to "good," with the excellent score commanding 35.9%.

3R4 Results for the Building of Relationships with Key Stakeholders:

Those items listed above (3R3) which are the results of stakeholder satisfaction with the College's performance are also the results of the building of relationships:

- ❑ Support of Internship/Externship and Apprenticeship programs by area businesses and industries
- ❑ Support of dual enrollment by secondary public schools
- ❑ Support of Career Technical Education by secondary public schools
- ❑ Hosting of satellite courses at area high schools
- ❑ Support of the Glen Oaks Foundation, especially of the Destiny Campaign, by

- community members, businesses, and organizations
- Survey respondents' ratings of "excellent" to "good" for the value of services provided by the College.

Key stakeholders' willingness to participate on advisory committees throughout the College is another result of building relationships. So, too, is the willingness of twenty-eight College stakeholders (local organizations or companies) to support a College grant proposal to start an Upward Bound project. These stakeholders pledged, among other commitments, fund donations, free or discounted services or programs, and summer employment for project participants. With the College's being awarded the Upward Bound grant in 2003, the concrete result of building those relationships will be seen when the stakeholders begin delivering on the pledges as the grant is implemented.

3R5 Comparative Results: To date, the College does not compare satisfaction data with other higher education institutions. However, as the proposals of the Action Project Committee on Student and Stakeholder Satisfaction are implemented, accurate and reliable data will be available for comparison purposes. Beginning in the Fall of 2003, the Noel-Levitz Student Satisfaction Inventory will provide comparable data on students' general satisfaction with the College. Furthermore, as transfer students are surveyed for their satisfaction with courses at the program level, an adaptation of the PROE tool will yield

comparable results. Additional comparable data will be available when the committee implements a survey compatible to the Michigan Department of Career Development Survey of former community college students and an opinion survey for business and industry modeled after one sponsored by the Michigan Community College Association, "Attitudes and Opinions of Business and Industry Toward Michigan Community Colleges."

Comparative enrollment data, however, is available for Michigan community colleges. And, as cited earlier (3R2), between 1994 and 2001, while enrollment dropped 11% among state higher education institutions, Glen Oaks' enrollment increased 48%, making it Michigan's fastest growing community college.

3I1 Improving Current Processes and Systems for Understanding Needs of Students and Stakeholders:

The College's participation in AQIP has been the vehicle for improving processes and systems for understanding the needs of students and stakeholders. Identifying the need to design and implement systems to monitor stakeholder satisfaction as one of the College's Action Projects has forced the College to focus on setting up a data collection system for accurate and reliable data, on monitoring the system, and on refining the communication infrastructure of the College so that the data can be distributed appropriately and used effectively for improvement.

312 Targets for Improvement:

Currently the College collects some data on satisfaction, as reported in this chapter. However, the College has no specific process for determining satisfaction priorities to target and, therefore, no plan for addressing or communicating priorities. The awareness of the need for such a process and such a plan has become obvious through the writing of this document.

Criterion 4: Valuing People

4C1 Distinctive Ways in which Work is Organized To Focus on Student Learning: Possibly distinct to the College is its one-stop-shop format for students as they begin their post-secondary learning activities at Glen Oaks. Admissions, registration, financial aid, and counseling services are all located in a central office area. Furthermore, the bookstore is next door. Such ease of access reflects the institution's focus on student learning and development. Although not distinctive to the College, the classroom environment, particularly posters relevant to how students learn and to learning development, reflect a focus on student learning. Such classroom additions are often extensions of the monthly Faculty Forums led by faculty who have recently attended workshops and conferences emphasizing learning styles, brain research, and how students learn.

4C2 Key Institutional and Geographic Factors related to Work Environment: The College, a completely commuter campus, is in a rural setting, two miles from the nearest community but in the middle of all communities supporting it. Within the one institutional building, faculty offices and teaching areas are separate from administrative and student service areas. Thus, the building is isolated in its geographical setting as are the employees in their work settings. The College's geographical location contributes to isolation from people, culture, and new ideas. Similarly,

the separation of faculty and administrative staff in the building itself contributes to a parallel isolation and ineffective communication.

Part-time employees are used at the College in standard ways: for teaching and for support of teaching. Part-time employees work in offices, in the library, in the athletic department, in the Fitness and Wellness Center, and in the Tutoring and Testing Center. Some part-time employees may also be hired for seasonal maintenance, especially during the summer. Regardless of the area in which the part-time employees work, the College uses them to address a problem: shrinking revenue streams.

4C3 Analysis of Demographics over the next Decade: The College's analysis of demographics does not extend over the next decade. The College's workforce needs are addressed only as attrition requires, as replacement needs arise, or as grant requirements mandate.

4C4 Faculty, Staff, and Administrative Training Initiatives: Currently the College is undertaking no training initiatives. In 1999, to prepare full-time personnel for participation in the AQIP initiative, the College held two quality improvement training events, one in March and one in December, directed by staff of the Quality Academy at Fox Valley Technical College. Of the 91 employees, 19

(21%) received training at the first event and 42 (46%) at the second. In August of 2000, sixteen employees (18%) attended a third training event, not directed by Fox Valley staff but patterned after their training model. Approximately fourteen full-time employees received no training under this initiative. The result, however, was that approximately 85% of the College's full-time staff received CQI/TQM training between March 1999 and August 2000. Since that time no college-wide training initiative has occurred. The need for continual training in quality practices remains, but current staff is able to take advantage of training only as funding permits.

4P1 Identification of Required Credentials, Skills, and Values: All employees currently have job descriptions. For newer employees, the descriptions were developed as the positions developed. Often the descriptions heavily emphasize skill. The Board of Trustees develops job descriptions for administrative hires. Committees develop job descriptions for administrative staff; individual faculty coordinators and the Dean of the College, for part-time faculty. The contracts of the two organized units (support staff and full-time faculty) define the jobs of their members. For those employees, the job descriptions reflect both credentials and skills. Values do not appear to be identified directly through the hiring process, but they are reflected as supervisors contact references and read resumes of applicants. Identification and evidence of skills and credentials are

more direct through transcripts and application forms submitted by applicants.

4P2 Recruiting, Hiring, and Retaining of Employees: For most positions, through advertisements in area newspapers, the College recruits internally and locally before extending its search. Candidates follow a traditional selection process: application with resume to narrow the candidate pool/committee selection following individual interviews. Members of interview committees vary but always include personnel with whom the new hire will work directly. Part-time faculty, however, are hired by an individual, the faculty coordinator of the academic area in which the hire will teach. The College has no process for retaining employees; in fact, employees choose to be retained by the renewal of their contracts.

Orientation for part-time faculty is deliberate; each semester, as new hires occur, the Dean of the College organizes an orientation event. Adjunct faculty have no separate structured orientation, but they often have previously served as part-time faculty and, thereby, participated in that orientation. New hires as full-time faculty have no orientation, but they are assigned a faculty mentor who assists in familiarizing them with the College. Supervisors of other staff members randomly provide orientation. For staff members, orientation often occurs on demand, on an "I need to know how to . . ." basis.

The College does not plan for changes in personnel. Changes are attrition defined.

4P3 Contributions of Work Processes and Activities to Communication, Cooperation, High Performance, Innovation, Empowerment, Organizational Learning, and Skill Sharing:

These contributions are difficult to catalogue, likely reflecting a lack of institutional emphasis. However, some work activities do contribute to the above items. Team teaching, although it occurs infrequently across the curriculum, contributes to communication, cooperation, skill sharing, and, likely, high performance as faculty work together to plan, deliver, and assess course content. Student services personnel cooperate to facilitate individual jobs as they share access to files and data. Mid-levels and executives have monthly professional staff meetings that contribute to communication and organizational learning. However, Team GO, the quality council of the College, likely exemplifies work processes and activities that most obviously contribute to all of the above. First, the membership of that team reflects empowerment as it is made up of members from all employee groups. Next, its task of modeling and monitoring quality improvement on the campus reflects organizational learning, high performance, and cooperation. In addition, Team GO must communicate the institutional quality improvement activities and results to all College personnel. Furthermore, Team GO builds upon institution-wide skill sharing as it

identifies persons to participate in Action Projects and other quality improvement activities, and, when possible, trains those persons to perform highly and innovatively.

The College has no formal process for monitoring or ensuring the ethical practices of employees.

4P4 Training and Development:

The College does not train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with the institution. Some training, however, does occur on a piecemeal basis; some occurs through grant-driven requirements. Such grant-driven training may be reinforced by an outside agency, but the College itself does not reinforce training for any personnel.

4P5 Training Needs – How Determined and Aligned with Other Criteria: Training needs are determined in one of four ways:

- ❑ By job skills: Employees individually determine their personal need for training. They then go to their immediate supervisor and request the training; the supervisor will approve or deny the request. Professional development for faculty follows a similar process. In some instances, supervisors will initially determine the need for personnel training and will arrange for it to be completed.

- ❑ With the addition of new technology: An institutional survey for user needs is completed and training is offered internally.
- ❑ With the addition of new programs: 4C4 illustrates such a training initiative.
- ❑ By policy mandates: When new institutional policies, such as the one addressing sexual harassment, are adopted, appropriate training is scheduled.

Training is not intentionally aligned with plans addressed in Criterion 8, the focus of Criterion 1, or the objectives of Criterion 2.

4P6 Personnel Evaluation System

– Design and Use: Glen Oaks Support Staff Employees have a self-improvement tool included in their negotiated contract. As that tool is used, the results are placed in the individual's personnel file. The evaluation system for the Deans of the College has been designed by the President of the College. It is compensation-related. Evaluation of faculty takes multiple forms. The Dean of the College observes adjunct faculty and probationary tenure-track faculty. Contractually, the instructional performance of all probationary faculty shall be evaluated in writing by the Dean or designee and shall include at least one evaluation each semester during the probationary period with a copy of the report sent to the instructor and with a scheduled conference to discuss the evaluation. Evaluations are based on observations in the classrooms, laboratories, and other

assigned stations where instruction is performed. Observations may be announced or unannounced. Likewise, contractually, the performance of all continuing contract (tenured) professors must be monitored by the Dean of the College or designee. Faculty Coordinators observe associate faculty (part-time faculty). Students do complete course evaluations of every course every semester. Some questions on those evaluations may contribute to faculty evaluations. The Dean of the College meets with faculty who receive "lower-end rankings" and discusses with them recommendations for improvement.

Personnel evaluation does not align with objectives in Criterion 2.

With respect to helping students learn (Criterion 1), however, faculty review summaries of the course evaluations and address appropriate concerns. For example, over several semesters and for different faculty, students in general speech classes indicated dissatisfaction with the text. In response, faculty assessed student responses, considered them valid, and selected a new textbook. Course evaluations following that change do not suggest dissatisfaction with the text. Similarly, the Dean of the College reviews course evaluations and may note and act upon repeated student concerns related to quality of instruction.

4P7 Recognition, Reward, and Compensation Systems: For many years, the College has recognized five-year increments of continuous

employment for full-time employees. Standardized gifts, such as letter opener, desk set, clock, and gold watch, commemorate the five-year segments. In 1999, the President of the College initiated an award to recognize a full-time employee for service to the College above and beyond job description. From 1999 – 2002, the President during those years established the criteria for the award and presented it annually. Other recognitions focus on specific employee groups. For example, the E. J. Shaheen Chair for Teaching Excellence recognizes and rewards full-time faculty members. An area businessman and long-serving member of the Board of Trustees established the chair that has been awarded annually since 1985. The recognition includes an honorarium, a display photograph in the College library, and a personalized chair. E. J. Shaheen established the criteria for the award. Candidates for the recognition are nominated by colleagues and students and are selected by a committee including the President, the Dean of the College, and the most recent past recipient. A second employee group, part-time faculty, was recognized from 1997 – 2001, with a reception and 5-, 10-, 15-, 20-, 25-, and 30-year service pins or other items. Years of continuous part-time employment determined the recipients. From 2000 – 2002, the Dean of the College recognized individual faculty members for service to the College. The form of recognition varied but generally was a framed certificate or golden apple.

Only the E. J. Shaheen Award for Teaching Excellence and the years of service pins have stated criterion known and understood throughout the College. These two reflect objectives of Criterion 1, but they have not been designed with intentional alignment to either Criterion 1 or Criterion 2. In fact, as Presidents and Deans of the College change at the institution, processes of recognition of employees, with the exception of the E. J. Shaheen Award for Teaching Excellence, may be overlooked or altered.

