

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

GLEN OAKS COMMUNITY COLLEGE

December 8, 2004



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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INTRODUCTION

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by criterion, significant issues for your institution, and an Appraisal Rubric score for each criterion. These are presented in four sections of the Feedback Report: *Critical Characteristics Analysis*, *Criteria Feedback*, *Strategic Issues Analysis* and the *Appraisal Summary*. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

Each member of the Systems Appraisal Team devoted many hours to analyzing your *Systems Portfolio*, first individually and then via a consensus process designed to ensure that all feedback you receive is the agreed-upon conclusion of an entire group of intelligent, trained peers. There are no one-person opinions, no idiosyncratic, subjective opinions. Most of the team's members have had executive responsibilities in colleges and universities, but the team also included at least one person whose experience lies outside of higher education, and who could help the team maintain perspective on the work higher educators still have to do to bring quality principles into all areas of the Academy. All team members are committed to promoting continuous quality improvement in higher education and have received training in quality processes. Many team members have also had experience with Baldrige-type quality award programs. We know that you and your colleagues will find the astuteness of their perceptions, as embodied in this report, useful in your commitment for continuous quality learning.

Good as the team was, however, it is important to remember that they had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are, in fact, already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If it was unsure about an area, we urged the team to err on the side of giving your

institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Critical Characteristics: The Organizational Overview of your *Portfolio* shapes the team's understanding of your institution's distinct character. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each criterion are identified in the Report.

Criteria Feedback: The Report's feedback on each of AQIP's nine criteria specifically identifies strengths and opportunities for improvement. An *S* or *SS* identifies *strengths*, with the double letter signifying important achievements or capabilities upon which to build. *Opportunities* are designated by *O*, with *OO* indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by criterion, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each criterion is the team's consensus assessment of the institution's stage of development on that particular criterion. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the criterion covers. Since institutions are complex, maturity levels may vary from one criterion to another.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission and quality improvement goals. The Systems Appraisal Team identified these issues throughout the appraisal process. These issues provide a framework for improving processes and systems and serve as an "executive summary" of key findings and recommendations. Accreditation issues are those that relate directly to your organization's evidence for Commission's five Criteria for Accreditation and their Core Components. The Systems Appraisal Team identified these accreditation issues through analysis of your *Portfolio* and the *Accreditation Evidence Index to the Criteria for Accreditation* you prepared to accompany your *Portfolio*. The Team has identified these issues as either an (a) evidentiary issue, meaning that additional evidence is needed or the evidence is unclear, or as an (b) accreditation issue, meaning that it must to be addressed prior to your *Quality Check up* and your *Reaffirmation Review*.

Appraisal Summary: The compilation of the nine rubrics that capture the team's appraisal of the organization's Portfolio description of each of the nine AQIP criteria. The summary indicates the team's consensus on the developmental maturity of each criterion description.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its *Systems Appraisal*.

An organization needs to examine its Report strategically to identify those areas that, if addressed, will yield greatest benefit. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging *involvement, learning, collaboration* and *integrity*. Rubrics should be used to understand where the opportunities for ongoing systems improvement are greatest, not as scores indicating success or failure. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements, in turn, can be incorporated into an updated *Systems Portfolio*, guaranteeing that future *Systems Appraisals* will reflect the progress an institution has made.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Glen Oaks Community College's identity, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates to you, when you study *the Feedback Report*, that the Systems Appraisal Team recognized and knew what makes Glen Oaks Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

- 1a The Community College is a two-year, public, not-for-profit institution located in rural, southwest Michigan. Service area includes 4 Michigan and 2 Indiana counties, a population of 200,000 32% (63,000) residing in St. Joseph county. It is the only institution of higher education in the County.
- 1b The county's per capita income and families in poverty rate and children participating in WIC, rate are worse than in the state and the nation. In addition, percentage of adults who finished high school and the percentage of adults with four-year degrees in the county are below that of the state and the nation.
- 1c The College subscribes to an open access admission policy through which it offers college transfer courses, business education and customized training, technical and vocational programs, and developmental courses.
- 1d The College is a teaching institution with a vision to be a dynamic force in the community, to engage students in "challenging, rewarding, and enjoyable" learning, and to have its efforts in pursuit of customer satisfaction and organizational advancement driven by assessment results.
- 2a The College offers 10 associate degree programs and 22 certificate (mainly technical/occupational) programs. Most are traditional in format and taught on the campus, although some distance learning is offered (10% enrollment).
- 2b The College has a Center for Business Services as well as a Continuing Education Department. These programs are delivered via traditional classroom, distance learning, via outreach centers and via a manufacturing facility's educational program.

- 2c The College has opened outreach centers in two urban areas of its home county, and it plans to expand their use.
- 3a Age range 18-50; one third 19-25; women 60%; 94% Caucasian; African American 2.4%; 67% students from families where neither parent graduated from college. The racial/ethnic mix of the credit students reflects the makeup of the county. The average age of students attending the College is 27. 20% of the county's high school students enroll at the College.
- 3b 2002-03 FTE equaled 985 students (12 credit hrs. or more); 836 part-time students were counted in Fall 2002; 33% students in transfer programs; 42% occupational programs; 25% personal/occupational enrichment; 10% distance learning/video courses.
- 3c. Enrollments are increasing dramatically in comparison to other Michigan community colleges with similar demographics i.e., fall 2002 640 FTE students; fall 2003 985 FTE Students.
- 3d The College has identified three key need areas: financial, personal, remedial. Nearly half of the Fall 2002 students were enrolled in remedial education courses, 43% of students received Title IV need-based financial assistance in 2001, and 34% received Pell Grants in 2001.
- 3e Graduate Survey – Students identified five goals for taking courses: Job skills, Future job needs, Transfer, Personal, Other.
- 3f Over the three-year period 2000-2002 an increasing percent of the College's completers identified their educational objective as "Preparation for a future job."
- 4 The College cultivates collaborative relationships with businesses, bargaining agents, foundations, agencies, colleges, universities, and K-12 systems.
- 5 The majority of the College faculty is part-time (65) with a full-time faculty of 28 with 29 full time administrators and a support staff of 26.
- 6 The College property encompasses 314 acres with one main building housing administrative offices, classroom, labs, and the library, a center for business services, and a building housing athletics and maintenance. Although the setting seems adequate, the College considers "increasing expenses to maintain an aging infrastructure" a "vulnerability." (08a)

- 7 Competitors of the College fall under two categories; 1) competitors for students, and 2) competitors for services, including the military, employers, other colleges, internet courses.
- 8a Financial stability is declining; state aid was reduced in 2003-2004, and three local property tax initiatives have failed to pass.
- 8b Opportunities include seamless educational opportunities, grant awards, potential to increase enrollment due to increased tuition costs at Universities and increased unemployment rates. Opportunity also exists to refine the mission and to take advantage of increased ethnic diversity in the area.

