

Category Three: Understanding Students' and Other Stakeholders' Needs

3C1 Subcategories of Students and Other Stakeholders: The College defines and differentiates students and other stakeholder groups according to their needs. The College classifies **for-credit curriculum students**, both full-time and part-time, by the program (degree or certificate) in which they are enrolled: occupational or transfer. The College further divides the students within these programs into special populations (those students who are single parents and those with disabilities); NAFTA students (formerly “dislocated workers”); students in athletics; students taking courses via distance learning, especially those enrolled through the state consortium; students in direct credit Career Technical Education (CTE); and dual enrolled high school students. In addition, there are **students who are served by the College’s Department of Business Services**. These are generally employed workers who are seeking business-driven training either on-site or through computer classes or specialized topic seminars offered at the College. Furthermore, there are **continuing education students**, those taking courses applicable for specific certification renewal, skill enhancement, increased employability, and personal interest. There are also lifelong learning or **personal enrichment students**, those individuals, often retirees, enrolled in courses designed to enrich their lives through exposure to culture in the region. There are also children enrolled in sports camps, primarily offered in the summer. Other differentiations are gender, ethnicity, international, age,

new, returning, first time in any college, first generation college student, high school attended, and program selection.

Other stakeholders include **parents** of the for-credit curriculum students; **employers**, both those who hire graduates of the College and those who send employees to the College for training or who contract with the College for customized training; the **St. Joseph County Intermediate School System**, that sponsors the CTE program; **area high schools** whose students are dual enrolled; **area home schools and private schools** whose students attend the College as dual enrollees; **other institutions of higher education** with which the College has articulation agreements; **community members** for whom the College is a source of cultural enrichment, skill enhancement, and continuing education; **area agencies** whose clients benefit from on-the-job training or retraining if unemployed. The agencies include but are not limited to the following:

- Michigan Works!
- St. Joseph County Economic Development Corporation
- Child Abuse and Neglect Council
- Keystone Place (residential shelter for homeless)
- Community Healing Center (for addictions)
- Interagency Council
- Community Mental Health
- Domestic Violence and Sexual Assault Center
- Salvation Army
- Angel Food Ministries.

The **Board of Trustees** of the College may also be identified as a stakeholder group.

3C2 Short- and Long-term Requirements and Expectations:

Short-term expectations of students center on immediate needs. Students want an affordable, quality education with convenient and flexible scheduling of courses set in a collegiate environment. Furthermore, in the short-term, they expect to be placed in (or be provided information to self-select) courses in which they have a reasonable chance to succeed. They expect support services, such as tutoring, counseling, and assistance with finances, in order to be able to stay in college when they are struggling. As identified on the Noel-Levitz Student Satisfaction Inventory in spring 2008, the following are the top five areas of importance to students:

- Institutional Effectiveness
- Academic Advising/Counseling
- Registration, including ease of scheduling classes when needed
- Concern for the Individual
- Academic Services.

In the long-term, students' expectations depend on the academic program in which they are enrolled. Occupational students expect to earn a certificate or degree and/or to be prepared for employment, to improve job performance, and to increase skill level and advancement likelihood. Transfer students expect to have success in transfer of credits to another institution of higher education.

Parents of students, area high schools (public and private) and home schools that send graduates to the College, and

other institutions of higher education share a common expectation with students of the College: Glen Oaks should provide a quality education to prepare students for a career or for transfer. Furthermore, these stakeholders expect the College to provide varied, current, and affordable programs (degrees and certificates).

A 2005 study commissioned by the College with the CLARUS Corporation and presented in January 2006 found that the availability of qualified job applicants is a significant and ongoing challenge for businesses in the College's service area. Businesses cited a variety of missing skill sets, including work ethics, people skills, and job-related specific skills, as significant areas of need when hiring employees. In addition, the CLARUS report indicated that the area's major training programs needed in the near future include Spanish, customer service, leadership, management, and supervisory training.