The College supports employees through standard contractual benefits for full-time staff and administrators. In addition, the College makes available to all full-time and part-time employees the services of a mental health provider, HelpNet. Furthermore, full tuition remission is offered to full-time employees and family members with modified remission offered to part-time employees. All employees have free use of the College's Fitness Center.

4P8 Key Issues Related to

Motivation: Key issues related to the motivation of faculty, staff, and administrators are determined by complaints. As motivators, wages and benefits are determined through contractual negotiations. They are analyzed and courses of actions are determined during contract negotiations. The institution has no formal process for analyzing issues outside unit contracts that may be related to motivation.

4P9 Employee Satisfaction, Health, Safety, and Well-being:

The College negotiates medical benefits for full-time employees. Beyond that specific focus, use of the Fitness Center and of services available through a mental health provider contributes to employee health. The College has no formal security staff, but compliance with all OSHA standards contributes to the safety of employees. Miscellaneous informal gatherings, such as pot-luck meals, craft activities, and holiday receptions, contribute to the well-being of the College staff.

4P10 Collection and Analysis of Measures of Valuing People: The College collects and analyzes no measures of valuing faculty, staff, and administrators.

4R1 – 4R4 Results, Evidence, and Comparisons: Because responses to these questions are extensions of 4P10, the College has no results, evidence, or comparisons to report.

4I1 Improving Processes and Systems for Valuing People: As of January 2004, the College has no process or systems for valuing people to improve. However, during the 2002 – 2003 academic year, the Stakeholder Satisfaction Action Project Committee of the College prioritized stakeholder groups to determine which groups to focus efforts on first and identified highest priority groups. Employees (faculty and staff) are among the high priority groups. Furthermore, the Committee

has recommended the College survey all employees, using the Personal Assessment of the College Environment (PACE) created by the National Initiative for Leadership and Institutional Effectiveness (NILIE). Moreover, the Committee has recommended the time period for gathering information (every 3 – 5 years), the time period for analyzing results, and person(s) responsible for gathering the information, for analyzing results, for reporting results, and for developing a response plan. The Executive Council of the College has not yet set the date of implementation of the initial survey; however, the Stakeholder Satisfaction Action Committee has positioned the College to develop processes and systems for valuing people.

4I2 Improvement Priorities and Communicating Results: Implementing the recommendation of the Stakeholder Satisfaction Action Committee is an improvement priority for the College. During the 2003 – 2004 academic year, the Committee will continue to work to design a system of internal communications to effectively deliver the data developed by stakeholder group assessments. That is, they will address who needs what information when and how to get that information to those who need it. An institutional target is to have the communication system developed and operational at the time the PACE data is available.

Criterion 5: Leading and Communicating

5C1 Leadership and

Communication Systems: The Board of Trustees has delegated to the President overall leadership of the College, including personnel, finances, facilities, and community relations. The President, in turn, distributes leadership for instruction, student and community services, and finances and physical plant respectively to the Dean of the College, the Dean of Students and Community Services, and the Chief Operations Officer. The President and the Deans are the Executive Council of the College. Reporting to the Executive Council are the mid-level administrators who supervise the professional employees and Glen Oaks Support Staff Employees (GOSSE). Reporting to the Dean of the College are the faculty coordinators who serve as liaisons between instructional and administrative staff. Support staff and full-time faculty are unionized, and each unit has an elected leadership team that serves on behalf of its membership in matters related to contracts. (For more specific delineations, see the Organizational Chart that is included earlier in this report.)

The President and trustees communicate regularly in preparation for monthly Board of Trustees meetings. Communications from members of the Executive Council to the Board of Trustees occur at those meetings. Board actions are then communicated to personnel through minutes of the meetings that appear electronically on the shared drive of

the College or through focused communication from a supervisor to subordinates. The President and the Deans communicate not only formally at weekly Executive Council meetings but also with each other and with other individual leaders on an as needed basis. Furthermore, departmental and administrators meetings and monthly faculty forums serve as channels of communication. General information is communicated to all personnel with electronic mail postings, a weekly "What's Happening," newsletters, news releases, and items on the College web site. Personnel also communicate by telephone, letters, and email, and in person at meetings. However, overall, information flows through the institution along the lines of the Organizational Chart.

5C2 Alignment of Practices of Leadership System with Practices and Views of Board and Senior Leaders:

The College's Policies and Procedures Manual serves to ensure that practices of the leadership system align with views of the Board and senior leaders. Moreover, representatives from all areas of the College serve on the institution's key leadership teams (Team GO, the College's quality council; AQIP Action Project Committees; the Strategic Planning Committee; the Executive Council). Participants' awareness of the College's vision, mission, and goals helps ensure that practices of these teams align with views of and the corresponding policies adopted by

the Board of Trustees. Further alignment is ensured as the President in collaboration with the Board and the Deans sets annual goals, usually derived from the Strategic Plan adopted by the Board and delineating the vision, mission, and goals of the institution. The Deans then extend that alignment as they use the President's goals to formulate their departmental goals and assign responsibility for various aspects to the personnel who report to them. Finally, all personnel have electronic access to the minutes of Board of Trustees meetings and to the Strategic Plan.

5C3 Institutional Values and Expectations Regarding Ethics and Equity, Social Responsibility, and Community Service and Involvement: The College's Mission Statement (8C1), given to all employees, expresses overall institutional values. In addition, the Policies and Procedures Manual and contracts (administrative, faculty, and support staff) address ethics and equity, social responsibilities, and community involvement (2C1). For governance of all personnel, procedures outline employee expectations and actions that would justify reprimand or dismissal. However, most job descriptions reflect credential and skill requirements, and values do not appear to be identified directly through the hiring processes but may be reflected as supervisors contact references and read resumes of applicants (4P1). Thus, expectations of leaders seem contract defined.

5P1 How Leaders Set Directions: In order to set directions in alignment with the College mission, vision, and values, leaders look to the Mission Statement and the Strategic Plan of the College. Participation in the Academic Quality Improvement Program assists in those directions being conducive to high performance, individual development and initiative, organizational learning, and innovation. Furthermore, much of the direction setting requires the exploration and application of new concepts (continuous quality improvement, stakeholder satisfaction, dashboarding, Worldwide Instructional Development System, and so forth) and, thus, organizational learning. Budgetary restrictions, however, limit the conduciveness to individual development and initiative and innovation.

The three institutional AQIP Action Projects ensure that these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning. First, the project to assess student learning focuses on assessment methods and adjustments to instruction to improve students' learning. Second, the program review project assesses the viability and effectiveness of degree and certificate programs, taking into account, among other factors, the needs and expectations of students. (Both are addressed more fully in Criterion One.) Third, the stakeholder satisfaction project includes but extends beyond students to measure institutional

satisfaction by employees, businesses, and alumni (3P7).

5P2 How Leaders Guide the Institution in Building and Sustaining a Learning Environment:

Historically, future opportunities for the institution have been sought through strategic planning efforts and by leaders' keeping in close communication with citizens in the College's service area. This has been accomplished through employee membership in community organizations and through the building of collaborative relationships, such as those addressed in Criterion 9. In addition, the President and trustees have participated in the Michigan Community College Association, and professional staff have been actively involved in their respective state organizations. Moreover, senior leaders have always participated in the North Central Association/Higher Learning Commission activities. Such participation at local, state, and national levels has resulted in educational initiatives and the enhancement of the learning environment at the College. One such initiative, for example, is the Academic Quality Improvement Program that generated the College's Action Projects.

However, in 2003, taxpayers rejected for a third time a request to increase financial support for the College through an increase in taxes. Furthermore, the state decreased appropriations. Therefore, the leaders of the College reduced operating expenses and now must guide the institution in

seeking future opportunities and building a learning environment in light of those reductions. The focus for the 2004 – 2005 academic year, thus, may more accurately be one of sustaining a learning environment, and that sustenance will likely be achieved with not only fewer dollars but also fewer personnel.

5P3 Decision-making and the Use of Committees: The Board of Trustees makes all major decisions on facilities, budget, and policy. The Board also makes all decisions on executive level hiring. The President and the Deans determine work assignments and hiring other than at the executive level. Each respective Dean makes college programming and student-related service decisions. In areas of finances, instruction, and student/community service, decisions are often made in collaboration with an individual or committee that serves to feed information to the decision-makers.

Committees are often used to make recommendations if a variety of backgrounds and viewpoints is judged valuable to decision-making and if the management style of the decision maker is conducive to collaboration. For example, selection committees are usually formed for the hiring process. However, in hiring situations, committee recommendations are simply that, and the senior leader or Board of Trustees makes the final decision.

Again, dependent upon the management style of the decision maker, some teams are formed

when complex issues or problems are encountered. An attempt is then made to include on the team representatives from all employee groups, plus, when appropriate, representatives from the Board of Trustees and/or student body. Examples of such teams are the Enrollment Management Team, Perkins Process Improvement Team, Strategic Planning Committee, and Team GO.

Some standing committees of the College, such as the Graduation Committee and the Awards Ceremony Committee, do involve decision-making but seem to be more directed toward organization of events. Other standing committees, such as the Calendar Committee, the Compensation Evaluation Committee, the Judicial Review Committee, and the Curriculum Committee, also involve decision-making but seem to be more task-oriented. However, a senior leader serves on, if not chairs, all the above committees, and it is possible that by itself the senior leader's presence on the committee determines decisions.

5P4 How Leaders Use Information in Decision-making: Leaders review both state and institutional information in their decision-making processes. They use information, mainly financial and enrollment based, provided by the State of Michigan in its ACS (Activities Classification System) Report to assess how the College is performing in comparison to other colleges in Michigan. The State has grouped the community colleges into three clusters of about nine colleges

each. In particular, Glen Oaks compares itself to the other colleges in its "size grouping." In addition, leaders analyze seven core performance indicators for the Perkins Grant; these core indicators are both enrollment and student academic performance based.

The Dean of the College uses institutional information that comes from course evaluations completed each semester by students. The Dean shares the results with the course instructor and uses the results to determine professional development opportunities and/or possible improvements in curriculum delivery. Similarly, the Dean of the College uses information gained from the program review process (Action Project) to determine the effectiveness of specific degree and certificate programs and, when necessary, to make changes in the programs to improve effectiveness (1R3). The Deans also use information gathered through student surveys (for 2003, Noel-Levitz) to determine overall satisfaction with the institution. They use the results of the satisfaction survey to determine changes in personnel focus, training, hours of operation, allocation of monies, and so forth. As part of its decision-making information, the Executive Council analyzes both the student satisfaction data and the data from the Fall and Winter semesters' student profiles: full-time/part-time enrollment, numbers of new and of returning students, age of students, ethnicity of students, retention numbers, and so forth.

5P5 Communication Between and Among Institutional Levels:

Communication occurs between and among institutional levels through written correspondence, electronic mail, telephone calls, and personal conversations. Among institutional levels much of the communication seems to be face-to-face. The President, for example, has weekly meetings with the Executive Council, and with proximate administrative offices, senior leaders can communicate face-to-face daily. In addition, the President calls together the Administrative and Professional Staff to update them on Board initiatives. Some departments, for example, Student Services, try to meet on a regular basis to inform members about student initiatives and procedures. The two organized units, faculty and support staff, meet with their memberships as indicated by union by-laws. In addition, faculty meet as divisions. Some divisions meet as regularly as every month; some meet only twice a year; others meet on an as needed basis. Some of the most frequent face-to-face communication occurs informally in the halls and in the staff lounge as colleagues discuss institutional issues. Although among institutional levels face-to-face communication seems common, there does not seem to be a consistent pattern for the frequency or structure of that communication.

Communication between institutional levels also occurs face-to-face through a variety of structures. First, as each semester begins, the faculty has an in-service day. Part of that day's agenda includes

communication with the adjunct and full-time faculty from the President, the Dean of the College, and other non-faculty personnel with timely information to share. Some of those persons, for instance, have been the bookstore staff, the Registrar, the Director of Financial Aid, and the Web Master. In addition, the President, the Dean of the College and non-faculty personnel may communicate in person with adjunct and full-time faculty at monthly Faculty Forums. Furthermore, the President may request to meet with the leaders of the Faculty Senate (organized unit) or of the Glen Oaks Support Staff Employees (organized unit) or with administrative staff to communicate personally with them, often regarding the state of the College or Board initiatives that will affect employees. Similarly, the Deans and other supervisory personnel request meetings with individuals who report to them. Other between institutional levels face-to-face communication occurs at numerous committee and team meetings.

Overall, whether between or among institutional levels, as in any communication situation, the method of communication is generally that preferred by the initiator and one believed by the initiator to be effective.

