

Category Six: Supporting Institutional Operations

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

Student Support:

- Intercollegiate Athletics
- Career Technical Education(CTE)
- Continuing Education
- Business Services
- Admissions
- Financial Aid
- Single Parent/Displaced Homemaker/Single Pregnant Women/Sex Equity Support Group
- Course Placement Evaluation
- Course and Program Advising
- Occupational Student Success Program (OSSP) Support
- Library Services
- Registration
- Educational, Personal, and Career Counseling
- Bookstore
- Tutoring and Testing Center(TTC)
- Provision of Housing Information
- Fitness Center
- Student Government
- Phi Theta Kappa
- Student Clubs
- Job Placement (outsourced through Michigan Works! Agency)
- Computer Labs
- Distance Learning

- Curriculum Committee
- Records and Reporting
- Social Activities
- Veterans Benefits/Services
- Special Needs Services
- Student Parking
- Campus Safety
- Food Services (outsourced)
- Campus-wide WiFi

Administrative Support:

- Business Office
- Cashiering
- Custodial Services
- Building and Grounds Maintenance
- Information Technology
- Purchasing and Accounts Payable
- Risk Management
- Human Resources
- Marketing and Public Relations
- Institutional Research
- Grants Writing (outsourced)
- Finance and Operational Planning

Support Service Process Needs

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

- Access to registration information—paper publications and online
- Enrollment into appropriate classes—course placement testing using ACCUPLACER

- Access to accurate and timely academic and career counseling
- Orientation of new students
- Access to programs that provide a nurturing and supportive environment (Single Parent Program, Occupational Support, Counseling, Tutoring and Testing Center)
- Access to information on various topics discussed in the classroom (library, media, free WiFi Internet access campus-wide)
- Maintenance of program and institutional accreditation
- Access to and distribution of College information—brochure racks and news releases
- Securing multiple sources of funding student tuition cost for education
- Access to a bookstore that has the supplies needed and is open during convenient hours
- Maintenance of grounds and buildings—accessibility and safety
- Access to a reliable and accurate data network
- Access to latest technology and technical assistance in its use
- Maintenance of institutional fiscal solvency
- Development and implementation of sound fiscal procedures
- A College Foundation for enrichment and beyond budget support
- Secure and clean campus

- Co-curricular activities to supplement academic experience during college
- Physical spaces to support group interaction and conversations outside the classroom
- Clear understanding of College policies and procedures
- Activities such as athletics and use of the Fitness Center to promote wellness
- Processes for reporting incidents and voicing complaints
- Communication from the College regarding the College's happenings and emergencies
- Coordination of grants
- Administrative support for maintenance of partnerships
- Orientation of new employees
- Professional development support and funding

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

6P1 Identification of Student Support Service Needs: The College identifies student support needs through entrance testing; through referrals from faculty, counselors, and medical professionals; through an assessment of services instrument in Student Services; through a “Student

Opinion Card” made available in the busiest common area of the College; and through self-identification. Category 3P1 more fully addresses the identification of student needs.

The College also surveys students during and after their educational career to gauge how well educational needs are being met. Category 3R1 addresses student satisfaction in that area.

Furthermore, the College identifies support needs of students by tracking the creation and growth of jobs in St. Joseph County through its occupational/technical advisory committees.

6P2 Identification of Administrative Support Service Needs:

Glen Oaks Community College currently uses self-identification to identify faculty, staff, and administrative support service needs. Category 1P9 addresses faculty self-identification.

During the 2005 – 2006 academic year, the College conducted a Personal Assessment of the College Environment (PACE) survey created by the National Initiative for Leadership and Institutional Effectiveness (NILIE) to gauge personnel support needs. Over 50% (52.1%) of all employees responded to the organizational climate survey. PACE analyzed four major component areas (Supervisory Relationships, Institutional Structure, Teamwork, and Student Focused) as well as customized questions.

The annual budgeting process incorporates input from each area of the College to identify support service and other needs.

The President of the College held an off-campus retreat in the winter of 2008 to provide members of the College Council with opportunities to express needs. The Council is a cross-section, representative strategic planning/CQI body and is detailed in Category Eight.

Further, the College President and one or two trustees attend the Michigan Community College Association meetings two times per year. The meetings are an opportunity for the Board of Trustees to identify and discuss their needs.