Further, in June 2007, the W. E. Upjohn Institute for Employment Research presented the results of a report, "Economic Scan and Workforce Development Profile: Barry, Branch, Calhoun, Kalamazoo, and St. Joseph Counties." The study revealed that 30.9% of businesses with fewer than 50 employees find that basic job issues or "soft skills" are the most difficult for organizations. The report went on to say, "Small businesses that lack an HR department or the ability to put forth enough students to justify specialized training programs will need to rely on workforce development programs for assistance in these areas."

Employer stakeholders thus expect the College to produce quality workers who have developed specific job-related skills. In addition, employers expect the College to produce responsible employees who, in addition to task mastery, have developed a work ethic, soft skills, and collaborative work practices.

Community members in general expect Glen Oaks to be a collegiate presence in St. Joseph County, providing professional, cultural, and academic enrichment for its residents. The citizens expect the College to be well-run and prudent with its dollars. Further, they expect the college to support and be a leader in economic and workforce development by providing innovative and creative programs that meet the area's changing needs. Senior citizens have come to expect the College to support enrichment learning experiences through their self-led organization, Adventures in Lifelong Learning (ALL).

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

3P1 Identifying Changing Needs of Student Groups: The majority of the for-credit curriculum students self-identifies changes in needs. Students verbally communicate with faculty, advisors, or counselors. They particularly highlight changes in needs in course offerings that affect their completing a degree or certificate in a timely manner. Counselor/Student conferences are especially effective in identifying such changes. Furthermore,

Educational Development Plans (EDPs) completed by special population students (3C1) reveal changes in their needs. A course exit survey completed by those students taking distance learning courses reveals changes in needs for those students. Similarly, students served by the College's Department of Business Services complete course exit surveys that may reveal their changes in needs. In addition, companies contact Business Services when they have self-identified training needs and want the College to assist in the training. Further, Business Services identifies and addresses changing needs through purposeful (3C2: W. E. Upjohn Institute for Employment Research and CLARUS Corporation Scan) and informal gathering of information through networking and collaboration.

Student needs are systematically monitored through results of the Noel-Levitz Student Satisfaction Inventory administered every two years. This study measures the gap differences between students' expressed level of importance of items (over 100) and their level of satisfaction with them. There are then 12 "scale" areas or broad categories with score summaries. Examples of two of these scales that relate to Student Services are Admissions/Financial Aid Effectiveness and Academic Advising/Counseling Effectiveness. The results are used by Student Services personnel to identify areas of weakness and to select actions for implementation in order to improve. Recent scores (2008 study) are compared to the prior two studies (2006 study and 2004 study) to identify patterns of changes and impact of change strategies.

Another way changing needs of students are identified is by the Annual Survey of Student Activity Interests. One survey is administered at New Student Orientation sessions, and one is completed by a cross-section of students during the first three weeks of classes. Students not only identify their interests based on a prior year's list but also add their interests to it. The list includes recreational and co-curricular learning enrichment choices. Based on the self-identified interests, programs are developed to meet student needs.

Changing needs are also identified through a point-of-service survey in Student Services. Either the secretary, counselor, or advisor gives students a survey form that asks for rating of service and for comments. A monthly summary of the results is shared with all student service personnel.

When a student expresses changes in needs to an instructor, the faculty member relays the information to the Dean of the College or to the Associate Dean of Instruction for review and response. Depending on the specific need, the Dean or Associate Dean may meet with the faculty, advisory committees, counselors, or other student service personnel to analyze and select a course of action regarding these needs. Advisory committees are especially active in the analysis of the needs of special populations and vocational students.

The Director of Business Services reviews and analyzes not only exit survey information from students but also requests from companies and selects courses of action based on stakeholders' recommendations.

Additional ways through which the Director identifies, analyzes, and acts upon the changing needs include networking; attending seminars and workshops; attending community and regional events and meetings; collaborating with area agencies and educational partners, including the St. Joseph County Economic Development Corporation, Michigan Works!, and the College's Nursing Department; and remaining aware of state-wide reports of high-skill, high-demand occupations.

As currently drafted, the proposed Program Review Process (1P8) will offer an additional means for analyzing changes in needs and selecting appropriate changes to courses and programs regarding those needs.