5P6 How Leaders Communicate a Shared Mission: The leaders communicate a shared mission and vision through the respective official statements of the College which are made available to all personnel not only in hard copy but also

electronically on the shared drive. More specifically, the mission and vision are communicated as the foundation for the Strategic Plan of the institution and the foundation upon which annual goals of the President are based and from which goals of the Deans and their departments extend. The leaders communicate performance expectations regarding learning and continuous improvement through their support of the College's participation in AQIP and, specifically, in the College's three Action Projects. The leaders communicate expectations regarding ethics and equity, social responsibilities, and community service and involvement largely through contractual language and the College's Policies and Procedures Manual.

5P7 How Leadership Abilities are Encouraged, Developed, and Strengthened: Traditionally through use of resources targeted for professional development, the College fosters leadership abilities, primarily of faculty and administrators, by encouraging and funding attendance at local, state, and national training events. In addition, membership in professional organizations may lead to opportunities for personnel to develop or strengthen leadership. For example, the Michigan Community College Association developed a leadership program, and Glen Oaks sent two participants selected by senior leaders. The College also encourages personnel to attend leadership workshops or seminars offered through the

College's Center for Business Services (CBS); however, participation by faculty is somewhat limited because most CBS opportunities conflict with teaching hours. Yet not restricted by limited professional development funds or by conflicting work hours are the opportunities to encourage and strengthen leadership abilities that come for personnel through participation on cross-functional committees and teams throughout the College.

The College has not identified measures for assessing leadership best practices. Rarely is the literature or research on leadership mentioned or discussed. Therefore, leadership best practices and knowledge are not shared throughout the College. However, the College, often through Board adoption, does recognize the results of leadership—the completion of the College's institutional self-study, the College's Strategic Plan, the AQIP Systems Portfolio, and the work of the Action Project committees. The College does communicate throughout the institution the completion of the task but not the leadership practices, knowledge, and skills that lead to such completions.

5P8 Leadership Succession: The College's Mission Statement has been formally adopted by the Board of Trustees. At times that statement may be reviewed and even revised, but, once adopted, the Mission Statement remains constant during leadership succession. A change in presidential leadership or a major revision or remake of the Strategic

Plan, however, may precipitate a change in the vision of the College. The hiring process for senior leaders often includes questions that reference aspects of mission or vision, such as quality concepts, experience with quality principle applications, commitment to student success, and learning principles. Thus, conscientious search committees can contribute to ensuring that the College's mission, vision, and values are passed on during leadership succession.

On the Board of Trustees, the vice president usually becomes the president. But beyond that generally expected practice, no succession planning occurs at any level of the institution, and the College has no formal leadership succession plan.

5P9 Measures of Leading and Communicating Collected and Analyzed Regularly:

The College does not collect and analyze regularly any standardized measures of leading and communicating.

5R1 and 5R2 Results for Leading and Communicating Processes and Systems: Because the College has not identified and does not collect and analyze measures of leading and communicating, it has no results for processes and systems related to leading and communicating. Specifically, the College has no data on leadership effectiveness, satisfaction with leadership, leadership communication effectiveness, and values of decisions made. Therefore, the College cannot

compare results in these areas with results of other higher education institutions.

5I1 Improving Processes and Systems for Leading and Communicating:

Once or twice a year at a planning meeting of the Board of Trustees, senior leaders might ask the trustees if they need additional information or a new format for the information provided to them. In response, improvements may occur in the communication process between senior leaders and trustees. In contrast, the College has no structure for finding out what students, faculty, staff, administrators, and key stakeholders think of current leadership and communication processes and systems. Consequently, the College has no structure for improving current processes and systems for leading and communicating based on feedback from those persons.

5I2 Setting Targets for Improvement, Identifying and Addressing Improvement Priorities, and Communicating Results and Priorities:

Other than the awareness of the need for improvement that has come through the completion of this Portfolio, the College has no process for setting targets for improvement of systems for leading and communicating. However, through the Portfolio completion process, the College has noted multiple references to the need for improved communication processes: between and among institutional levels, between leadership and part-time employees, between leadership and

stakeholders, and between all institutional levels and students. Such multiple references to the need may lead to its being addressed as an improvement priority. If so, a corollary to address will be the lack of an effective system by which to communicate that priority to students, all personnel (full-time and part-time) and appropriate stakeholders.

Criterion 6: Supporting Institutional Operations

6C1 Key Student and Administrative Support Services Processes: Glen Oaks Community College has identified the following support service processes:

Student Support

- Athletics
- Career Technical Education(CTE)
- Continuing Education
- Admissions
- Financial Aid
- Single Parent Program
- Occupational Support
- Library Services
- Registration
- Counseling and Advising
- Bookstore
- Tutoring and Testing Center(TTC)
- Intramural Sports
- Fitness Center
- Student Government
- Phi Theta Kappa
- Job Placement (Michigan Works)
- Information Technology
- Distance Learning
- Learning Specialist
- Curriculum Committee
- Records and Reporting

Administrative Support

- Business Office
- Accounting
- Custodial Services
- Maintenance
- Information Technology
- Purchasing
- Risk Management
- Human Resources
- Tuition Remission

- Marketing and Public Relations
- Institutional Research

Glen Oaks Community College has identified the following as the support service process needs of students and other stakeholders:

- Access to registration information
- Enrollment into appropriate classes
- Access to accurate and timely academic and career counseling and job placement
- Orientation of new students
- Access to programs that provide a nurturing and supportive environment (Single Parent Program, Occupational Support, Counseling, TTC)
- Access to information on various topics discussed in the classroom (library/media)
- Maintenance of program and institutional accreditation
- Access to and distribution of College information
- Securing a source of funding for education
- Access to a bookstore that has the supplies needed and is open during convenient hours
- Maintenance of grounds and buildings
- Access to a reliable and accurate data network
- Maintenance of institutional fiscal solvency
- Development and implementation of sound fiscal procedures

- ❑ Coordination of grants
- ❑ Administrative support for maintenance of partnerships
- ❑ Orientation of new employees

6C2 Reinforcement of Processes and Systems: Each support service provides human and other resources designed to reinforce the processes and systems of Criterion 1. Many of these are addressed in 1P1 through 1P13, with 1P9 reflecting how a variety of support sources help students learn.

6P1 Identification of Student Support Service Needs: The College identifies student support needs through entrance testing, through referrals from faculty, counselors, and medical professionals, and through self-identification. Criterion 3P1 more fully addresses the identification of student needs. The College also surveys students during and after their educational career to gauge how well educational needs are being met. Criterion 3R1 addresses student satisfaction in that area. Furthermore, the College identifies support needs of students by tracking the creation and growth of jobs in St. Joseph County.

6P2 Identification of Administrative Support Service Needs: Glen Oaks Community College currently uses self-identification to identify faculty, staff, and administrative support service needs. Criteria 1P9 addresses faculty self-identification. The Stakeholder Satisfaction Action Project Committee, however, has recommended that during the 2005 –

2006 academic year, the College use a Personal Assessment of the College Environment (PACE) assessment created by the National Initiative for Leadership and Institutional Effectiveness (NILIE) or a similar tool to gauge personnel support needs. In a number of ways, the College identifies the support service needs of key stakeholders. Criteria 3P3, 3P7, and 9P2 reflect the diverse methods of identification, including, but not limited to, formal evaluations, informal surveys, use of advisory boards, on-site visitations, mailings, and participation in meetings.

6P3 Day to Day Student and Administrative Support Service Management: Policies and procedures manuals document the processes that ensure that needs of students and key stakeholder groups are being met. Frequent feedback loops reveal whether on a day-to-day basis student and administrative support service personnel respond to indicators of unmet support needs (complaints). Personnel address the concerns by referencing the policies and procedures manuals and adjusting the processes when necessary. The College Catalogue is also often referenced when dealing with questions or concerns. Manuals exist, where mandated, in some key student and administrative support service areas, such as in financial aid services, admissions, the Single Parent Program, and the Occupational Support Program. However, policies and procedures manuals do not exist across all areas. Thus, documentation does not.

Knowledge sharing, innovation, and empowerment, however, do not come from manuals. Supervisors and colleagues encourage these through participation in departmental and other institutional meetings.

6P4 Improvement of Services:

Key student and administrative support areas use informal feedback, self-evaluation, process mapping, committee processes, and formal evaluations, such as the Noel-Levitz Student Satisfaction Inventory, to improve their services. For example, during the 2003 – 2004 academic year, the Inventory was administered electronically to a sampling of students. The Director of Grants/Institutional Research then compiled the results and compared them to national scores and to the scores of seven other similar-sized institutions. Furthermore, the Director evaluated the results and customized reports to responsible persons for possible process modification.

Some processes have been mapped for improvements. For instance, both the process for student registration and the process for identifying needs under the Perkins Grant have been mapped and improvements documented.

Some support service areas, however, use less formal approaches to improvement of services. For example, the TTC uses an evaluation sheet to improve the effectiveness of both the tutor and the tutoring center while the library makes improvements to its operation through the use of a

survey card. Student Services uses an "Opinion Card" to collect feedback from students on any topic of concern. Both criticisms and compliments are submitted and distributed to the appropriate department for possible action.

6P5 Measures of Student and Administrative Support Service Processes Collected and Analyzed:

The College currently collects and analyzes data in the following areas:

- Use of the TTC, Library, and Student Services
- Alumni Satisfaction
- Student Satisfaction Individual Course Program Institution
- Enrollment numbers
- Budget
- Energy management
- Building maintenance
- Room utilization

6R1 Results for Student Support Service Processes:

Analysis of responses to the 2003 – 2004 Noel Levitz Student Satisfaction Inventory reveals the following:

- To Glen Oaks' students, the most important aspects of college are in the areas of instruction, registering [scheduling of classes] and paying for courses, and academic counseling/advising.
- The aspects of the college with which Glen Oaks' students are most satisfied are in the areas of instruction, services for diverse populations, and academic resources.

- ❑ The aspects of college that fail to meet Glen Oaks' students' expectations lie in the areas of registering [scheduling of classes] and paying for courses, academic advising/counseling, admissions and financial aid, instruction, and campus climate.
- ❑ Glen Oaks' strengths are offerings primarily grouped in the areas of instruction, academic advising/counseling; and campus climate.
- ❑ Glen Oaks' challenges are concentrated in the areas of registering [scheduling of classes] and paying for courses, admissions and financial aid, academic advising/counseling, instruction, and campus climate.

6R2 Results for Administrative Support Service Processes:

Currently the College does not formally assess administrative support service processes. Therefore, there are no results to report at this time. However, upon the recommendation of the Stakeholder Satisfaction Action Project Committee, in the future the College will use the Personal Assessment of the College Environment (PACE) created by the National Initiative for Leadership and Institutional Effectiveness (NILIE) or a similar tool to provide assessment of results of administrative support processes.

6R3 Comparison with other Higher Education Institutions: The 2003 – 2004 Noel Levitz Student Satisfaction Inventory reveals the following information about Glen Oaks Community College as

compared to seven other Midwest community colleges and to other U.S. community colleges:

- ❑ The quality and effectiveness of college programs, services, and attributes are more important to Glen Oaks' students than they are to students at U. S. community, junior, and technical colleges and to students at seven other similar community colleges in the Midwest.
- ❑ Compared to students at seven other similar community colleges, Glen Oaks' students are less satisfied with such institutional programs and services, but they are slightly more satisfied with the programs and services than are community college students nationwide.
- ❑ Glen Oaks trails the averages of national colleges and seven similar institutions when it comes to providing the quality and scope of programs, services, and attributes that meet students' expectations.

6I1 Improvement of Current Processes and Systems: The College currently uses the Noel-Levitz Student Satisfaction Inventory, the Perkins Process Improvement Team, the Perkins Review, Glen Oaks Support Staff Employees' Self-Improvement Tool, the College's Quality Council (Team GO), Registration CQI, AQIP Action Project Committees, evaluations/goals and objectives, compliance reviews, and other third party audits to improve our systems and processes. There is an informal sharing of information that often

leads to change. However, there is no formal college-wide structure in place for improving current processes and systems or for supporting institutional operations. The College recognizes the need to formalize the improvement process for existing systems.

6I2 Establishment of Targets for Improvement: In large part, strategic planning in combination with yearly budgeting determines the targets for improvement. Since 2001, when the College declared its AQIP improvement goals and established its Action Projects, the assessment of student learning, the evaluation of the viability and effectiveness of programs, and the design and implementation of systems to monitor stakeholder satisfaction have been improvement priorities. These and other selected activities, such as Perkins process review and Registration CQI, apply the principles of continuous quality improvement in order to better student and administrative support processes. Most recently, through the development of the College's Systems Portfolio, participants in the development process have identified specific and repeated improvement priorities. These newly identified priorities will be addressed through the activities of the AQIP cycle—feedback on the Portfolio, participation in a second Strategy Forum, the presentation of a Goals Commitment Declaration, and the formation of Action Project committees.