CRITERIA FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP criteria, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP criterion. The symbols used in these “strengths and opportunities” sections for each criterion stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CRITERION 1: *HELPING STUDENTS LEARN*

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This criterion focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course

sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 1, *Helping Students Learn*:

- 1a. The Community College is a two-year, public, not-for-profit institution located in rural, southwest Michigan. Service area includes 4 Michigan and 2 Indiana counties, a population of 200,000, 32% (63,000) residing in St. Joseph county. It is the only institution of higher education in the County.
- 2a. The College offers 10 associate degree programs and 22 certificate (mainly technical/occupational) programs. Most are traditional in format and are taught on the campus, although some distance learning is offered (10% enrollment).
- 3a. Age range 18-50; one third 19-25; women 60%; 94% Caucasian; African American 2.4%; 67% students from families where neither parent graduated from college. The racial/ethnic mix of the credit students reflects the makeup of the county. The average age of students attending the College is 27. 20% of the county's high school students enroll at the College.
- 3d. The College has identified three key need areas: financial, personal, remedial. Nearly half of the Fall 2002 students were enrolled in remedial education courses, 43% received Title IV need-based financial assistance in 2001, and 34% received Pell Grants in 2001.
- 3f. Over the three-year period 2000-2002, an increasing percent of the College's completers identified their educational objectives as "Preparation for a future job."

Here are what the Systems Appraisal Team identified as Glen Oaks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Criterion 1, *Helping Students Learn*.

- SS 1C1. In 2001, the faculty revised and formalized the College's General Statement of Educational values. Each division within the college then identified patterns of knowledge and skills for students to possess upon completion of their general and specialized studies, based on these values. In addition, faculty within individual departments extended and focused division goals into course objectives. Such a

standardized alignment ensures reinforcement, repetition, and rediscovery of learning objectives by students across the curriculum—particularly relevant to the College’s student population.

- S 1C2. The College indicates its intention to draw a direct connection from the institution’s goals and values, through divisions, into individual course objectives.
- S 1C3. Key programs are Business/vocational general studies, nursing/allied health. Multiple delivery options appear to be available. These support access for the target populations.
- S 1P2. Procedures and processes used to develop new programs and courses are clearly defined and include several levels of analysis and review to ensure financial viability, market potential, resource and staffing requirements, and value added to the college, students, and community.
- S 1P3a. The College has developed a clear process for determining the level of student preparation for college level work. It appears there is a balance between tools, such as Accuplacer testing, and appropriate input and control by faculty.
- O 1P3b. The College describes a variety of mechanisms used to determine whether or not students are prepared to enter traditional/transfer programs and/or courses; however, tools used to assess student readiness for those entering non-traditional programs and courses, for those students engaged in online learning, or for specific demographics (i.e. 67% women, adult learners, etc.) has not been described, implying a “one size fits all” process, as opposed to a relational system of processes.
- S 1P4. The College uses several tools for communicating expectations for students, including the catalog, brochures, recruiter visits, and placement testing.
- O 1P5. Advisement processes (transcripts, ACT/test scores, Accuplacer, MOIS/Myers-Briggs) focus primarily on students transferring from high school, with some emphasis on pre-and-post-testing at course level. Since enrollment is open and since the majority of enrolled students are adult learners, there is an opportunity to create innovative advisement processes that specifically address the needs of adult learners.

- O 1P6a. Faculty are responsible for documenting student learning, and faculty coordinators report the documentation data; however, there is no indication of a system for using the data for improvement. Figure 1P6-1 shows three divisions with improvement plans. This suggests the College could benefit from developing a coordinated plan for using the data collected.
- O 1P6b. Formal processes to enhance teaching apply to “new” faculty. Evaluation of existing faculty relies heavily on student ratings. Since teaching and learning are transactional, standards for faculty evaluation and assessment might be developed that mirror one another. A process similar to the “Status Report: Assessment of Student Learning by Division,” might produce a comprehensive system of assessment, professional development, and instructional improvement. This is particularly important, because the majority of faculty is part-time.
- S 1P8. The College has put into place as one of its AQIP Action Projects, a strong process for evaluating the viability and effectiveness of its academic programs. This could result in the College’s ability to use data to make decisions related to continuation, improvement or discontinuation, of current academic programs.
- S 1P9. The College provides learning support to students and faculty through the advising process, Tutoring-Testing Center, testing by the Michigan Rehabilitation Service, and the library staff.
- O 1P13. Although the College does have an institutional strategy for collecting and analyzing data on student learning for all programs, implementation does not appear to be consistent in terms of data usage.
- OO 1R1. There is no plan for assessing outcomes or results for institutional goals or individual programs. While the Graduate Survey can provide some useful data for graduates, perhaps several years removed from their college experience, the lack of an assessment process for individual divisions that is focused on present or graduating students, makes it impossible to use assessment data in program planning.

- OO 1R2. Employment data does not establish a baseline to compare the number of non-traditional students who were already employed upon enrollment to those who were employed after completion or who received promotions, or for those who changed jobs/careers. These comparisons are particularly importance in the context of a growing number of students citing “future employment” as the reason for attending the College.
- OO 1R4. Benchmark and comparative data from other comparable institutions within the state or in other states, provides gauge for measurement as well as a means by which to target and prioritize improvement strategies.

Overall, the Systems Appraisal Team saw Glen Oaks Community College’s performance on this criterion as *beginning*, characterized by:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

In addition, the team calls the institution’s attention to these comments or suggestions:

- An emphasis on clarifying its mission and goals, and working to ensure these intentions are integrated into specific courses;
- The need to develop a comprehensive approach to assessment in order to ensure that the many sources of data are integrated into both short-term management and strategic planning.