3P2 Building and Maintaining Relationships with Students: The College actively seeks to build relationships with *prospective students*. For example, members of the coaching staff begin building relationships with prospective students through basketball and softball camps offered to students in grades 3 – 9. Furthermore, the College Athletic Director works with directors in area school systems to complement their programs. For students in the eighth and ninth grades of area schools, college counselors coordinate presentations on the College and conduct career exploration tours. An Upward Bound Grant, awarded in 2003 and re-awarded in 2007, builds relationship with prospective students in grades 9 – 12 at two of the areas largest high schools (2P5).

With a more direct focus on high school-age students, the Director of Admissions

recruits in area schools, introducing students to Glen Oaks Community College and offering college course placement testing at the high schools. In addition, counselors from the College visit area high schools in April and May for individual advising and pre-registering for graduating seniors. Seniors then have until July 15 to pay for the classes reserved for them. Furthermore, in coordination with individual high schools, the Director of Financial Aid conducts financial aid nights, informational meetings for students and parents, but not limited to seniors or those who have applied to Glen Oaks. The College also hosts an annual College Night each September. In 2008, over sixty college, university, and military agency representatives participated. One hour before the event, the College sponsored a financial aid information session. In conjunction with this, the College offers a "Transfer Day" for currently enrolled students where representatives from 4-year colleges are at tables to answer transfer questions.

The College is also represented at an annual Parenting Day at one of the area schools. Further, for both the annual county fair and a summer diversity festival, College personnel staff an information booth.

The College builds a relationship with prospective students through personal contact and attention. It maintains and builds upon that relationship through "high touch" with **current students**. The College Website provides e-mail addresses for all staff so that, at their convenience, students can contact personnel. This electronic contact expands faculty office hours to increase accessibility. Support groups, such as

those for single parents and for NAFTA/Displaced Workers, further build and maintain relationships with students. With staff advisors, student organizations, such as Phi Theta Kappa and Student Government, also build and maintain relationships. The College also sponsors an annual "Career Fair" each spring where employers gather to meet with students to discuss job opportunities and job requirements.

A new position, Coordinator(s) of Recreation and Social Activities, was created in winter 2008. Through that student service function, the coordinators plan and deliver activities designed to bring students together outside the classroom with each other and with college personnel. Both recreational sport activities and noon hour fun events are offered. Co-curricular learning activities, such as trips to art or historical museums, are also offered. Staff's attendance at sporting and musical events is another form of building and maintaining personal, "high touch," relationships with current students.

3P3 Identifying Changing Needs of Key Stakeholder Groups: Curriculum advisory committees identify changing needs of **employers**. They link those needs to course content and programs. Advisory committees are particularly effective in the technical, the nursing, and the allied health areas. Business Services inquires about training needs through the Director's visits to companies, email correspondence, networking events, and collaboration with partners (3P1). Articulation agreements with **other higher education institutions** reveal changing needs of those institutions. Also, the

Perkins Review and Program Review processes can identify changing needs of students, faculty, and businesses.

Furthermore, College personnel participate directly in county superintendents meetings, county principals meetings, and the Counselors Academy. Through personal contact at those meetings, the College learns of the changing needs of area public schools and the ***intermediate school district***.

Personnel also participate in meetings of the county's Human Resources Council and Economic Development Corporation. In addition, staff serve on various community boards. This participation contributes to the College's identifying the changing needs of ***area agencies*** and organizations and the individuals they serve.

The 2005 CLARUS Corporation Scan (8P1) included surveys of area high school students and identified their career plans, college selection plans, academic and financial issues, the best way to contact them, and demographics. The scan also included a study of the general populace. It referenced programs of interest, enrollment plans, and preferred class times and delivery. A third study within the scan focused on employers to identify the workforce development needs (3C2).

The Noel-Levitz Student Satisfaction Inventories provide information on student needs every two years and how well they see the College meeting those needs. These results identify needs that have large gaps in perception and require focus for possible actions. Individuals and teams at the College

use these studies to help determine best ways to contact prospective students, to develop new curriculum and course selection, to identify customized training choices for development, to identify changes in services, and to determine delivery modes. As they review results of the studies, individual administrators and directors make recommendations and decisions based upon them. Curriculum development teams and cross-functional teams working on priority CQI projects also use the studies as they identify needs and select appropriate courses of action.