Current results and improvement priorities are communicated

electronically to all College personnel through placement of documents and reports on the shared drive of the College. Team GO receives annual verbal updates on improvement initiatives which it oversees, and, in 2003 and 2004, has shared that information at its institution-wide annual Quality Day. Diverse meetings, College publications, and the College website further communicate results and priorities to personnel and appropriate stakeholders. For the most part, however, students remain uninformed about results and improvement priorities.

Criterion 7: Measuring Effectiveness

7C1 Collection, Storage, and Access of Information: At the College, information is collected in various, yet relatively standard, ways: hard copy applications for employment or admissions; hard copy or electronic surveys (graduate, student satisfaction, needs assessment, course evaluations); phone calls (graduate survey follow-up); observations (faculty); individual and committee review processes (of employees and of programs); oral reports (focus groups and advisory boards); and through special projects (AQIP Action Projects). Such information may relate to centralized circumstances, those requiring access to information stored on campus and accessible by most, if not all, personnel, or to decentralized circumstances, those requiring restricted access, according to job function, to information stored on campus often with specific personnel.

In general, institutional information is stored on one of two databases, Datatel or SIRSI, or on one or more functions of Novell Servers. Datatel is the student information system used by the College. It is an integrated system storing admissions, advising, and registration/records information. Within this system a Student Academic Application File is created for each student, and that file is the basis of all student information needed by counselors, financial aid personnel, faculty, and registration/records personnel. A degree audit can be done by

counselors and administrators through the Datatel system. Furthermore, Datatel is programmed to process the student's official academic transcript. Students, faculty, staff, and administrators can draw information from Datatel via a web link.

In addition to student information, Datatel stores institutional data, such as that of financial offices, for example, check processing and purchasing records.

Although the library staff can access Datatel to find out student information, SIRSI is the database through which library functions are administered. Currently all bibliographic records are stored on that database. The library automation system, however, is still being implemented so that eventually circulation and ordering will also be SIRSI functions, and ultimately student information will be imported from Datatel into SIRSI.

Novell Servers provide campus-wide GroupWise email, file services for Microsoft Office Products, and print services. All File Servers are restricted by user access rights, and all servers are backed up every night.

Some information collected by the College is decentralized, kept within specific departments and made accessible to those who need it as limited by primary job function. In general, the specific information is requested by the individual who

needs it for a specific purpose, often that of reporting data, for example, for state and federal compliance. Decentralized data includes information related to financial aid, individual student counseling, course evaluation, PROE (program review of occupational education) reporting, and ACS (Activities Classification Structure) reporting for the Michigan Department of Career Development.

7C2 Key Institutional Measures for Tracking Effectiveness:

The College's Strategic Plan includes measures for tracking the effectiveness of progress on and completion of designated institutional goals. In specific areas, the State of Michigan ACS report provides 10-year longitudinal data for measuring effectiveness. Institutional student profiles, generated each term, provide measures of student enrollment, recruitment and retention, and program enrollment. In addition, Title IV grants (Pell grants and the Supplemental Education Opportunity Grant) serve as measures of effectiveness. The Perkins Performance Indicators for occupational programs and the recent design and implementation (2002) of a Program Review Process (AQIP Action Project) for all degree and certificate programs serve as measures of program effectiveness. In addition, the annual review of CTE (Career Technical Education), offered in conjunction with the Intermediate School District, measures the effectiveness of that program. The Assessment of Student Learning (AQIP Action Project) and progress reports completed by faculty each term on

focused student populations (special needs, single parents, and athletes) provide measures for tracking effectiveness of courses and students. Data on Stakeholder Satisfaction (AQIP Action Project), as gathered according to implementation of a recently designed plan (2003), will serve as the measure of effectiveness for specified stakeholder groups (students, graduates, employers, and employees). As in other areas of institutional assessment, the measures of effectiveness are consistent with the size and budget of the College.

7P1 Selection, Management, and Use of Information:

The College does not have a systematic process for selecting, managing, and using information. Overall, federal and state reporting drives the data collection. In addition, the Strategic Plan and the Presidential Goals further determine the selection and use of information. Furthermore, ad hoc institutional committees, such as those established to address AQIP Action Projects, and advisory committees determine selection and use.

Specifically related to student learning, each academic division has drawn from the College's General Statement of Educational Values (1C1) and has established assessment goals based upon those values. Relevant to those goals, divisions have determined assessment methods, and those division-specific methods determine the information collected and used to assess student learning.

Admissions, advising, and registration collect information (1P9) to support student learning, as does the Tutoring and Testing Center (1R3). The Program Review Process (1P8) further delineates information collected and used to support learning.

7P2 Determination and Meeting of Information Needs: Most often, state, federal and special project reporting, AQIP Action Projects, for example, determines the information and data needed. The priority of the report or project, often based on Board, Presidential, or Strategic Plan goals, and its budget effectiveness determine the collection and accessibility. Because an information-collection pattern was established prior to the College's participation in a quality improvement initiative, a systemic disconnect appears between need, information collected, and use. The feedback loop involving how information is used and how needs are met merits examination.

7P3 Determination of Needs and Priorities for Comparative Data: Individual, departmental, and institutional projects determine the needs and priorities for comparative data. In general, institutional projects, again determined by Board or Presidential goals or the Strategic Plan, take priority over other projects. Little, if any, comparison data comes from outside the educational community. However, along a variety of data points (enrollment, programs, Perkins performance, grant awards, and so forth), the College does compare

itself to six other small Michigan community colleges chosen because of similar demographics and size: Gogebic, Mid-Michigan, North Central, Kirtland, Montcalm, and West Shore.

7P4 Analysis of Information and Data Regarding Performance:

Historically the College has not emphasized overall performance analysis. Currently the College lacks effectiveness goals by which to monitor and measure performance at the institutional level. However, efforts through the AQIP Action Projects are beginning to address this need. A Stakeholder Satisfaction Committee was formed in 2001 and has identified stakeholder groups from which to receive feedback on the College's performance (3P7). The committee has designed a plan to be phased in over three years (2003 – 2006) that will yield stakeholder assessment of the College. Also in 2001, the College developed a Program Review Committee to assess the viability and effectiveness of programs (1P8). At the same time, the assessment of student learning became a data-driven process as information gathering became formalized under an AQIP Action Project (1P13), and data began to be used more efficiently to reinforce effectiveness in more than one area. For example, the Perkins performance review of occupational programs is one process mandated by the State of Michigan. However, as the College developed its own program review process, it was logical to utilize the information for the Perkins performance review and

to customize that traditional report to assist in the College review process. Similarly, the Nursing Boards became more than a certification exam; they became part of program review as the results were used to modify curriculum and instruction (1R3). Since student learning is the primary focus of the institution, information and data are collected regarding performance in that area. Although institutional research is starting to generate additional performance information, the need remains to set effectiveness goals so that performance may be measured at the institutional level.

The analysis of information and data is shared, as relevant, in annual reports (Perkins performance indicators report, graduate survey report, and so forth) to the Board of Trustees and the Executive Council. Federal and state reports are also shared with the above bodies and with other personnel, usually on an as-needed basis. AQIP Action Projects submit annual reports to Team GO, the quality council of the College, and their year-end reports to AQIP are posted electronically for all personnel. Furthermore, for the past two years (2003 and 2004), the College has hosted a Quality Day for all personnel. At that event, information is shared on the effectiveness of specific programs.

7P5 Analysis and Alignment of Information with Institutional Goals:

The instructional department, specifically full-time faculty, has been intentional in aligning division goals with institutional goals regarding student

learning (1C1 and 1C2). Furthermore, faculty have identified assessment of student learning goals based on the division goals. Likewise, faculty have identified assessment methods and information and data to collect relevant to those methods. Therefore, faculty analysis of information and data should align with institutional goals regarding student learning. The analysis of the information is shared throughout the year in division meetings, at Faculty Forums with all full-time and adjunct faculty in attendance, and at In-Service Days that traditionally begin each academic semester.

Therefore, faculty analysis of information may align well with institutional goals regarding student learning, but the College does not ensure that analysis of information by other departments or units aligns similarly. Furthermore, it is unlikely that faculty analysis of information aligns with overall institutional goals because faculty, for the most part, may not be able to identify the institutional goals other than in the broad terms of the College Mission Statement. It is also unlikely that other divisions or units can do so. Thus, it may be that throughout the College, departments and units collect and analyze information quite well; however, the alignment of that analysis appears random and is not ensured. Similarly, the sharing of the analysis is random outside a specific division or department, and the College has no measures in place to ensure analysis is shared.

7P6 Ensuring the Effectiveness of Information Systems:

Several measures have been put into place to ensure the effectiveness of the College's Datatel information system. The initial measure is training. When Datatel was selected as the College's information system, training was provided at no additional charge to users. That is no longer the case, and department supervisors now determine who receives training and how much training. Restricted access is a second measure. Again, department supervisors determine who is afforded user access and what level of access persons are afforded. Maintenance is a third measure. The System Analyst/Programmer performs weekly upgrades on the information system. These include the installation of patches and a routine of file maintenance which consists of resizing files so the system operates at peak performance. In addition, the System Analyst/Programmer runs a monthly check for hard-drive errors. The final measure is oversight. The System Analyst/Programmer reports to the College's Chief Operations Officer.

7P7 Collection and Analysis of Measures of Effectiveness of System for Measuring Effectiveness:

The central information system's effectiveness is determined by the accuracy and reliability of the data and the system's ability to manipulate that data. The System Analyst/Programmer regularly reports informally on these attributes to the College's Chief Operations

Officer. In addition, errors or shortcomings are immediately reported by users to the System Analyst/Programmer, and their correction is a priority concern, given the dependence of departments upon the effectiveness of the information system.

7R1 Evidence that the College's System for Measuring Effectiveness meets Institution's Needs:

The College has no system for measuring processes associated with information and data collection, analysis, and use. System accessibility, reliability and confidentiality of information and data, and internal satisfaction ratings of the timeliness, accessibility, and user-friendliness of information and data are measured, more accurately, are commented upon, informally, anecdotally, individually, and randomly.

7R2 Comparative Results: At this time the institution has no system for measuring effectiveness. Therefore, it has no data on measuring the system for measuring effectiveness and no results to compare with other institutions.

7I1 Improvement of Current Processes and Systems for Measuring Effectiveness:

The concepts of processes and systems have begun to be a part of the institutional culture since the College adopted the AQIP initiative in 2000. To a large degree, the designated Action Projects have been responsible for improving current processes for measuring effectiveness. Specifically,

committee members have designed and implemented programs to measure the viability and effectiveness of degree and certificate programs (1P8) and to measure stakeholder satisfaction (3P7).

7I2 Establishment of Targets for Improvement: The College sets targets for improvement primarily through three activities: strategic planning, performance reviews and Action Projects. The College has engaged in a strategic planning process since 1983. This process is typically done in three to five year increments using a committee that includes representatives from the College's departments, as well as from the Board of Trustees and the community. The planning process involves the analysis of the College's current strengths, weaknesses, opportunities, and threats and the generation of annual institutional goals to capitalize on strengths, correct weaknesses, seize opportunities, and respond to threats.

Performance reviews also set targets for improvement. Supervisors conduct the reviews of employees, and goals are plotted for the coming year. Improvement is the intended result.

The College's participation in AQIP demonstrates its commitment to improvement. This participation has fostered process changes that have set improvement targets. The Stakeholder Satisfaction Action Project, for example, has completely revamped the College's systems for

measuring stakeholder satisfaction (that is, the College's performance). It has established nine new stakeholder satisfaction measures, which are currently being conducted. The project's next task is to monitor these measures' performance and identify ways to improve the use of the data the measures generate. Specific priorities for this project target the gathering of information to measure how effectively the College meets the needs of students, employees, graduates, and employers.

The Program Review Action Project also generates improvement targets. As degrees and certificates are reviewed, the viability and effectiveness of the programs are analyzed. This analysis highlights strengths and weaknesses within each program, and, as appropriate, improvement targets are established and addressed within the five-year cycle of the review process. This project committee designed the first program review process for the College and implemented it during the 2000 – 2001 academic year. In 2005 – 2006, the initial programs will reappear, and progress on their respective improvement targets will be measured.