AQIP CRITERION 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 2, *Accomplishing Other Distinctive Objectives*:

- 1d The College is a teaching institution with a vision to be a dynamic force in the community, to engage students in “challenging, rewarding, and enjoyable” learning, and to have its efforts in pursuit of customer satisfaction and organizational advancement driven by assessment results.
- 2a The College offers 10 associate degree programs and 22 certificate (mainly technical/occupational) programs. Most are traditional in format and taught on the campus, although some distance learning is offered (10% enrollment).
- 4 The College cultivates collaborative relationships with businesses, bargaining agents, foundations, agencies, colleges, universities, and K-12 systems.

Here are what the Systems Appraisal Team identified as Glen Oaks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Criterion 2, *Accomplishing Other Distinctive Objectives*:

- S 2C1 Active College involvement in St. Joseph County's Leadership Academy should enhance opportunities for partnerships with community leaders and key economic development agencies. With such involvement, there is an opportunity to think “outside the box” regarding collaboration, including those currently perceived as competitors, and new options for course/program design and delivery.
- OO Criterion 2 in general may present a special challenge for many institutions. The limited response (p. 29) suggests an important opportunity to examine and clarify the College's

distinctive role in the community. The portfolio describes a variety of community relationships, schools, businesses, service organizations. One assumption in this criterion seems to be that “resources” limit opportunities to develop “distinctive objectives.” The team recommends the College examine more closely the complex relationships and goals for community organizations to determine a distinctive objective that may already exist.

Overall, the Systems Appraisal Team saw Glen Oaks Community College’s performance on this criterion as *beginning*, characterized by:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

In addition, the team calls the institution’s attention to these comments or suggestions:

- The College reported very little for this criterion. As implied in the above statement the College may find it worthwhile to examine its present circumstances. Reading the entire portfolio suggested to some team members that the College may already be engaged in community economic development, but the possible role may not be entirely clear.

AQIP CRITERION 3: *UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS*

Understanding Students’ and Other Stakeholders’ Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution’s processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection,

analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 3, *Understanding Students' and Other Stakeholders' Needs*:

- 1a The Community College is a two-year, public, not-for-profit institution located in rural, southwest Michigan. Service area includes 4 Michigan and 2 Indiana counties, a population of 200,000 32% (63,000) residing in St. Joseph county. It is the only institution of higher education in the County.
- 1b The county's per capita income and families in poverty rate and children participating in WIC, rate are worse than in the state and the nation. In addition, percentage of adults who finished high school and the percentage of adults with four-year degrees in the county are below that of the state and the nation.
- 2b The College has a Center for Business Services as well as a Continuing Education Department. These programs are delivered via traditional classroom, distance learning, via outreach centers and via a manufacturing facility's educational program.
- 2c The College has opened outreach centers in two urban areas of its home county, and plans to expand their use.
- 3a Age range 18-50; one third 19-25; women 60%; 94% Caucasian; African American 2.4%; 67% students from families where neither parent graduated from college. The racial/ethnic mix of the credit students reflects the makeup of the county. The average age of students attending the College is 27. 20% of the county's high school students enroll at the College.
- 3b 2002-03 FTE equaled 985 students (12 credit hrs. or more); 836 part-time students were counted in Fall 2002; 33% students in transfer programs; 42% occupational programs; 25% personal/occupational enrichment; 10% distance learning/video courses.
- 3c Enrollments are increasing dramatically in comparison to other Michigan community colleges with similar demographics i.e., fall 2002 640 FTE students; fall 2003 985 FTE Students.

- 3d The College has identified three key need areas: financial, personal, remedial. Nearly half of the Fall 2002 students were enrolled in remedial education courses, 43% of students received Title IV need-based financial assistance in 2001, and 34% received Pell Grants in 2001.
- 3e Graduate Survey – Students identified five goals for taking courses: Job skills, Future job needs, Transfer, Personal, Other.
- 3f Over the three-year period 2000-2002 an increasing percent of the College’s completers identified their educational objective as “Preparation for a future job.”
- 5 The majority of the College faculty is part-time (65) with a full-time faculty of 28 with 29 full time administrators and a support staff of 26.

.Here are what the Systems Appraisal Team identified as Glen Oaks Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Criterion 3, *Understanding Students’ and Other Stakeholders’ Needs*:

- O 3P1. The College’s process for assessing the changing needs of students relies heavily on the students self-identifying their needs. There appears to be no intentional, proactive process for gathering this information. Having a proactive process in place would help the College identify trends and address issues prior to emergence of problems.
- S 3P2a. The College identifies several examples for building relationships with prospective and current students. Youth College, sports camps, Young Author Day, Art Works, Quiz Bowls, Upward Bound and the Outreach Centers are examples of the active approach the College has taken to build relationships.
- OO 3P2b. Processes for relationship building with students focus heavily on recruitment strategies, targeting K-12 constituents. Those recruitment strategies appear to have a single person assigned to them. The College also cites e-mail, support groups for single parents and NAFTA/Displaced workers and student organizations as processes used for current students. Since the majority of enrolled students are adult learners, perhaps specific outreach and relationship development using New Outreach Centers, and other mechanisms, can be developed.

- O 3P5. Although the College cites methods for finding out about new students and stakeholder groups, the College does not appear to have a systematic or consistent process for making determinations regarding whether new student and stakeholder groups should be addressed within the College's educational offerings and services.
- S 3P6. The College has a wide variety of tools and processes integrated throughout programs, courses, and delivery systems, through which students and stakeholders may express concerns. The Student Concern Procedure is a formal process, which students with unresolved concerns can access.
- S 3P7. The College identifies a variety of formal and informal measures for collecting student and stakeholder satisfaction data. The College's action project, focusing on student and stakeholder satisfaction, further clarifies methods for measuring and monitoring satisfaction levels and for making comparisons of those results.
- SS 3R2a. Retention and enrollment rates have increased since 1998. Enrollment has increased 10% since 1998, and between 1994 and 2001 the College experienced a 48% increase in enrollment, while enrollment dropped 11% among other state institutions.
- O 3R2b. Although the College's retention rate has increased since 1998, it cites no comparative information with cohort schools related to this measure. Therefore, it is unclear whether a 43.3% retention rate is favorable or not, when compared to cohort or competitive schools. Similarly, it is unclear what the enrollment figures are compared to cohort schools or the competition.
- S 3R3. Internships and apprenticeships have increased steadily with programs residing in 15 manufacturing facilities. Foundation contributions and a capital campaign to build a new Allied Health, Science and Technology building have reached \$1,275,580.
- S 3R5. The College currently does not compare satisfaction data with other higher education institutions; however, it does compare enrollment data. Also, the College has a plan, as part of its Action Project on Student and Stakeholder Satisfaction, to begin making comparisons.