In a number of ways, the College identifies the support service needs of key stakeholders. Categories 3P3, 3P7, and 9P2 reflect the diverse methods of identification, including, but not limited to, formal evaluations, informal surveys, use of advisory boards, on-site visitations, mailings, and participation in meetings.

6P3 Day-to-Day Student and Administrative Support Service Management:

Policies and procedures manuals document the processes that ensure that needs of students and key stakeholder groups are being met. Frequent feedback loops reveal whether on a day-to-day basis student and administrative support service personnel respond to indicators of unmet support needs (complaints). Personnel address the concerns by referencing the

policies and procedures manuals and adjusting the processes when necessary. The *Catalog of College Information, Curricula and Courses*, the *Student Handbook*, and the College Website are also referenced when dealing with questions or concerns. Manuals exist, where mandated, in some key student and administrative support service areas, such as in financial aid services, admissions, the Single Parent Program, and the Occupational Support Program. However, policies and procedures manuals do not exist across all areas.

Knowledge sharing, innovation, and empowerment, however, do not come from manuals. Supervisors and colleagues encourage these through participation in departmental and other institutional meetings. The College Council (Category Eight) has been very beneficial in encouraging knowledge sharing, innovations and empowerment. The College Council Project Teams (8C2) are also beneficial and have been led by faculty, administrators, and support staff.

Leadership and others involved with setting and updating policies and procedures often request feedback from students, faculty, staff, and other stakeholders. Recurring, scheduled forums and meetings and ad hoc requests for review of and input on processes provide venues for the feedback. For example, the College redesigned its Website during the 2007-2008 year and incorporated numerous suggestions from faculty, staff, and students who were asked to review and comment

many times before the launching of the new site. Further, Student Services has created a survey form to collect "point of service" feedback from students on office and professional counseling service daily. These survey results are summarized each month and shared with all department personnel.

6P4 Improvement of Services:

Key student and administrative support areas use informal feedback, self-evaluation, process mapping, committee processes, and formal evaluations, such as the Noel-Levitz Student Satisfaction Inventory, to improve their services. For example, initially during the 2003 – 2004 academic year, the Inventory was administered to a representative size sampling of students. The Director of Grants/Institutional Research then compiled the results and compared them to national scores and to the scores of seven other similar-sized institutions (Requested Comparison Group). Furthermore, the Director evaluated the results and customized reports to responsible persons for possible process improvement. Repeated administration (3 to date) and longitudinal analysis of the Inventory (3P7) has resulted in continued improvement (3R1) and has contributed to the identification of improvement priorities (3I2).

Another example of using information and results to improve services is the PACE study of Organizational Climate (5R1 and 5R2). "Priorities for Change" were reported for the areas of faculty, administration, and staff members.

Results were provided to all employees of the College. For all three groups, one of the top changes needed was improved communications. Since the report, to improve communication, the College has invested major time, for example, in the design and implementation of a third per year all-college meeting (5P5), and has invested dollars, such as those to install a new VoIP system and redesign the College Website (8R1). Efforts have also been made to increase “cooperation,” another low scoring area, by such things as creation of the College Council and related Projects Teams (8P1)—all done by a cross-functional approach.

Some processes have been mapped for improvements. For instance, both the process for student registration and the process for identifying needs under the Perkins Grant have been mapped and improvements made. In September 2008, a 9-hour seminar on process mapping using Visio, a Microsoft graphics product, was offered. The first class of employees enrolled mapped the Admissions process of the College. This process was chosen from a list of approximately 25 possible mapping prospects compiled by the College Council. Prior to the seminar, Council members mapped 3 other of the 25 possible processes. A second, more advanced, 9-hour class was offered in October 2008.

Some support service areas, however, use less formal approaches to improvement of services. For example, the TTC

uses an evaluation sheet to improve the effectiveness of both the tutor and the tutoring center while the library makes improvements to its operations through the use of a survey card. Student Services uses the “Student Services Survey,” an on-going evaluation data collection form, and an “Opinion Card” to collect feedback from students. Both criticisms and compliments are submitted and distributed to the appropriate person(s) and/or department for possible action.