Improvement priorities and current results are initially communicated to appropriate individuals or departments in oral or written reports. Such communication might be to the Board of Trustees, the Executive Council of the College, Team GO, individual deans, or to personnel within a relevant department. Communication to all

College personnel occurs electronically as the Strategic Plan and annual reports of Action Projects are placed on the shared drive or more directly as participants in Quality Day activities share priorities and results. For the most part, improvement priorities and current results are not communicated to students and other stakeholders.

Criterion 8: Planning Continuous Improvement

8C1 Mission and Vision:

Historically, the concept of mission has been the touchstone for all planning at Glen Oaks Community College. In March 1999, the Board of Trustees adopted the College's most recent formal **Mission Statement**:

Mission Statement:

VALUES

Glen Oaks Community College is a public institution of higher education dedicated to integrity in all endeavors. Glen Oaks values excellence in teaching and learning. The College provides a supportive environment and maintains high expectations for achievement. Glen Oaks demonstrates respect and concern for all individuals. The College is committed to lifelong learning and to being an integral part of each community it serves. Glen Oaks continually strives to improve programs, services, and operations. All citizens who can benefit will have access to the programs and services of Glen Oaks Community College.

PURPOSES

Glen Oaks Community College offers college transfer courses, business education and customized training, technical and vocational programs, and developmental courses. The College provides cultural and personal enrichment opportunities, student support programs, and community services. Glen Oaks subscribes to an open-access admissions

policy while maintaining standards for entry into all courses that apply towards degrees and certificates. Glen Oaks Community College is a teaching institution committed to providing quality learning experiences.

In November 2000, in response to an Institutional Self-Assessment, the President of the College in consultation with all employees formulated a **Vision Statement** for the College:

Glen Oaks Community College will be a dynamic force in the community and will provide learning that is challenging, rewarding, and enjoyable. To that end, the College will epitomize the best in educational services, technology and facilities. Assessment results will drive College efforts in the relentless pursuit of customer satisfaction and organizational advancement.

This formal statement may be a bit nebulous with respect to projecting what Glen Oaks Community College will be like in the next 5 – 10 years. Yet, what is clear is that as it strives to identify its educational niche for those years, this rural community college needs to continue to respond to the public. In fact, the amount of financial support in the form of appropriations from the State of Michigan and in the form of an operating millage by the residents of St. Joseph County may reflect that

institutional response and may define the College in the next 5 – 10 years. Any definition, however, will always reflect the College's primary focus on helping students learn.

8C2 Short- and Long-Term Strategies: The above Vision Statement and Mission Statement of the College were references for the formulation of the current Strategic Plan. That plan contains Strategic

Goals that serve as an institutional umbrella, reflecting both the vision and the mission of the College. The plan also contains the institution's long-term strategies, stated as objectives that extend for approximately two to three years, and short-term strategies, stated as strategies that extend for approximately one year. In brief, the following are the long- and short-term strategies of the current plan:

STRATEGIC GOALS

1. Helping Students Learn
2. A "Best-in-Class" Learning Center
3. A Dynamic, Positive Force in the Community

OBJECTIVES

[Long-term Strategies]

1. Help Students Learn
[Short-term] Strategies:
 - a. Provide advanced instruction resources (LCD projectors and laptops)
 - b. Expand distance learning studio and on-line course offerings
 - c. Establish "seed fund" for course development at ½ of 1% of the total budget per annum
2. Enhance Faculty and Staff Development
[Short-term] Strategies:
 - a. Establish professional development fund of ½ of 1% of budget per annum
3. Improve Institutional Effectiveness
[Short-term] Strategies:
 - a. Develop web-based student support services (registration, admissions, financial aid, on-line services for counseling, tutoring, and e-commerce), virtual library, virtual bookstore
 - b. Improve access to technology
 - c. Develop 3-year human resource plan that is mission critical and operationally sound
 - d. Institutionalize CQI

4. Improve Facilities
 - [Short-term] Strategies:
 - a. Renovate, update or build new nursing/allied health facility
 - b. Complete deferred maintenance projects
5. Strengthen and Secure Financial Resources
 - [Short-term] Strategies:
 - c. Establish a sinking fund for purchases of future capital assets
 - d. Pass millage
 - e. Explore all other funding sources and income streams
 - f. Optimize enrollment in operationally sound programs
6. Expand Community Outreach
 - [Short-term] Strategies:
 - g. Establish two outreach academic centers (Sturgis and Three Rivers)
 - h. Establish or strengthen collaborative relationships and/or formal partnerships with businesses

Although not specifically listed in this abbreviated overview of the College's Strategic Plan, the three current AQIP Action Projects (design and implement systems to measure student success, design and implement systems to monitor stakeholder satisfaction, and evaluate the viability and effectiveness of programs) are connected to the objectives (long-term strategies) of helping students learn (number 1) and improving institutional effectiveness (number 3). Furthermore, the Action Projects, as they are connected to the long-term strategies, are aligned to both the vision and mission of the College.

8P1 Planning Process: The strategic planning process serves as an example of the College's planning process. The College President annually appoints a strategic planning committee and assigns its chair. The committee is a cross-

functional team of nine employees representing administration, faculty, and support staff. The President is an ex-officio member. This committee develops the plan, monitors the progress of it, and, as necessary, modifies it. The development of the plan begins with a review of the old plan to ensure that unfinished tasks are considered for inclusion in the new plan.

For the current strategic plan, the committee began its work in March 2001. A facilitator assisted with the organization and conducted meetings. The committee surveyed faculty and staff and considered Student Satisfaction Survey and Graduate Survey results. In addition, the committee analyzed the Trailblazer results for any items that needed to be included in the plan and considered each Action Project of the current AQIP initiative for inclusion. Additional considerations in the planning process were the

current marketing plan and the input of the presidential scholars (exemplary students).

The committee reviewed the current institutional vision and mission statements and decided to use the vision statement as the structural outline for development of the new plan. Through a series of three half-day meetings in April and May of 2002, the committee drafted an outline of the plan, placed it on the shared drive of the College's electronic information system during August and September, and invited all employees to review and comment on the plan. Members of the Board of Trustees, the Executive Council, and those individuals designated as being responsible for the completion of tasks listed under short-term strategies within the Strategic Plan also reviewed the draft. The Board of Trustees formally adopted the plan prior to implementation.

In its final form, the plan includes goals, objectives, and expanded objective statements. Strategies and tasks related to the objectives follow these. The Deans of the College assign staff to, determine resources for, and establish time lines for the activities in the plan.

Figure 8P1-1 represents the planning process most recently used

by the College to formulate the institution's Strategic Plan.

8P2 Selection of Strategies: The Strategic Planning Committee recommends short- and long-term strategies. The Vision Statement and the Mission Statement are key influences in determining those recommendations. Other current institutional studies, such as the Business Process Review, the Technology Plan, and an architectural review, all completed by outside agencies, are also key influences. The challenges of building space, technology, finances, and distance learning influence recommendations. Human, fiscal, and physical resources always affect recommended strategy selection. In recent years, "mission critical and effective" have been the touchstones for determining strategies.

8P3 Development of Key Action Plans: The Strategic Plan states key action plans at the College. As noted earlier, the President establishes goals for the institution. The Deans, then, incorporate the Presidential Goals into their goals and planning. Subsequently these become the goals of others at the institution. The President conducts a yearly evaluation of the progress the Deans are making, and they, in turn, conduct progress evaluations of those in their respective

Strategic Planning Process

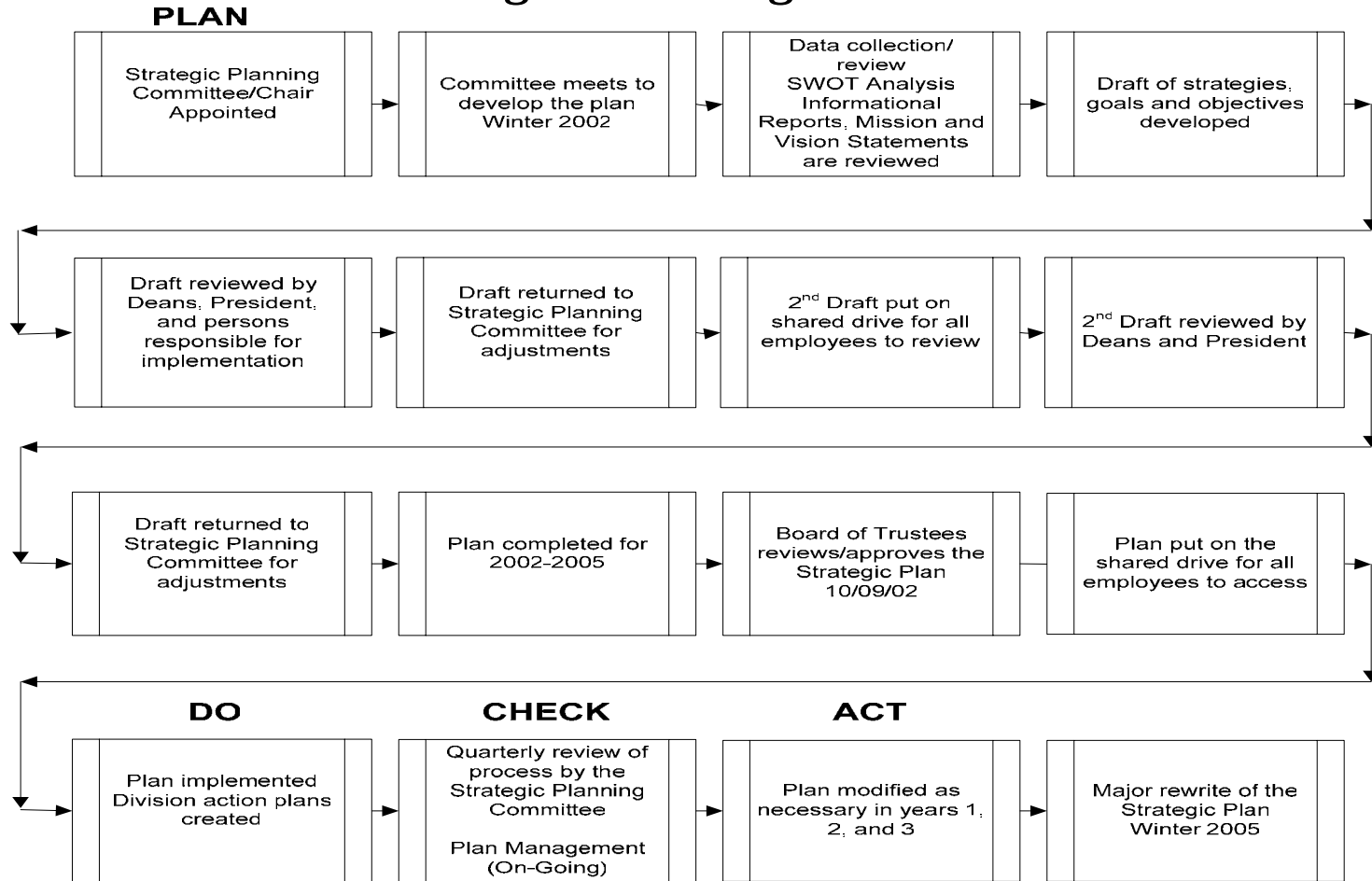


Figure 8P1-1

Note: Plan development recycles every 3 years. The next major revision of the Strategic Plan is January 2005 - February 2005

departments. Appropriate individuals use town hall meetings, e-mail, and the shared drive to deliver progress reports to personnel. Some submit formal reports in writing, such as those for the President and Board of Trustees; others use less formal report forms, such as e-mail; some present oral reports at staff functions, such as town hall meetings. Regrettably, progress reporting often leaves students and other stakeholders out of the report loop.

8P4 Coordination and Alignment: The use of cross-functional planning teams and the review of drafted plans by appropriate administrators, college-wide personnel, and board members have helped coordinate and align planning processes throughout the College.

8P5 Selecting Measures and Setting Performance Projections: Because Glen Oaks has only recently adopted a continuous quality improvement (CQI) model, the College has not yet fully implemented CQI techniques. To date, the College has developed institutional strategies and action plans (8C2) but has not developed measures to monitor the progress and to determine eventual accomplishment of all strategies. However, formal planning for continuous improvement, including the selection of measures and the monitoring of performance, is a critical part of all work related to the College's Center for Business Services. The College's three AQIP Action Projects also require the use

of measures and performance monitoring.

8P6 Appropriate Resource Needs: Acknowledging human, physical plant, and fiscal challenges, College personnel work to meet the resource needs within the strategy selection and action plan implementation processes. The appropriate dean approves of staff assigned to the implementation processes. The Executive Council recommends institutional priority for the specific action plans and provides financial support to the extent that funds are available. Furthermore, the College is able to draw upon Foundation funding and private donations. Resource needs for building and grounds maintenance plans are provided through an annual institutional budget that includes a building and grounds fund, as well as funds for capital improvements. Similarly, because of their priority, all AQIP Action Projects have their resource needs met.