- O 3I2. Although the College collects some satisfaction data, the College has no process or plan for determining satisfaction priorities and future satisfaction targets, or for communicating these priorities and targets. Lack of a plan in this area hinders opportunities to continuously improve the satisfaction levels of students and stakeholders.

Overall, the Systems Appraisal Team saw Glen Oaks Community College's performance on this criterion as *developing*, characterized by:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information (rather than systematic data) is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. There is anecdotal evidence of improvements, occurring at irregular intervals.

In addition, the team calls the institution's attention to these comments or suggestions:

- The College has established relationships with local schools, businesses, and other organizations; however, it is apparent that the College could more effectively manage and improve the quality of those relationships with a more systematic means for data collection, analysis, comparison, and use.

AQIP CRITERION 4: *VALUING PEOPLE*

Valuing People explores your institution's commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 4, *Valuing People*:

- 1d The College is a teaching institution with a vision to be a dynamic force in the community, to engage students in “challenging, rewarding, and enjoyable” learning, and to have its efforts in pursuit of customer satisfaction and organizational advancement driven by assessment results.
- 4 The College cultivates collaborative relationships with businesses, bargaining agents, foundations, agencies, colleges, universities, and K-12 systems.
- 5 The majority of the College faculty is part-time (65) with a full-time faculty of 28 with 29 full time administrators and a support staff of 26.
- 6 The College property encompasses 314 acres with one main building housing administrative offices, classroom, labs, and the library, a center for business services, a building housing athletics and maintenance. Although the setting seems adequate, the College considers “increasing expenses to maintain an aging infrastructure” a “vulnerability.” (08a)
- 8a Financial stability is declining; state aid was reduced in 2003-2004, and three local property tax initiatives have failed to pass.

Here are what the Systems Appraisal Team identified as Glen Oaks Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Criterion 4, *Valuing People*:

- S 4C1a. The College demonstrates commitment to quality student services through its one-stop shop that centralizes admissions, registration, financial aid and counseling services.
- O 4C1b. The College uses Faculty Forums to focus on student learning; however, it is unclear how these forums are structured, how expectations relate to attendance, what the participation levels have been, and the regularity with which these forums occur.
- S 4C4. The College recognized the importance of educating its staff on the quality management body of knowledge. 85% of the College’s full-time staff have received CQI/TQM

training. This effort, in concert with Team Go, are central to the College's development and transformation to a high performance, quality driven, dynamic learning organization.

- O 4P2. Orientation for employees is delivered to only one employee group – part time faculty. No processes are identified to retain employees (no attrition data).
- S 4P3. Team Go appears to be addressing/introducing performance and communication concepts; it is cross-functional.
- OO 4P4. Training is ad hoc and piecemeal, individually initiated and focused, not aligned to strategy, organizational development or performance improvement. Without appropriate orientation, professional development opportunities, or succession planning, the College misses a critical opportunity to develop and retain its people.
- O 4P6. It appears as if contractual agreements drive faculty and staff evaluations. The administrative review process, and the frequency with which they occur, is unclear.
- OO 4P8. Key issues related to motivation of faculty and staff are determined reactively – through complaints. The institution has no formal, systematic, consistent process for determining key issues related to the motivation of faculty and staff.
- OO 4R1 – 4R4. The College does not collect, analyze or measure any aspects of valuing people. Therefore, the College has no results, evidence, or comparison data to report. This is critical – without knowledge of where the College stands with respect to faculty and staff's perception of their value, the College is losing out on a critical opportunity to cultivate a healthy organizational culture.
- O 4I1. The College recognizes the need to improve its processes and systems for valuing people. The AQIP Action Project, focusing on stakeholder satisfaction, has positioned the College to begin to consider and develop processes and systems for valuing people.

Overall, the Systems Appraisal Team saw Glen Oaks Community College's performance on this criterion as *beginning*, characterized by:

Processes that work consistently to achieve their goals are beginning to be planned and developed.

Successful approaches and processes are employed primarily in those units that develop them; widespread

deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

In addition, the team calls the institution's attention to: these comments or suggestions:

- ◆ The College could benefit significantly by creating a series of faculty and staff development programs, such as orientation, training, and performance review systems. These could be developed in-house, to minimize the expense.

AQIP CRITERION 5: LEADING AND COMMUNICATING

Leading and Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 5, *Leading and Communicating*:

- 1a. The Community College is a two-year, public, not-for-profit institution located in rural, southwest Michigan. Service area includes 4 Michigan and 2 Indiana counties, a population of 200,000 32% (63,000) residing in St. Joseph county. It is the only institution of higher education in the County.
- 1d. The College is a teaching institution with a vision to be a dynamic force in the community, to engage students in "challenging, rewarding, and enjoyable" learning, and to have its efforts in pursuit of customer satisfaction and organizational advancement driven by assessment results.

- 2c. The College has opened outreach centers in two urban areas of its home county, and plans to expand their use.
- 3c. Enrollments are increasing dramatically in comparison to other Michigan community colleges with similar demographics i.e. Fall 2002 649 FTE students; Fall 2003 985 FTE students.
- 4. The College cultivates collaborative relationships with businesses, bargaining agents, foundations, agencies, colleges, universities, and K-12 systems.
- 5. The majority of the College faculty is part-time (65) with a full-time faculty of 28 with 29 full-time administrators and a support staff of 26.
- 8a. Financial stability is declining; state aid was reduced in 2003-2004, and three local property tax initiatives have failed to pass.
- 8b. Opportunities include seamless educational opportunities, grant awards, potential to increase enrollment due to increased tuition costs at Universities and increased unemployment rates. Opportunity also exists to refine the mission and to take advantage of increased ethnic diversity in the area.

Here are what the Systems Appraisal Team identified as Glen Oaks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Criterion 5, *Leading and Communicating*:

- S 5P1a. Participation in AQIP requires a shift in culture for the College, drives much of the exploration of concepts, ideas and processes (3 of 4 major initiatives are AQIP projects) and influences planning decisions. Over time, these projects should increase sensitivity to, and focus on, high performance measurement systems, and the needs of students and stakeholders.