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

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

- Use of the TTC, Library, and Student Services
- Graduate Satisfaction
- Student Satisfaction
 - Individual Course (Course Evaluation)
 - Program (Program Review of Occupational Education Surveys)
 - Institution (Noel-Levitz Student Satisfaction Inventory)
- Budget and Financial Statements
- Energy Management
- Campus and Safety and Vulnerability
- Building Maintenance
- Room Utilization
- Perceptions of Personnel Concerning College Climate (PACE Survey)

- Retention Rates (fall semester to fall semester and fall semester to winter semester)
- Enrollment
 - By total
 - By program
 - By full-time/part-time status
 - By gender
 - By age
 - By high school
 - By ethnicity
- Dual Enrollment by High School
- Graduation Rates

6R1 Results for Student Support Service Processes: The summary results for the Noel-Levitz Student Satisfaction Inventory conducted in winter of 2008 follow:

Strengths

- The quality of instruction I receive in most of my classes is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- Program requirements are clear and reasonable.
- I am able to experience intellectual growth here.
- Admissions staff are knowledgeable.
- Faculty are usually available after class and during office hours.
- My academic advisor is approachable.
- Policies and procedures regarding registration and course selection are clear and well-publicized.
- Computer labs are adequate and accessible.

- Library resources and services are adequate.
- Students are made to feel welcome on this campus.
- This institution has a good reputation within the community.

Challenges

- Classes are scheduled at times that are convenient for me.
- My academic advisor is knowledgeable about the transfer requirements of other schools.
- Faculty are fair and unbiased in their treatment of individual students.
- This school does whatever it can to help me reach my educational goals.
- There are convenient ways of paying my school bill.
- Faculty are understanding of students' unique life circumstances.
- Adequate financial aid is available for most students.
- The College shows concern for students as individuals.
- There is a good variety of courses provided on this campus.
- Financial aid counselors are helpful.
- Faculty take into considerations student differences as they teach a course.

Benchmarks

Higher Satisfaction with Glen Oaks than with its 2008 Requested Comparison Group of 7 Colleges

- Program requirements are clear and reasonable.
- Faculty provide timely feedback about student progress in a course.
- Computer labs are adequate and accessible.
- Students are notified early in the term if they are doing poorly in a class.
- Library resources and services are adequate.
- Internships or practical experiences are provided in my degree/certificate program.

Lower Satisfaction with Glen Oaks than with its 2008 Requested Comparison Group of 7 Colleges

- Classes are scheduled at times that are convenient for me.
- The campus is safe and secure for all students.
- Faculty are fair and unbiased in their treatment of individual students.
- There is a good variety of courses provided on this campus.
- Financial aid counselors are helpful.
- Faculty take into consideration student differences as they teach a course.

The results of the Graduate Survey, conducted every year, also include information related to student support services. For instance, registration, financial aid, course advising, special needs, counseling, tutoring library and bookstore services are all measured. A summary of the last six years is presented in Category Three, Figure 3R1-2. Further, a two-year comparison of “Good” and “Very Good” responses to the question “How well did the following co-curricular services meet your needs?” reveals improvement in 6 of 8 categories (Figure 6R1-1).

In addition, the College annually surveys students, faculty, and advisory committee members in occupational/technical programs. The process used is called “Program Review of Occupational Education” or PROE. Approximately one-fifth of the College’s programs are studied each year to ensure at most a 5-year span maximum between reviews. Results are shared with faculty, and the Dean of the College and Associate Dean of Instruction work to effect program improvements based on the studies. The results of the study vary considerably from one program to another. Advisory committees are asked to list strengths and weaknesses. Students rate instruction on a wide variety of variables as well as instructional support and student services. Faculty also rate strengths and areas in need of improvement. They respond to existence and use of competency-based objectives, relevancy to market needs, processes for improvement,

sex-equity issues, handicapped accommodations, and so forth. In 2008 – 2009, the following programs are to be reviewed:

- Associate Degrees
 - Associate of Business
 - Associate of Science
- Certificates
 - Drafting and Design
 - Machine Tool Technology
 - Office Administrative Assistant—Legal
 - Office Assistant—Medical.

6R2 Results for Administrative Support Service Processes:

Recent reports, audits, and assessments of various administrative support services at the College indicate the following results:

- The College's financial health is strong, with adequate reserves to fund ongoing operations. Sound budgeting processes and long-term operating and capital funding forecasts that support strategic plans are updated frequently and used in resource allocation decisions.
- The condition of the College's facilities is good compared with industry benchmarks. Although the facilities average close to 40 years in age, backlogged maintenance is being addressed on an ongoing basis in a planned method. The College does face significant funding challenges in the area of capital outlay funding to support facilities' master plans and the long-term continuation and upgrades to facilities and technology.
- Technology and campus security assessment performed in 2007,

along with crime statistics from local law enforcement agencies, provide assurance that the College campus is safe.