8P7 Professional Development: Professional development funds have been cut back in response to financial restraints. Still, in an attempt to address changes in strategies and plans as reflected in the Academic Quality Improvement Program (AQIP) initiative adopted by the College, the institution has offered to all personnel total quality management/continuous quality improvement (TQM/CQI) training. Faculty members seeking funding for additional professional development meet one-on-one with the Dean of the College to explore the costs and benefits. Often the Dean secures

institutional funding for such initiatives. In addition, the College has been active in the State's organization, MiTQIP, that is creating professional development opportunities related to quality improvement systems and processes.

8P8 Collection and Analysis of

Data: Some measures of the effectiveness of the College's systems for planning continuous improvement, such as the set of statistical measures of vocational programs related to Perkins and those related to nursing boards, have an institutional history of being collected and analyzed. Most recently, faculty efforts to assess student learning have generated not only data on learning but also improvement in instruction and changes in curriculum (Criterion 1). Outside the instructional realm of the institution, personnel collect and analyze data from independent contractors to assist with maintaining and improving the physical plant. Overall, however, the College does a much better job of collecting data than of analyzing it, especially as it relates to student and stakeholder satisfaction and its role in planning for continuous improvement. Thus, measuring and assessing stakeholder satisfaction has been an important Action Project for the College.

The Board of Trustees adopted the current institutional Strategic Plan (8C2) in May 2002. At that time, however, the Strategic Planning Committee had not yet identified specific measures of effectiveness

for the short- and long-term strategies contained therein. Unfortunately the College faced a looming financial crisis in the fall of 2002, the very time set for the establishing of those measures. The institutional focus became that of making up approximately 15% – 18% of the annual budget in an eighteen-month period with all institutional initiatives being directed at budgeting and at securing an increase in the operational millage in September 2003.

Furthermore, the attention of the Board of Trustees focused on filling the presidential vacancy created by the December 2002 resignation of the College President. To further delay focusing on establishing measures for the Strategic Plan, the Dean of the College retired in May 2003, and the professional search for his replacement became a priority for the College during the 2002 – 2003 academic year. In addition, the Assistant Dean of Instruction left at the end of that academic year, and because of financial restraints the Board chose not to fill that position. Thus, significant restructuring of positions and job responsibilities has further delayed the establishing of measures for the Strategic Plan.

A Board election in June 2003 also vied for institutional attention. Four of seven seats were to be filled: three six-year terms and one four-year term to fill a resignation. The possibility of having over half of the Board newly elected and unfamiliar with the short- and long-term strategies of the College posed yet

another obstacle to establishing measures.

With a new President, a new Dean of the College, and a new Board of Trustees, specificity will come to the Strategic Plan in the 2003 – 2004 academic year by establishing measures of effectiveness.

8R1 Results of Planning: Within the Strategic Plan's objective (long-term strategy) of improving institutional effectiveness, the AQIP Action Projects are located under the [short-term] strategy of institutionalizing continuous quality improvement. The three projects provide an excellent view of effective results of institutional planning.

One Action Project committee has completed its assignment, and its recommendations were implemented for the first time in the 2002 – 2003 academic year. That Action Project committee determined a review schedule and created a rating system to be used to evaluate the viability and effectiveness of the instructional degrees and certificates granted by the College. The committee identified purposes of program evaluation and criteria that form the basis of program review. The committee developed a set of indicators of program viability and effectiveness and established a process of program evaluation.

In May 2002, the Action Project committee presented the process to the College's quality council (Team GO) for approval. Upon the council's recommendation, the Dean of the College adopted the process.

During summer 2002, the Dean implemented the process and formed the College's first program review committee. The Dean and the committee developed the 2002 – 2003 plan for program review. The Dean of the College is currently monitoring the implementation of that review. Thus, "plan and do" are, respectively, completed and underway. The "check and act" components of the system will be implemented as the recommended process dictates.

Faculty coordinators under the supervision of the Dean of the College monitor the progress of the second Action Project, the design and implementation of systems to measure student learning. To date, the College has implemented an occupational programs admission process and has begun the tracking of the students. Furthermore, all divisions have set assessment goals by determining what outcomes to assess and have determined measurement instruments. All divisions have budgeted for assessment and have begun the process. Figures 1P6-1 and 1P6-2 reflect the progress of the assessment of student learning.

The Business and Computer Technology Division, however, has reported assessment results, established baseline data, and made a number of changes based on that data. The division has developed a pre-business program that students must complete prior to admission into degree and certificate programs and created a prerequisite course to prepare students to succeed in their

educational endeavors through an exploration of topics such as attitude, self-esteem, communication styles, career choices, educational development plan, and course management skills. This prerequisite course was originally set up with three different instructors, but based on student feedback reported during the 2002 – 2003 academic year, one instructor only will now teach this course. The division will add a unit of instruction to the new prerequisite course to acquaint students with on-line learning. Furthermore, in response to data gathered in MOUS testing, the division has made course changes to increase student success. For example, EDP 121 Software Applications will now use MS Office software to give students an additional ten hours of instruction in each of four areas tested by MOUS. Also, EDP 233 Concepts of Word Processing: Level 1 will change from two to three credit hours to give students more time for instruction and practice.

The third Action Project of the College has as its goal the design and implementation of systems to monitor stakeholder satisfaction. Necessary planning behind the completion of the goal focused on evaluating existing tools the College uses for measuring student and other stakeholder satisfaction, identifying significant gaps and developing corresponding measures of satisfaction, and creating and implementing a system for sharing the results. During the 2002 – 2003 academic year, the Action Project Committee advanced the planned

improvement resulting from this project by prioritizing stakeholder groups to determine which groups to focus efforts on first and identifying six highest priority groups:

1. Student satisfaction with a particular course,
2. Student satisfaction with education program/major,
3. Student satisfaction with the College in general,
4. Employee (faculty and staff) satisfaction,
5. Graduate (alumni) satisfaction, and
6. Community business (employer) satisfaction with the college in general.

Furthermore, the committee developed methods and tools to assess satisfaction levels of high priority stakeholder groups. For each group, the committee identified the format of the assessment tool to be used and the timeline for implementing the tool; the persons responsible for the collection, analysis and reporting of data; the project budget; and the follow up responsibilities involved. Moreover, the committee developed an implementation schedule for each assessment tool, spanning the next three years and commencing in 2003 – 2004.

The Action Project Committee for Stakeholder Satisfaction has completed two of the three intended goals. The next planned step is to address the final goal through two tasks: one, to develop and implement assessment for each group according to the timeline; two, to design a system of internal

communications to effectively deliver the data developed by the stakeholder group assessments.

In addition to the results of the Action Project Committees, planning

processes have also resulted in enrollment growth (9R1) and program development. The following list of newly developed programs (certificates and degrees) reflects the planning process of the College:

- ❑ Fall 1999: Medical Office Assistant Certificate
Accounting Certificate (replaced Accounting Clerical Certificate)
Supervision Certificate
Microcomputer A+ Certificate
- ❑ Fall 2000: Machine Tool Levels I and II Certificates
Social Work Certificate
- ❑ Fall 2001: Banking and Finance Certificate
Health Insurance Coder/Biller Outpatient Certificate
Health Insurance Coder/Biller Hospital Specialty Certificate
Computer Information Systems Certificate (replaced Computer Specialist Certificate)
Database Programming Certificate
Web Page Design Certificate
EMT Basic Certificate
EMT Paramedic Certificate
Associate of Applied Science in Social Work Degree
- ❑ Winter 2002: Associate of Applied Science in Allied Health Degree
- ❑ Fall 2002: Medical Assistant Certificate
Medical Transcription Certificate
Office Assistant Certificate
- ❑ Winter 2003: Early Childhood Certificate
- ❑ Fall 2003: Deactivate EMT Paramedic Certificate
Associate of General Studies in Elementary Education

In general, the planning process for and the institutional strategies contained in the Strategic Plan of the College have generated accomplishments. The AQIP initiative, enrollment growth, and program development highlight those results. Not only the institution itself but also an objective outside agency, The Michigan Quality Council, recognized these accomplishments, and in November 2002, that organization presented the College with its Lighthouse Award for quality.

8R2 Projections for Performance:
For the next one to three years, personnel at the College expect to follow through on current institutional strategies and action plans. For example, in 2003 – 2004, the College received a Title III Planning Grant, and a new Strategic Planning Committee began working with the new President to redefine the Strategic Plan of the College. In addition, during 2004, the Strategic Planning Committee will establish measures and begin to monitor

progress on the short- and long-term strategies of that plan. Furthermore, as needed, the committee will update the Strategic Plan based on possible changes in the Vision Statement of the College as proposed by the new President.

The College's quality council (Team GO) will continue to monitor the progress of the three AQIP Action Projects and will work to advance the College in its quality initiatives and recognition thereof by the Michigan Quality Council, moving from Lighthouse to Navigator status. Although state and local funding for the institution may be tenuous at this time, personnel will strive for continued success of projected strategic and quality plans.

8R3 Comparisons of Projections:

Glen Oaks is one of six colleges in Michigan that share an AQIP focus. As such, it is a charter member of MiTQIP, a state organization of those colleges. Through active participation in MiTQIP, the College has a possible vehicle for comparing strategies and action plans with those of other institutions of higher education. For example, a benchmarking project is being developed in Michigan through which colleges can collect and compare like data. Software has just become available (2004), and the College is actively reviewing and considering participation in statewide sharing/comparison initiatives. The Michigan Community College Association Website also offers a means for sharing institutional goals.

Since all MiTQIP members are affected by state funding, at this time all are cautious about developing new programs and proposing costly projects. Beyond that, the College does not know specific strategies and action plans of other institutions. Similarly, the College does not know specific strategies and plans of organizations outside the educational community, yet in its resident county (St. Joseph County, Michigan) the economic downturn has caused most organizations to move into a survival mode and "just hold on."

8R4 Evidence of Effectiveness:

Those areas within the College where quality processes are implemented provide evidence of the effectiveness of planning continuous improvement. For example, the cross-functional teams within the College, specifically Team GO and its Action Projects Committees and the Strategic Planning Committee, are effective. The Action Projects Committees all completed or exceeded their first- and second-year targets. The summary given in response to 8R1 relates the effectiveness seen in program evaluation and modification. The institution's funding of TQM training for personnel further supports the effectiveness of planning with 85% of personnel employed at the time of training having received it. The efforts of the Registration and Enrollment Management QI Teams assisted in the completion of Strategic Plan goals, such as the 62% increase in FYES enrollment between 1994 - 2002, and suggest effectiveness. Furthermore, the

planning for continuous improvement is effective in the work of the Perkins QI Team, with report standards going up in six of seven measures. The College is most pleased with these measures of effectiveness as they reinforce the belief that its choice to participate in academic quality improvement as an institutional policy was a good one.

8I1 Improvement Process: In general, by continuing CQI training, consulting informally within the institution, gathering advisory committee input, looking at other quality higher education institutions and organizations, by moving to have institutional decisions be data-driven, and by participating in the AQIP initiative and the related State MiTQIP initiative, the College is striving to improve current processes and systems for planning continuous improvement.

Specifically, in the 2001 – 2002 academic year, the College secured an outside consultant to work with the Strategic Planning Committee. The consultant focused on the process of plan development. The committee then applied that information to improving the planning process by focusing on the institution's Vision Statement as the foundation for the Strategic Plan. Furthermore, within the current Strategic Plan, the AQIP Action Projects contain the quality improvement stage of developing an improvement plan.

8I2 Improvement Priorities and Communication Thereof: Collecting and analyzing data and

establishing baselines help the College set targets for improvement. Institutional, state, and national comparisons are made to determine individual targets. For example, the Board of Trustees annually reviews the "Activities Classification Structure for the Michigan Department of Career Development" ("ACS" results); the state imposes a comparison of Glen Oaks to six other similar community colleges; national statistics are used in an analysis of student satisfaction; with respect to Perkins funding, the College compares its current ratings to those of the previous year and to statewide averages on seven measures; an assessment measure, such as WorkKeys, assists in establishing learning targets. Furthermore, the results of institutional self-assessment, the feedback on the AQIP Action Projects, the competitive application for the Michigan Quality Council Award, and the monitoring of the Strategic Plan all generate targets for improvement.