Parents of students and community members who want the College to know of their needs or changes in them contact College personnel directly. They write, telephone, email, or see in person the individual to whom they wish to express their need.

3P4 Building and Maintaining Relationships with Key Stakeholders:

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

- Maintaining the College Website
- Hosting an annual Career Fair
- Hosting College Night
- Hosting summer athletic camps
- Having the College library open to the community at no charge
- Providing computers in the library for use by community members
- Providing information about the College and its programs in area newspapers
- Responding to area newspaper articles that suggest potential service by the College
- Staffing a booth at the county fair
- Serving as a proctor site for

- distance learners
- Providing community access memberships to the College's Fitness/Wellness Center
- Hosting Intermediate School District activities when College classes are not in session
- Serving as a host site for business and community events and meetings
- Sponsoring an annual Special Population Day for high school students with disabilities
- Participating in job shadowing for high school students
- Visiting new and existing companies to inform them about the College's services
- Sending direct mailings and electronic mailings to businesses
- Supplying inserts for Chamber of Commerce monthly newsletters
- Communicating in meetings and by phone calls or e-mails with companies involved in grant-paid courses
- Distributing brochures on customized training experiences and capabilities to area businesses
- Offering three times a year a free class schedule to every household in the service area
- Maintaining memberships on key community boards
 - County Economic Development
 - Local Economic Development
 - Local Downtown Development
 - Local Recreational/Parks
 - Land Use Council
 - Township Boards
 - School Boards.

3P5 Determining if new Student and Stakeholder Groups should be addressed within Educational Offerings and Services:

Technical/Occupational advisory committees recommend to the appropriate administrator existing and emerging needs of new student and stakeholder groups. Personnel in the PR/Publications Office skim local newspapers for businesses either opening or closing in the area. That office then notifies the appropriate administrator so that the College might address special programs and/or service needs related to those openings and closings. The College participates directly with employers and Michigan Works! to serve the dislocated workers that result from an area plants' closing. In 2007, nine companies were served. This agency provides listings of jobs with high skill, high demand and high wage categories. These are matched with existing college programs and are a considered source for new programs. (Many of those workers became NAFTA supported students.) In addition, the Business Services Department contacts all new companies in the area to determine potential educational offerings and services. Existing company visits and regular contact with the Economic Development Corporation and with the area Chambers of Commerce also assist in determining whether new student and stakeholder groups should be addressed within educational offerings and services.

3P6 Collecting and Analyzing

Complaint Information: For-credit curriculum students are the stakeholders who directly express the majority of the concerns or complaints the College receives. The

organizational record of student complaints varies depending upon the nature of the student complaint. The principal formalized procedural areas for which complaints would be registered are determined by policy and are located in the following areas of the *Policies and Procedures Manual*:

- Grade Appeal (Procedure 3.24)
- Grievance Procedure for Nursing Students (Procedure 3.21B)
- Code of Conduct (Policy 3.42)
- Student Concern Procedure (Procedure 3.65).

Students may appeal the resolution of complaints through the Due Process (Policy 3.43) protocol if the complaint deals with violations of college codes, rules, regulations, policies or procedures.

A student who chooses to follow the formal Student Concern Procedure begins with an informal process. The student will discuss the concern with a faculty or other staff member he or she knows well. The faculty or staff member will encourage the student to talk with the person about whom he or she is concerned. Hopefully, discussion between both parties will resolve the conflict. If not, the parties may use a mediation process conducted by one of the College's counselors who is a trained mediator.

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

The Assistant then logs in the concern and refers the report to the Dean of the College. Furthermore, the involved parties are contacted within a week of the filed date to seek a resolution. The Dean reviews the report and, based upon the nature of the concern, determines how it should be handled. The Dean may utilize a mediation review committee. The student may appeal the decision of the review committee and send the decision to an appeal committee. In addition, the Dean may ask an outside agency to assist in the resolution process. The Administrative Assistant records all steps taken to resolve the conflict and records the final decision. Because the student who has filed the complaint has been involved in the entire process, that student knows the steps taken and the decision made.