Recommendations from these studies are being followed up on with the creation of the 2008 declared AQIP Action Project "Campus Safety and Preparedness."

- Analysis of responses to the Personal Assessment of the College Environment (PACE) created by NILIE and completed in March 2006 reveal the following about the perceptions of personnel concerning the college climate:

- Participating employees of the survey felt the most favorable about their job's relevance to the College's mission, the opportunity to be creative in their work, the extent to which the College prepares students for further learning, and the confidence supervisors express in their work.
- Employees identified sharing of information within the College, the spirit of cooperation, and appropriate organizational structure as aspects of the College's climate needing the most improvement.

6R3 Comparison with other Higher Education Institutions:

Glen Oaks Community College received comparative results data from two major studies. The study on the College's climate based on perceptions of employees (PACE) provided graphs of how the College

compared to the national norm base on 4 broad focus categories— Institutional Structure, Supervisory Relationships, Student Focus, and Teamwork. In all 4 areas of focus, the College scored below the national norms, with the greatest divergence in “Institutional Structure” and the smallest gap in “Student Focus.” Specific data results on items within each focus category were given to gain greater insight into reasons for the scores, again comparing item results for the College to the national norms. Suggestions for raising these scores to move the College from a less desirable categorization of “Consultative” climate overall to a more desired climate of “Collaborative” are given in the report. The College scored above the “Coercive” climate (least desirable) and above “Competitive” (second least desirable) in the 4-category-level rubric.

The second major study that provided comparative data was the Noel-Levitz Student Satisfaction Inventory. This 95-item inventory was divided into 12 categories for analysis. Within each category were item questions that asked students to rate the level of importance of the question and the level of their satisfaction. Comparisons to national scores were provided for each of the 12 categories and for each of the 95 item questions. In addition, Glen Oaks worked with Noel-Levitz personnel to identify 7 Midwest community colleges to compare to the College. Again, the category comparisons were made as well as the item comparisons.

(Category 3R5 discusses more fully those comparisons.)

The College’s students have indicated that all 12 categories have a higher level of importance to them than to those students of the national norm. In addition, for satisfaction levels, the College’s students gave Glen Oaks higher scores than did the students of the national norm in seven of the twelve scale categories. Further, satisfaction scores in 7 of the 12 scales improved in 2008 compared to 2006 scores.

6I1 Improvement of Current Processes and Systems: The College has begun to use process mapping as a tool for improving systems and processes. The College has identified 27 existing processes for possible mapping. Several discussions on the basics of mapping concepts have occurred. Further, a beginning and an intermediate class on the use of Visio, a process mapping software, have been offered. College employees are now mapping the current process of college admissions to the point of registration. A more advanced class will map the ideal with the means to get there to be identified.

Data from various annual surveys and data collection cycles are monitored and acted upon as some formal structure to improve processes and systems. Student Services has used the results of the Noel-Levitz Student Satisfaction Inventory, the CLARUS study results, and the annual Graduate Survey to identify and implement

system improvements needed in services, such as career counseling, transfer advising, and financial aid services.

In addition, feedback received through submissions on the College Website, at employee and student forums, and at operations departmental staff meetings is discussed and in many cases results in action items assigned to department heads.

6I2 Establishment of Targets for Improvement: The College Council's planning process is detailed in Category Eight. It is that process that identifies institutional targets for improvement and determines how they will be addressed. Broad targets are the 6 Core Strategies of the College's strategic plan (8C1). Institutional teams generated 20 Strategic Goals related to the Core Strategies (8C2). From those goals, the College Council identified 4 Areas of First Focus (8C2), and Project Development Teams designed key projects related to the Areas. These key projects are the current major targets for institutional improvement (8C2).

The processes for determining Core Strategies, Strategic Goals, Areas of First Focus, and Council Projects are presented in Category Eight, Section P. Setting targets, identifying priorities and addressing priorities involved internal and external stakeholders as they participated directly as team members and indirectly as CLARUS Scan, PACE Survey, the Graduate Survey, and

Noel-Levitz Student Satisfaction Inventory participants.