The strategic goals, objectives [long-term strategies], and [short-term] strategies of the Strategic Plan determine the improvement priorities of the College. Of those, helping students learn, improving institutional effectiveness, and strengthening and securing financial resources are the current priorities. Within the Strategic Plan, the three AQIP Action Projects—measuring student learning, assessing the viability and effectiveness of programs, and measuring student satisfaction—contain quantitative and qualitative targets that remain improvement priorities for the College.

Current results, improvement priorities, and performance projections are communicated to faculty, staff, and administration in multiple ways: formal reports presented to the Board of Trustees, a quarterly publication distributed mainly in-house, reports posted on the electronic shared drive, and verbal announcements made at town hall meetings and at an annual quality day. Students and other appropriate stakeholders, however, are sporadically informed, if at all, since no formal means of communication is targeted at them. This critical gap, however, is now noted because of intentional quality planning and will become a target for improvement in the coming years.

Criterion 9: Building Collaborative Relationships

9C1 Key Collaborative

Relationships: As the only institution of higher education in St. Joseph County, the College seeks to develop and maintain multiple and varied collaborative relationships within the county. Key relationships for the College are those that “really make a difference” with respect to the College’s mission with its focus on student learning and being “an integral part of each community it serves.” These key relationships exist with educational institutions

(public and private secondary schools, other community colleges, and baccalaureate institutions), with businesses and industries, and with service agencies. Although most relationships are built within the county, many exist beyond it, especially those with baccalaureate institutions and those that provide professional support at the state level. The following list reflects the key collaborative relationships that exist or are emerging for the College:

Existing Educational Relationships

Feeder (F) and/or Receiver (R)

Intermediate School Districts (St. Joseph, Branch, and LaGrange Counties)	F
Private Schools within the County	F
St. Joseph Co. Athletic Directors Association	F
St. Joseph Co. Counselors Association	F
Western Michigan University	R and F for summer school
Tri-State University	R
Davenport University	R and F for summer school
Grand Valley State University	R and F for summer school
Kalamazoo Valley Community College	R
Kellogg Community College	R
Southwestern Michigan College	R
National Collegiate Athletic Association	R
National Athletic Intercollegiate Association	R
Michigan Com. College Virtual Learning Collaborative	R and F
American Axle Education Partnership	F
Michigan Works	F

Emerging Educational Relationships

MI and IN Home School Association	F
Centro De Ayuda	F

Existing Business and Industry Relationships

St. Joseph County Economic Development Corporation
 Southwest Michigan Five-County Collaborative
 St. Joseph County Manufacturers Council
 Private businesses and industries that support internships and externships
 Area hospitals

Business Outlook for St. Joseph County (quarterly publication of the College)

Existing Relationships with Support Associations and Consortiums

Michigan Department of Education
Michigan Community Colleges: Total Quality Improvement Project
Michigan Department of Career Development
Michigan Community College Association
Michigan Community College Athletic Association
National Junior College Athletic Association
St. Joseph County Intermediate School District
Superintendents Association, Principals Association,
County Counselors Association, Athletic Directors
Association, School Board Association
Chambers of Commerce and other diverse service organizations
Adventures in Lifelong Learning
The Glen Oaks Community College Foundation and donors
Local media sources

Criterion Three contains further references to some of these collaborative relationships as they reflect measures of stakeholder satisfaction.

9C2 Relationships Reinforce

Institutional Mission: The College's collaborative relationships specifically reinforce the institutional mission as it states, "The College is committed to lifelong learning and to being an integral part of each community it serves. [Furthermore,] Glen Oaks continually strives to improve programs, services, and operations." Through direct contact with the above partners, representatives of the College hear what specific needs each partner may have and are able to assess how the College can best respond to those needs. Through relationships with support associations, specifically with those of the Intermediate School District, the College is able to coordinate programs and services for students within the county and within the College's service area. Partners in businesses and industries not only

respond to services currently offered by the College but also recommend changes in services and offer suggestions for improvement. Individuals from business and industry relationships, for example, serve as members of the College's vocational advisory councils, and they, along with others from that sector, participate in program review at the College. The direct involvement of College personnel in collaborative relationships provides an opportunity not only for the personnel to hear the needs of the partners and work to respond to them but also for the partners to hear what the College can do for them, thus reinforcing the institutional mission.

9P1 Creating, Prioritizing, and Building Relationships: Personal contact creates and builds relationships with educational

institutions, businesses, and other organizations from which the College receives students. The President of the College, the Deans, the Athletic Director, coaches, the Assistant Director of Admissions, counselors, the Director of the Center for Business Services, and faculty—all make personal visits to personnel at and/or attend regular meetings of those “feeder” organizations. Because the nature of the community college is geographical, proximity contributes to prioritization of “feeders,” placing those within the College’s taxation area (St. Joseph County) at the top of the list. In addition, and not surprisingly, funding programs and services is a contributory factor to prioritization. Thus, these two factors, proximity and funding, contribute to creating and building all collaborative relationships as they complement the primary prioritizing factor—the Mission Statement of the College.

Personal contact also creates and builds relationships with “receivers” and dual “feeders/receivers.” Contacts by counselors develop relationships that support internships/externships for students in vocational programs; contacts by the Assistant Dean of Allied Health and Nursing develop relationships that support clinical assignments for nurses. Counselors, coaches, and the Athletic Director all work to ensure that student athletes comply with eligibility standards of “receivers,” such as NCAA, NAIA, MCCA, and NJCAA. Counselors work to develop seamless articulation agreements with “receiver” institutions. Relationships

are further developed as representatives of allied health, business, and industry serve on the advisory boards for all occupational programs offered by the College. In addition, individual faculty participate in the building of relationships as they are contacted one-on-one to recommend qualified potential hires. Overall, flexibility and adaptability by the College are key contributing factors to the building of “receiver” relationships.

The College considers important all organizations that provide services to its students. However, once again, proximity contributes to prioritization. Personnel of the College are directly involved with many service agencies in St. Joseph County; some serve on the boards of those agencies. Membership in some cases is contractual; in other cases it is by interest. Again, it is direct participation by College personnel that creates and builds relationships with these organizations. Providing scholarship opportunities is a major service to students. Thus, direct contact by College personnel is a priority with organizations, such as the Glen Oaks Foundation and the St. Joseph County Athletic Directors Association, that secure scholarship assistance for students. Providing space on campus for employment services, such as Michigan Works!, and offering College facilities—the Business Development Center, the Nora Hagen Theatre, the Center for Business Services, the gymnasium, the baseball/softball complex, and the concourse area—to various organizations illustrates the sharing

concept that further contributes to the development of relationships.

The College uses the same personal, high-touch approach to creating all other relationships with education associations, external agencies, consortia partners, and the general community. The same one-on-one contact by College personnel builds these relationships. The PR/Publications Manager of the College, however, specifically works with regional newspapers and radio stations to solidify relationships with the general community through presentation of the College's programs, services, and achievements.

Criterion 3P4 also offers insight into the building and maintaining of relationships with key stakeholders, such as those in collaborative relationships.

9P2 Ensuring Needs Are Being Met: Through formal evaluations and personal feedback, the College ensures that the needs of those involved in collaborative relationships are being met. For example, at the conclusion of each customized training course, students are directly asked, "Were you satisfied?" In its evaluation process, the Economic Outlook Survey for St. Joseph, Branch, and Cass Counties asks businesses for specific responses to community college services. On a five-year rotation schedule, the formal Perkins evaluation of all occupational programs asks students, faculty, and community members of each advisory committee their level of

satisfaction with the program. Twice each year, the Athletic Director reports on the eligibility of student athletes so that the students meet the standards of the "receiving" institution. On a larger institutional level, the meetings of the Board of Trustees are open so that community members may attend and express their satisfaction with the programs and services provided by the College. In fact, having Board members elected and potentially re-elected by the constituents of St. Joseph County is a means of ensuring that community members' needs are being met.

Criterion 3P7 also offers insight into how the College meets the needs of key stakeholders and those with whom it has collaborative relationships.

9P3 Creating and Building Relationships within the College:

The organizational chart included in this portfolio reflects the formal channels through which relationships are created within the institution. However, as with collaborative relationships, internal relationships are built through personal contact and by living out the College's Mission Statement to "[provide] a supportive environment . . . [and demonstrate] respect and concern for all individuals." Numerous institutional cross-functional teams reinforce these relationships. They include, but are not limited to, the following:

- ❑ The Perkins CQI Committee
- ❑ The Foundation Scholarship Committee

- ❑ The Registration CQI Committee
- ❑ The Program Review Committee
- ❑ The Administrative Council
- ❑ The Enrollment Management Committee
- ❑ Team GO, the institution's quality council
- ❑ The Technology Committee
- ❑ Search Committees

The building of some relationships appears to be department-to-department. For example, admissions personnel build relationships with faculty through events as basic as new student orientation at which faculty are introduced to students. In addition, the athletic department builds relationships with faculty through progress reports on student athletes. Two reports in the fall and two in the spring monitor attendance and academic progress of the student athletes. Faculty may note individual concerns on the reports, and coaches or the Athletic Director responds to those. Also, contractual monthly Faculty Forums, involving the Dean of the College and adjunct and full-time faculty, involve the counselors so that appropriate academic issues can be discussed with members of another department directly in contact with students.

Furthermore, beginning in 2002, the Humanities Division has hosted in the College library an annual event involving the English, Art, Music, Spanish, and Science faculty, as well as library staff. These events, involving readings, choral presentations, and works of art, are

held during the noon hour and are open to all College personnel, students, and community members. For the 2003-2004 academic year, the Library Director expanded this program to a college-wide monthly event, highlighting personal interests of College employees.

The building of other relationships occurs throughout the entire institution through events such as the summer picnic, the Christmas party, and Quality Day. These events originate with the administration and Team GO respectively but involve all interested personnel. Similarly, staff potlucks originate at support staff level but also involve all interested personnel.

A weekly electronic internal publication, "What's Happening"; monthly internal newsletters, "The Viking News" from the President's office and "The Viking Athletic News" from the Athletic Director's office; and a biannual publication, "Connections," all contribute to communication across internal relationships. In addition, for each monthly Board of Trustees meeting, the President selects a focused topic and invites appropriate personnel to address the Board on that topic. These presentations are then communicated electronically to all personnel through the minutes of the meeting. An institutional shared drive permits any interested employee electronic access to minutes of meetings, AQIP Annual Reports, and other material, thus expanding the means of internal communication.

9P4 Measures of Building Collaborative Relationships: The College collects and analyzes regularly the following measures of building collaborative relationships:

- ❑ Enrollment data, specifically that on dual enrolled/high school guest students from the Intermediate School District and private schools
- ❑ Student Profile Report, compiled biannually for fall and winter semesters
- ❑ Progress Reports on Student Athletes, two times in the fall semester and twice in the winter semester
- ❑ Annual Perkins Report on occupational programs
- ❑ Monthly Business Retention Surveys done through the Economic Development Corporation
- ❑ Annual report on the services and classes provided to area

businesses by the Center for Business Services

9R1 Results in Building Key Collaborative Relationships: Information presented in 3R3 (Results for Stakeholder Satisfaction) also serves this criterion since stakeholders include those individuals and agencies identified among the College's key collaborative relationships. In addition, Figure 9R1-1 presents the College's growth in enrollment from 1994 – 2002. This increase in FYES of 62.1% is in part the result of building collaborative relationships.

Furthermore, a representation of the increase with respect to enrollment at other Michigan community colleges with similar demographics contributes to the College's belief that it has developed successful collaborative relationships. Figure 9R1-2 is that representation.

A closer analysis of the increase in enrollment reveals that the College is attracting an increase in the percentage of in-district high school graduates.

Year	Percentage of In-District Graduates Enrolled at Glen Oaks
2001	21.4%
2002	19.8%
2003	24.5%

A similar increase is seen in the percentage of out-of-district high school graduates from four Indiana high schools in the College's service area.