- O 5P1b. Leadership, communication, and decision-making processes are still largely hierarchical and top down. The College refers to its mission, vision, values and strategic plan when setting direction. However, the process for how this direction is actually established has not been clearly defined.
- S 5P2a. Leadership provides an outreach function as evidenced most effectively in Criterion 2.
- OO 5P2b. Three failed bond issues suggest a need for stronger leadership, and for communication by the leadership. Decreased appropriations from the state, in tandem with increased enrollments, are spreading resources too thin. While the narrative later describes recent changes in executive leadership, it does not address trustee leadership. It appears that College leadership must find creative means of developing new revenue streams and/or economies of scale.
- O 5P3. Ad hoc and “stylistic” decision-making processes as well as traditional committee structures and hierarchical processes appear to be dominant, and may impede the development of dynamic, strategic, and operational directions. Teams are also formed occasionally, but again, it does not appear as if teams are utilized in a systematic manner. Collaboration, empowerment, and team process appear to be in the early stages of development at the College.
- O 5P4. Most decisions appear to be based on available information, including state and institutional financial and enrollment information, comparative information from the state, enrollment and student academic performance indicators for the Perkins Grant. Whether that information is appropriate to decisions is difficult to ascertain. Measures of satisfaction, for the most part, are indirect. Deans use a variety of data (results from program review action projects and student satisfaction data) to determine changes in personnel focus, training, hours of operation, allocation of resources, which seems to directly contradict assertions made in Criterion 4.
- O 5P5. The College acknowledges that although communication occurs between and among institutional levels in a variety of ways, there appears to be no consistency or intentional pattern of frequency with which these communications occur.

Overall, the Systems Appraisal Team saw Glen Oaks Community College's performance on this criterion as *beginning*, characterized by:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

In addition, the team calls the institution's attention to these comments or suggestions:

- The portfolio suggests that the College leadership may not have yet addressed the type of change(s) required to be most effective in an organization that is implementing a quality-based management system, such as AQIP;
- This apparent lag also seems to manifest itself in the use of traditional committee structures and with the patterns of organizational communication.

AQIP CRITERION 6: *SUPPORTING INSTITUTIONAL OPERATIONS*

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 6, *Supporting Institutional Operations*:

- 1c The College subscribes to an open access admission policy through which it offers college transfer courses, business education and customized training, technical and vocational programs and developmental courses.
- 1d The College is a teaching institution with a vision to be a dynamic force in the community, to engage students in “challenging, rewarding, and enjoyable” learning, and to have its efforts in pursuit of customer satisfaction and organizational advancement driven by assessment results.
- 3a Age range 18-50; one-third 19-25; women 60%; 94% Caucasian; African American 2.4%; 67% of the students are from families where neither parent graduated from college. The racial/ethnic mix of the credit students reflects the makeup of the county. The average age of students attending the College is 27. 20% of the county’s high school students enroll at the College.
- 3d The College has identified three key need areas: financial, personal, remedial. Nearly half of the Fall 2002 students were enrolled in remedial education courses, 43% of the students received Title IV need-based financial assistance in 2001, and 34% received Pell Grants in 2001.

Here are what the Systems Appraisal Team identified as Glen Oaks Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Criterion 6, *Supporting Institutional Operations*:

- S 6P2a. The College identifies administrative support service needs of faculty, staff and other stakeholders via a variety of methods, including placement testing, faculty referrals, counselors, medical professionals, surveys, advisory groups, on-site visits, and various meetings with groups of constituents. The PACE/NILIE surveys in 2005-06 may identify personal needs on a broader scale.
- O 6P2b. The College has identified a variety of methods for determining the student support and administrative support needs; however, it is not clear if there is a consistent and systematic process in place for collecting, analyzing, and acting on this data on a regular basis.
- O 6P3a. Key processes appear to evolve as a result of complaint-related feedback, and thus, those complaints are interpreted as unmet needs. This orientation is reactive, and its connection with knowledge sharing, innovation, and empowerment is remote.

- O 6P3b. Policies and manuals anchor day-to-day support in some instances. Knowledge sharing, innovation, and empowerment are encouraged by individuals (leaders or colleagues); however, no knowledge sharing/management network exists. It might prove useful to establish more robust systems, e.g. electronic (including chat rooms), project sharing (tasks and discoveries) files, and formal and informal learning repositories to encourage the bubbling up and prompting of ideas that are not time bound, and which often lead to ah-ha insights that face-to-face meetings cannot match.

- S 6P4. The College uses several data sources to better understand processes within and across systems and to develop comparative data. Informal feedback, self-evaluation, process mapping, committee processes, and student satisfaction surveys (Noel-Levitz), are used to identify improvement targets and goals.

- O 6R1. A careful reading of both the 2003-04 Noel-Levitz Student Satisfaction Inventory and the Systems Portfolio indicate that the College faces a performance gap between expectations and satisfaction in this area. Further analysis is required to identify more specifically which factors are driving the apparent contradictions in the ratings.

- O 6R2. The College acknowledges that it currently does not formally assess administrative support service processes. The College does, however, plan to utilize the PACE instrument in the future to identify results associated with administrative support services.

- O 6R3. Survey data indicate that the quality and effectiveness of college programs, services and attributes are more important to Glen Oaks' students than to other students at US community, junior and technical colleges, and to students at seven other similar community colleges in the Midwest. However, Glen Oaks' students are less satisfied with the College's programs and services when compared to students at seven other similar community colleges. Also, Glen Oaks trails the national average as well as the average of seven other similar institutions when it comes to providing the quality and scope of programs, services, and attributes, that meet students' expectations.

- S 6I1a. The College has several tools and resources in place to assist with improving their systems and processes (Noel Levitz Student Satisfaction Inventory, Perkins Process Improvement Team, Perkins Review, Glen Oaks Support Staff Employees' Self-

Improvement Tool, The College's Quality Council, Registration CQI, AQIP Action Project Committees, compliance reviews and third party audits).

- O 6I1b. The College has stated that there is "no formal college-wide structure for improving current processes and systems." The next step is to create an orchestrated effort to map relationships across initiatives, to integrate (if appropriate), to produce hybrid initiatives, to stream learning vertically and horizontally, and to inform and alter organizational strategies as the impacts of change are anticipated or realized.