Targets for student improvement are identified in several ways. First of all, the 20 Strategic Goals and the associated Areas of First Focus are considered (8C2). For instance, under the Focus Area of Enhancement of Learner Success, Student Services has implemented an experimental program with an instrument, the "College Student Inventory," developed by Noel-Levitz. Students at high-risk are asked to complete the questions which give an indication of areas where the student may need special counseling or advising assistance. This is being given to all new students beginning in fall 2008 who test into two or more developmental areas, to NAFTA students, and to single parents.

College personnel also look at the results of studies, such as the Graduate Survey and the Noel-Levitz Student Satisfaction Inventory, and have linked these to College goals. For instance, there was mention of a need for improved career guidance services in both studies. Student Services personnel, both in meetings of the entire department and through meetings of key personnel outside the department meetings, have been working towards improvements in this area. Recently, the College searched for the most user-friendly and informative software online to assist students with career decisions. "Career Dimensions" was discovered and has been used for two years as a free, self-administered instrument. Students

may partially complete the instrument and then return another day to finish. Once completed, information on career possibilities and links to the colleges in a region of the country identified as of interest by the student that have the programs in that career field are provided. The College also instituted a free Career Exploration Workshop in winter 2008 to encourage and inform use of this service.

A second example of study use is survey results on Financial Aid. This was an area where some of the largest gaps between the scores of student importance and student satisfaction were reported on the Student Satisfaction Inventory. In response, the College instituted open-enrollment, free workshops on how to apply for the FASFA, offering one in the spring and summer. More are planned for 2009.

In addition, students have indicated they want improved course advising services. To address this, the College has hired a part-time, experienced former high school counselor to assist with advising loads. A more formal and longer training for new part-time advisors has also been instituted.

In addition, the College has used national research findings to decide on improvements. An example of this has been increasing services and programs to encourage co-curricular learning and student involvement. In winter 2008, co-directors of student activities and recreation were hired to design and

deliver out-of-classroom opportunities for students to become engaged. In fall 2008, a new student activities fee was charged for the first time to support this service. Many new programs have ensued. For instance, at least every other week, at least one major activity is offered that gives all students an opportunity to participate. Most events are on-campus, but there are some that involve travel to cultural centers in the region, such as Grand Rapids, Detroit, and Chicago. This was done because the research of Tinto and others who have found that the more engaged students are in college outside of the classroom, the more likely they are to persist.

Results and improvement priorities are communicated throughout and beyond the institution in many ways. They include, but are not limited to, the following sources:

- College Council annual publication (tri-fold)
- College-wide meetings (3 per year)
- Institutional area-specific meetings
- Newly installed monitors in four common areas of the instructional building and entrance to the administrative wing
- College Website
- Novell GroupWise electronic mailing
- Postings on the electronic shared drive
- Minutes of the Board of Trustees meetings
- Area newspapers

- Community presentations by College personnel
- College news report to the community (*Connections*).

Most current results and improvement priorities for supporting institutional operations have been communicated internally. Results of all studies have been made available to the Leadership Council. Some have been discussed in College Council. Those that are available digitally are on the shared drive of the College for all personnel to access. Further, the entire College was invited to a presentation by the CLARUS Corporation on the four studies they did for the College (8P1), and all College personnel were given the information from the PACE organizational climate study (8P1).

Opportunities for Improvement:

More could be done internally and externally to improve communication of study results and the initiatives to address needs identified.

Employees often remark that they cannot find information they know has been collected. More needs to be done to create and stock a central repository easily available to personnel. With external stakeholders, much more needs to be done to improve communication of study results and what is being done to address findings.

EVIDENCE OF STUDENT SUPPORT SERVICE IMPROVEMENT

Support Service Assessed	2006-2007 Conducted 2008	2005-2006 Conducted 2007	% Increase (+) or % Decrease (-)
Those responding “Good” and “Very Good”			
Financial Aid	83%	63%	+20%
Registration	82%	85%	-3%
Bookstore	77%	75%	+2%
Library Services	81%	75%	+6%
Counseling	71%	78%	-7%
Course Advising	75%	73%	+2%
Special Needs	75%	58%	+18%
Tutoring	66%	65%	+1%

Figure 6R1-1: *Evaluation of Student Support Services based on annual Graduate Surveys 2005 - 2006 and 2006 – 2007.*