Year	Percentage of Out-of-District Graduates (Indiana Service Area) Enrolled at Glen Oaks
2001	4.2%
2002	4.6%
2003	5.0%

FYES Enrollment 1994-2002 (8yr)
Increase of 62.17%

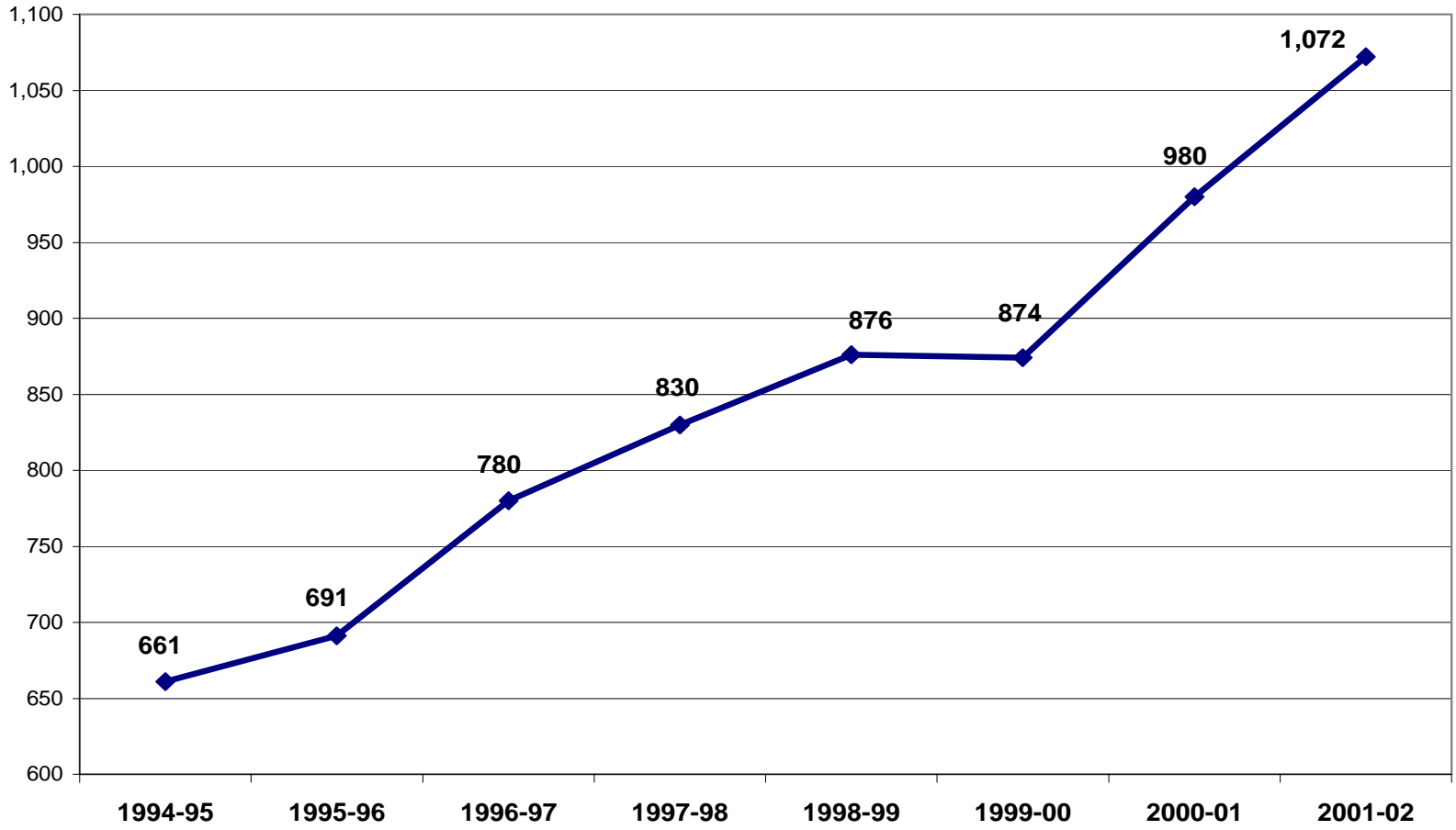


Figure 9R1-1

Enrollment Changes (%) 1994-2002

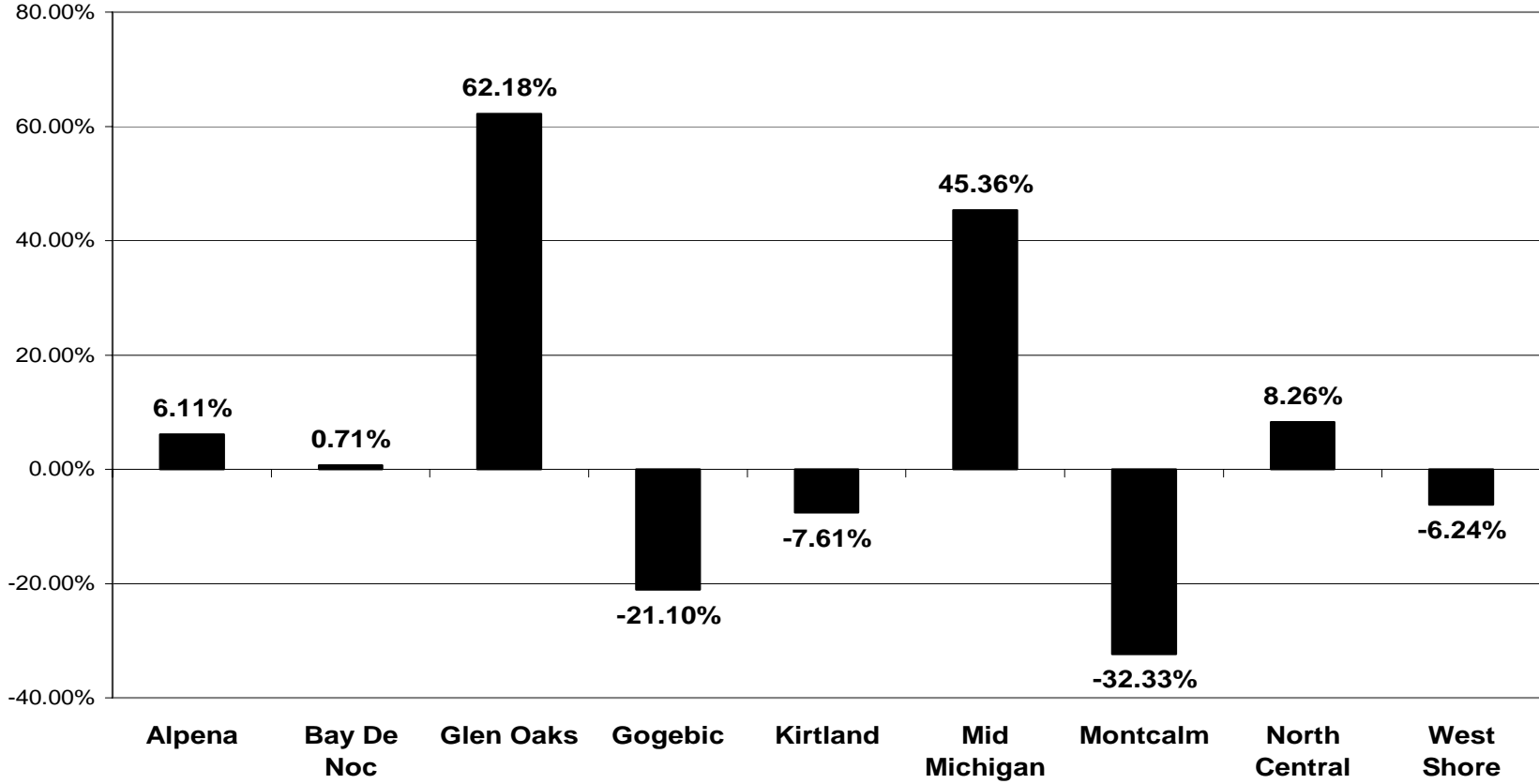


Figure 9R1-2

The College believes effective collaborative relationships with intermediate school districts are in part responsible for these increases. In addition, an innovative collaborative program through which the College's counselors go to area high schools in the spring to sign up graduating seniors for the fall semester has contributed to the increase.

Another focused example of an effective relationship that directly affects students at the College is the financial support in the form of scholarship assistance given to student athletes by the St. Joseph County Athletic Directors Association. For four consecutive academic years (1998 – 99, 1999 – 2000, 2001 – 02, and 2002 – 03), the Association has provided a scholarship for one female and one male athlete attending Glen Oaks. During the 2003 – 04 year, however, the Association has doubled its

Year
1997 – 1998
1998 – 1999
1999 – 2000
2000 – 2001

In 2001 – 02, the Foundation suspended grant requests and focused efforts on supporting Destiny Capital Campaign 2001, a facility development campaign. The results of those efforts generated in cash and pledges \$1.3 million philanthropically, another indicator of positive collaborative partnerships.

support, assisting four student athletes.

Other relationships that directly affect students are those that exist between the Nursing Program of the College and the cooperating agencies that may be used at various times throughout the Level I and Level II curricula. Between 1999 and 2003, the number of agencies increased from thirteen to twenty-two, not including individual private physicians' offices. Again, this increase reflects results of effective relationships.

The results of collaborative relationships through the Glen Oaks Community College Foundation are seen in increased dollars. In fact, annual grant requests by the Foundation have increased significantly since 1997. Although market fluctuation and investments have affected Foundation gains, the following data suggest positive results:

Amount Awarded
\$42,799.50
\$61,035.00
\$59,320.00
\$51,504.30
(despite low rate of return on investment)

One of the missions of the Center for Business Services (CBS) is building collaborative efforts with business and industry in the College's service area. The Center has a long-standing proven record of growth and success in all of its programs and services, such as providing on-site customized training, writing and

administering state funded Economic Development Job Training (EDJT) grants, serving as an affiliate office of the Small Business & Technology Development Center (SBDC), and administering the UAW Skill Center on-site at American Axle and Manufacturing located in the service area community of Three Rivers, Michigan.

The CBS strives for the key end result of building and maintaining long-term training relationships with area business and industry. The result of collaborative efforts is especially exemplified in the Center's success in writing, obtaining, and administering state-funded EDJT grants. In 2001 and 2002 combined, the CBS administered eight successful EDJT grants (eight companies), reflecting \$721,997 total state funds awarded, a total of 1,038 individual (unduplicated) workers trained, enrollment of 1,403 to the College (duplicated), and 65 collaborative customized training courses developed and delivered for the eight companies. The building of long-term relationships with area companies is also exemplified by the success of the CBS's on-site administration of the Skill Center at American Axle and Manufacturing, one of the largest employers in the College's service area. For the past four years, since 1999, the CBS has met the established goals outlined in the Skill Center contract and has been awarded the competitive contract for the services it provides. For the 2002 – 2003 Skill Center contract year, the on-site staff served 12,623 associates, spouses, and retirees (duplicate number).

9R2 Results Comparison: With the exception of the data presented in 9R1, comparing enrollment with that of eight other community colleges, the College has made no comparisons in this area with other higher education institutions or organizations outside of the education community.

9I1 Improving Current Processes and Systems: No formal process for improving current processes and systems for building collaborative relationships exists at the College. Improvement occurs most often through one-on-one relationships between representatives of the College and other stakeholders. For example, members of the Board of Trustees live in the communities served by the College. Thus, they are conduits for improvement suggestions. Furthermore, the Executive Council of the College is in direct dialogue with stakeholders. For example, in 2003, the President and Deans met with every governmental body (twenty-five of them) within the county. Similarly, diverse representatives of the College participate directly in the collaborative relationships and through participation seek to evaluate and improve them.

9I2 Setting, Prioritizing, and Communicating Targets: Targets for improvement are set to align with the institutional Strategic Plan and the Board of Trustees' goals from which the Plan is generated. (See also 8C2.) Furthermore in response to stakeholders' communication with the College, additional improvement priorities are targeted. For example,

during the 2003 year, targets included effectively responding to cuts in State funding, increasing the number of participating schools in the College's dual enrollment program, meeting the needs of under-served groups such as senior citizens and minority populations, and responding to a community concern to increase the number of in-district athletes recruited.

Individual personnel or departments design approaches to address those priorities that directly connect to them. For example, the Board and the Executive Council initially address the financial concerns of the College. However, during 2003, the President approached the organized units of the College for suggestions and support of actions that would "tighten the College's belt" financially. Furthermore, an institution-wide millage committee was formed to organize an appeal and to work with community members to secure from county residents increased tax support. Also in 2003, the College obtained a Title III Planning Grant. This grant will develop a long-range strategic

plan and identify College needs that may be eligible for inclusion in a Title III—Strengthening Institutions Grant application. Another example, the securing in 2003 and current implementing of a TRIO Upward Bound Grant, illustrates how the College is addressing the needs of one segment of the county's minority population. And a final example, the formation of an ad hoc committee involving the partners from the County Athletic Directors Association, community members, and representatives of the College to focus on recruitment concerns, illustrates a third approach to addressing improvement priorities.

Through diverse media, current results and improvement priorities reach diverse stakeholders. The most universal coverage occurs via the College Web Site and area newspapers. An internal monthly publication, "The Viking News," and the College news report to the community, "Connections," also communicate results and priorities, as do internal institutional meetings held during the academic year.