Overall, the Systems Appraisal Team saw Glen Oaks Community College's performance on this criterion as *developing*, characterized by:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information (rather than systematic data) is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. There is anecdotal evidence of improvements, occurring at irregular intervals.

In addition, the team calls the institution's attention to these comments or suggestions:

- It appears that the AQIP projects serve as the primary means for raising awareness of the need to examine and improve support services.
- The portfolio suggests that while some data on student services is collected and analyzed, it appears as though, in general, management of these services may be primarily reactive. Perhaps these projects can be used somewhat more strategically to develop a more proactive management system.

AQIP CRITERION 7: *MEASURING EFFECTIVENESS*

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 7, *Measuring Effectiveness*:

- 2a. The College offers 10 associate degree programs and 22 certificate (mainly technical/occupational) programs. Most are traditionally instructed, although some distance learning is involved (10% enrollment).
- 2c. The College has opened outreach centers in two urban areas of its home county, and [it] plans to expand their use.
- 3b. 2002-03 FTE equaled 985 students (12 credit hrs. or more); 836 part-time students were counted in Fall 2002; 33% students in transfer programs; 42% occupational programs; 25% personal/occupational enrichment; 10% distance learning/video courses.
- 3b. Enrollments are increasing dramatically, especially when compared to other Michigan community colleges with similar demographics.
- 3d. The College identified three key need areas: financial, personal, remedial.
- 3e. Graduate students identified five goals for taking courses: Job skills, future job needs, transfer, personal, and other.
- 3f. Over the three-year period 2000-2002 an increasing percent of the College's completers identified their educational objectives as "Preparation for a future job."

Here are what the Systems Appraisal Team identified as Glen Oaks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Criterion 7, *Measuring Effectiveness*:

- O 7C1. This section describes information collection and indicates some levels of access for decentralized types of data. It is not clear if, or how, institutional data is accessed or used in programmatic decision-making.
- OO 7C2. The narrative lists several sources of measures, for example, the strategic plan, the Program Review Process (an AQIP Action Process), the annual review of Career Technical Education, the Assessment of Student Learning, and Data on Stakeholder Satisfaction. However, it indicates an absence of measures in planning i.e., 8P5, 8P8. Without measures of effectiveness, and without using these data in decision-making, the benefits of data collection efforts are minimized.
- S 7P1. The selection, the management, and the use of information at the College is driven by federal and state reporting requirements, by strategic planning goals, by Presidential goals, and by AQIP action projects. Also, the College established assessment goals to assess student learning. Admissions, Advising, Registration, and the Tutoring and Testing Center, collect data to assess support of student learning.
- O 7P1. The College does not have a systematic process for selecting, managing, and using assessment information. Without a comprehensive data-strategy, the institution will be unable to make data-justified improvements systematically.
- OO 7P2/3. As a result of maintaining "outreach centers" and relationships with manufacturing and local business and industries, the College engages in numerous, informal data collection activities outside the educational community. A strategy for collecting, analyzing, and using data systematically could provide the basis for creating more productive and substantial relationships with these organizations.
- S 7P3. The College compares itself to six other Michigan community colleges along a variety of data indicators.

- O 7P4. Historically, the College collected stakeholder assessments, program reviews, etc. These activities complement AQIP; focusing on process measures. Assessment could be more useful if outcome assessment at the program level were included.
- OO 7P5. The focus on alignment of instructional goals from Mission to classroom instruction resulted from an AQIP initiative. Without broadened alignment with departments/units across the College, as well as linking Presidential Goals to continuous improvement outcomes, it will be very difficult to create an integrated whole with the various groups of goals.
- O 7P6. The information system consists of training for use and system upgrades. It is vital to ensure integrity, reliability, and security of the data.
- O 7P7. Reliability of electronic data is recognized and is essential in reaching quality goals described throughout the document. Strategic investment in partnerships that might expand data collection (business or community partners) could perhaps help accelerate the development of knowledge-driven institutional behavior.

Overall, the Systems Appraisal Team saw Glen Oaks Community College's performance on this criterion as *beginning*, characterized by:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

In addition, the team calls the institution's attention to these comments or suggestions:

- The College is in the *beginning* states of developing systems for consistently measuring the results in all key areas.

AQIP CRITERION 8: *PLANNING CONTINUOUS IMPROVEMENT*

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 8, *Planning Continuous Improvement*:

- 1b. The county's per capita income and families in poverty rate and children participating in WIC rate are worse than in the state and the nation. In addition, percentage of adults who finished high school and the percentage of adults with four-year degrees in the county are below that of the state and the nation.
- 1d. The College is a teaching institution with a vision to be a dynamic force in the community, to engage students in "challenging, rewarding, and enjoyable" learning, and to have its efforts in pursuit of customer satisfaction and organizational advancement driven by assessment results.
- 3c. Enrollments are increasing dramatically in comparison to other Michigan community colleges with similar demographics i.e., fall 2002 640 FTE students; fall 2003 985 FTE Students.
- 3f. Over a three year period 2000-2002 and increasing percent of the College's completers identified their educational objectives as "Preparation for a future job."
- 7. Competitors of the College fall under two categories; 1) competitors for students, and 2) competitors for services, including the military, employers, other colleges, internet course.
- 8a. Financial stability is declining; state aid was reduced in 2003-2004 and three local property tax initiatives have failed to pass.

Here are what the Systems Appraisal Team identified as Glen Oaks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Criterion 8, *Planning Continuous Improvement*:

- S 8C1. The College's Vision Statement provides a framework for the future (dynamic force in the community), communicates vibrancy, a sense of place and purpose in the future ("learning that is challenging, rewarding and enjoyable"), and it communicates what tools will be used to inform and re-inform that future ("assessment results will drive. . .)
- S 8C2. The commitment to assessment and improvement implies adoption/identification of measurable goals. Articulating concrete goals at the strategic level evidences commitment to assessment results and further enhances the strategic plan's function as an institutional compass.
- S 8P1a. The College's strategic planning process is accomplished in three-year cycles, using a process that includes Plan, Do, Check, and Act cycles.
- O 8P1b. The President annually appoints a strategic planning committee, which suggests a disconnect between long-range planning cycle, oversight, short-term planning, and project planning. It is not clear how, or if, the committee relates to the AQIP steering committees.
- O 8P3. Even though a planning committee exists, it appears that the president is primarily responsible for defining goals, after which the deans incorporate the president's goals into their plans. The planning process is described as ad hoc, suggesting that important constituent groups are being left out. Cross-functional teams facilitate alignment. The narrative does not indicate any results.
- OO 8P5. [T]he College has developed institutional strategies and action plans . . . but has not developed measures to monitor the process and to determine eventual accomplishment of all strategies." Further, strategies are not outcome-based, but rather based on process or inputs. Models for this process are the College's Center for Business Services and the Business and Computer Technology Division; as such, they could function as disseminators and examples of effective planning.

- OO 8P8. Loss of the College's President, senior leadership, and trustees within a year, focuses attention on succession planning without which continuity – efficient use of scarce resources, impact on the community and on student learning – is at risk. The narrative suggests that these distractions (a financial crisis, executive and board turnover) explain the lack of measures for the plan. The problem, as presented, creates a significant disconnect in the planning process.
- O 8I2. "Collecting and analyzing data and establishing baselines help the college set targets for improvement." It is not clear from the narrative how this achieved.
- S 8R1. In 2002 the College received the Michigan Quality Council Lighthouse Award and participates actively in several educational quality improvement initiatives in the state. The program review process includes indicators. The systems for measuring student learning include an admissions process and a tracking process. CBS has baseline data, assessment results, and reports. Some changes have been made in curriculum as a result of measures. The third action project, to measure satisfaction, lists six types of instruments/measures or targets.
- O 8R4. There are some anecdotal and qualitative measures of the College's planning activities' effectiveness, but little data to support or refute implications, without which, the goal of becoming an assessment driven institution will not be achieved.

Overall, the Systems Appraisal Team saw Glen Oaks Community College's performance on this criterion as *beginning*, characterized by:

Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

In addition, the team calls the institution's attention to these comments or suggestions:

- The need to integrate the individual goal setting efforts into a more coordinated whole;
- The major leadership changes present a significant challenge as well as an opportunity to develop more fully a strategic planning process.

AQIP CRITERION 9: *BUILDING COLLABORATIVE RELATIONSHIPS*

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Glen Oaks Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Criterion 9, *Building Collaborative Relationships*:

- 1a. The Community College is a two-year, public, not-for-profit institution located in rural, southwest Michigan. Service area includes 4 Michigan and 2 Indiana counties, a population of 200,000 32% (63,000) residing in St. Joseph county. It is the only institution of higher education in the County.
- 2b. The College has a Center for Business Services as well as a Continuing Education Department. These programs are delivered via traditional classroom, distance learning, via outreach centers and via a manufacturing facility's educational program.
- 2c. The College has opened outreach centers in two urban areas of its home county and plans to expand their use.
4. The College cultivates collaborative relationships with business, bargaining agents, foundations, agencies, colleges, universities, and K-12 systems.

5. The majority of the College faculty is part-time (65) with a full-time faculty of 28 with 29 full-time administrators and a support staff of 26.
- 8a. Financial stability is declining; state aid was reduced in 2003-2004, and three local property tax initiatives have failed to pass.

Here are what the Systems Appraisal Team identified as Glen Oaks Community College's most important strengths and opportunities for improvement relating to processes encompassed by Criterion 9, *Building Collaborative Relationships*:

- O 9C1 Although key partners are listed, processes describe discrete collaborative activities aligned to individual partners. Identifying affinities, vertically and horizontally, across partnerships groups (similar to Team Go's integrated, cross-departmental/functional model) might help reduce duplication of effort, bubble up new opportunities and possibly enhance the College's role as "relationship broker" in the community. Further analysis, including demographic subsets, (voting blocs for example) would also enhance the College's collaboration and services.
- S 9P1a. College staff, including the executive and dean levels, visit feeder organizations including those that might be a source of support for voted funds. Staff is also involved in external organizations that provide support to students, including service agencies like Michigan Works! The Business Development Center and Center for Business Services, is a good beginning for broadening partnerships.
- O 9P1b. Funding and proximity define collaborative relationship priorities, however, opportunities to expand local to regional partnerships may lie in examining opportunities outside the traditional arena (e.g. The Michigan Virtual Learning Collaborative) to enhance distributed/distance learning market.
- O 9P3. Cross-functional teams are described within committee work, however cross-instructional activities, training, certificate programs and instructional integration (particularly within the context of new program/certificates listed on pg. 79) could become a logical step in framing internal/external relationships.

- O 9P4. Although some measures of collaboration are collected and analyzed, the measures used (enrollments, student profile, progress reports on student athletes, Perkins reports, business retention reports and annual report) are tangential to creating relationships, and provide insufficient data to be identified as an upward trend.
- S 9R1a. Data demonstrating growth in dollars and learners served by the Center of Business Services (EDJT awards), SBTDC and UAW/American Axle is a model for developing further services which might migrate to the College's new outreach centers.
- O 9R1b. General enrollment measures are indirect, and do not take into account other possible causes of increases.
- OO 9I1. Processes for improving current processes and systems for building collaborative relationships do not exist at the College. Opportunities to enhance the College's economic development impact could result from a concerted, systemic relational model for partnership building.
- O 9I2. Although the College has a Title III planning grant to identify priorities and preliminary "targets" are identified (increasing schools with dual enrollment, meeting needs of senior citizens and minority groups and responding to concerns about athletic recruitment), improvement strategies and their alignment (to the strategic plan and trustees goals) are vague.

Overall, the Systems Appraisal Team saw Glen Oaks Community College's performance on this criterion as developing, characterized by:

Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information (rather than systematic data) is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. There is anecdotal evidence of improvements, occurring at irregular intervals.

In addition, the team calls the institution's attention to these comments or suggestions:

- The College has developed a broad network of relationships with a variety of organizations within its service area. Perhaps the College could benefit significantly if it implemented a thorough analysis of that network. It is possible the College could identify a more strategic role within the network.

STRATEGIC AND ACCREDITATION ISSUES FOR: Glen Oaks Community College

Strategic issues are those most closely related to Glen Oaks Community College's ability to succeed in reaching its mission, planning, and quality improvement goals. The Systems Appraisal Team identified these issues through analysis of your *Organizational Overview* and the feedback it provided for each criterion. This list of strategic issues is included to assist you and your colleagues on prioritizing the important issues facing Glen Oaks Community College. Among these you may discover your vital immediate priorities, the opportunities and challenges that can lead to a quantum leap in the performance of your institution. Accreditation issues are those that relate directly to your organization's evidence for Commission's five Criteria for Accreditation and their Core Components. The Systems Appraisal Team identified these accreditation issues through analysis of your *Portfolio* and the *Accreditation Evidence Index to the Criteria for Accreditation* you prepared to accompany your *Portfolio*. The Team has identified these issues as either an (a) evidentiary accreditation issue, meaning that additional evidence is needed or the evidence is unclear, or as an (b) accreditation issue, meaning that it must be addressed prior to your *Quality Check up* and your *Reaffirmation Review*.

AQIP expects an institution to have three or four vital Action Projects at a time in order to encourage administrators, faculty, and staff to prioritize their efforts and resources. The Systems Appraisal Team has listed more than three or four issues, trusting that Glen Oaks Community College will discuss and prioritize those it concludes are most critical. If the team has identified accreditation issues, you must respond to those either by providing an addition to your portfolio (for evidentiary accreditation issues) or by including in your Action Projects one that addresses an accreditation issue that must be addressed prior to your *Quality Checkup* and *Reaffirmation Review*. This *Strategic and Accreditation Issues Analysis* is intended to intensify your continuing quality efforts as well as to provide you feedback on your continued fulfillment of the Commission's Criteria for Accreditation.

STRATEGIC ISSUES ANALYSIS:

- College enrollments have increased in recent years. The inclusion of dual credit enrollments, and the addition of more centers and expanded delivery options, suggests significant enrollment increases may continue into the future.
- The lack of a strategic plan focused on financial stability, as well as changes in key institutional leaders, may have left the College less capable of meeting its challenges and capitalizing on opportunities.
- With shrinking revenue streams, a decline in state funding, and no increased support via increased taxes, the College needs to develop a plan for continuing quality improvement during a period of retrenchment. The College could consider participating in the development of a regional community college collaborative (other community colleges in SE Michigan) sharing blended services, some programs and operational costs – producing economies of scale.
- It not apparent that assessment plays a role in decision-making at the College because of the notable lack of consistent measurement processes across the institution. Though the College describes many data elements that are collected, it offers the caveat that it does not collect, analyze, synthesize and distribute learning and information. Despite the College's stated goal to focus efforts on customer satisfaction and organizational advancement based on assessment results, the institution does not yet have a track record of data collection, quality analysis, and use of data for continuous improvement. The College has in place three AQIP related projects, which may provide the catalyst for developing a culture of measurement.
- The new college administration has several challenges: 1) developing and implementing extensive community relations campaigns that increase visible (voter) support of the institution; 2) implementing quality systems that make a difference in all of the institutional operations; 3) clarifying the decision making process so that committees have a legitimate role to play in institutional improvement.
- The College has an opportunity to reframe its mission as both an educational institution and as an economic development engine for the county and region by capitalizing on and building on successes detailed throughout Criterion 2 in the Portfolio. By combining these efforts with existing business development activities and the work of the outreach centers, leadership might uncover a viable, alternative business model for the College.

- Many rich relationship building processes for key stakeholders are described in Criteria 2 – relationships that establish the College as a vital economic development engine for St. Joseph County. These interactions represent an untapped mine of information, a source for potential students, potential programs and a distinctive objective for the College. Mechanisms to capture the ad hoc scan leading to more formal benchmarking and data collection could be developed. Concrete results like the Business Incubator demonstrate the value the College adds to the community at large.
- The College has reported that it lacks many of the processes and results requested in Criterion 4 – Valuing People. Because of this, the College is missing out on a critical opportunity to capitalize on the skills and talents of its most important resource – faculty and staff. The College could make significant improvements in this area by: 1) Creating a campus culture that truly values people, and, 2) by investing in all its people as leaders and learners through ongoing education, training, and opportunities for continuing development.

ACCREDITATION ISSUES:

- The team for Glen Oaks Community College did not explicitly identify accreditation issues (since this aspect of AQIP Systems Appraisals is new), but the institution should examine the strategic issues identified carefully to assess their impact on GOCC's ability to demonstrate it continues to meet the Commission's five *Criteria for Accreditation*. A more formal review of compliance with these five Criteria will take place during the institution's *Checkup Visit* and during its *Reaffirmation of Accreditation*.

SYSTEMS APPRAISAL SUMMARY FOR GLEN OAKS COMMUNITY COLLEGE

AQIP CRITERION 1: *Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Criterion focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

For this criterion, the institution is at a beginning stage. Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

AQIP CRITERION 2: Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

For this criterion, the institution is at a beginning stage. Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

AQIP CRITERION 3: *Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

The institution is at a developing stage for this criterion. Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information (rather than systematic data) is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. There is anecdotal evidence of improvements, occurring at irregular intervals.

AQIP CRITERION 4: Valuing People explores your institution's commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

For this criterion, the institution is at a beginning stage. Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

AQIP CRITERION 5: *Leading and Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

For this criterion, the institution is at a beginning stage. Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

AQIP CRITERION 6: Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

The institution is at a developing stage for this criterion. Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information (rather than systematic data) is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. There is anecdotal evidence of improvements, occurring at irregular intervals.

AQIP CRITERION 7: *Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

For this criterion, the institution is at a beginning stage. Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

AQIP CRITERION 8: Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

For this criterion, the institution is at a beginning stage. Processes that work consistently to achieve their goals are beginning to be planned and developed. Successful approaches and processes are employed primarily in those units that develop them; widespread deployment is just beginning. Results showing how successful approaches and processes within this criterion are just beginning to be gathered. Generally, performance data has not been collected long enough to reveal trends or patterns, and the institution does not yet systematically collect data that measures its performance against other organizations. Feedback from processes is casual and not used as effectively as possible to set future performance targets. Systematic cycles of improvement are just beginning to be considered and implemented.

AQIP CRITERION 9: *Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

The institution is at a developing stage for this criterion. Reliable processes that work consistently to achieve their goals are being developed and implemented. Successful approaches and processes are sometimes adopted and used in units other than where they originated. Occasional short-term (under two years) data on performance results exist in a few areas. Evidence exists of recent (within last two years) of improving levels of performance in a few areas. Anecdotal information (rather than systematic data) is on hand about processes and performance of other organizations. Feedback is occasionally used to set performance targets in a few areas. There is anecdotal evidence of improvements, occurring at irregular intervals.