Students may file a complaint in other ways. Students can always express a verbal complaint to any College personnel and seek resolution or referral. For students who wish to express a concern in writing, cards are available in the Department of Student Services area and at several congregating or high walking traffic areas. Students may submit these cards anonymously or may sign them so that a personal response may be given. The Dean of Student and Community Services reviews and responds to complaints filed in that department. When students identify themselves, the resolution of their complaint is shared with them personally.

Students seeking to file a complaint about a distance learning course may email, telephone, or see in person the Distance Learning Director. The

Director then channels the complaint to the appropriate person for analysis and feedback. If the initial effort does not result in resolution, the Director may forward the concern to the Dean of the College for review and response. As in other situations, the individual receives a personal response to the complaint.

Student Services has an evaluation form called the “Student Services Survey.” Students may write complaints on the blank lines provided on this form. On the College’s Website, there is a form for any student or the general public to type a concern. This is sent automatically to the Office of the Dean of Student and Community Services for possible action and response, if requested.

Each year, in the fall, graduates from the prior year are surveyed. There is space on the survey form for complaints to be lodged. The survey results are shared with the College Leadership Council. On an individual basis, administrative leaders then handle complaints or concerns related to their area and suggest ways to prevent reoccurrence.

Individuals taking courses through the Business Services Department express concerns and complaints on the evaluation form that is completed at the end of each course taken. Evaluations are summarized, and the instructor, as well as the employee when applicable, receives a copy of the evaluation summary. A debriefing of each training course is conducted between the Director and the instructor for the course. Each individual involved—student, company contact, Director, and instructor—is consulted regarding the

course of action, if any, that needs to be taken to address a concern.

When the College conducts customized training, concerns may be expressed to the College’s contact within the particular company. That contact individual, either of his or her own accord or during the Director’s follow-up visit, relays the concern to the Director of Business Services. Concerns are usually expressed in person but may be sent via email or a telephone call. Concerns may also be expressed during informal and formal networking events and meetings as the Director is interacting with the business community.

Employers and representatives of business and industry may use the advisory committee structure to express a complaint. Once a committee member has voiced a stakeholder’s concern, the committee recommends a course of action and responds to the stakeholder.

Further, the College includes its institutional mailing address, toll-free telephone number, FAX number, and Web site URL and similar contact information for the Higher Learning Commission in publications available to all stakeholders.

3P7 Determining Student and Other Stakeholder Satisfaction: In order to determine student and other stakeholder satisfaction, the College formally and informally asks students and stakeholders if they are satisfied with the College and its services.

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

- Noel-Levitz Student Satisfaction Inventory (every 2 years)
- Student Course Opinion Questionnaire (ongoing)
- Graduate Survey (every year)
- Distance Learning Evaluation Form (ongoing)
- Business Services Course Evaluation (ongoing)
- Business Services Follow-up Visit with Company (following each training course)
- Student Services Survey (ongoing)
- Stakeholder Scan, including community, business, public secondary school student, and current College student satisfaction studies (fall 2005 by CLARUS Corporation).

Informally, the College collects information on satisfaction as its representatives participate in the county counselors meetings, the principals and the superintendents meetings of the Intermediate School District, the career prep meetings, and the occupational/technical program advisors committee. Informal feedback on satisfaction is also received at various networking events. In addition, the alumni page on the College Website provides an opportunity for feedback.

3R1 Results for Student Satisfaction:

The 2006 – 2007 Graduate Survey conducted in fall 2007 reveals that 93% of respondents met their objectives for attending Glen Oaks. This is an increase from 2001 – 2002 when 91% answered affirmatively. Student objectives listed included improvement of existing job skills, preparation for a future job, earning university/college transfer credit, and pursuing personal

interest.

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

- Class size
- Course Content
- Grading/Testing
- Quality of Instruction
- Facilities
- Equipment.

On average, 82% of respondents rated these attributes above average as “Very Good” or “Good.” A comparison of the ratings of attributes evaluated in both the 2001 – 2002 and the 2006 – 2007 Graduate Surveys is seen in Figure 3R1-1.

Based on a 5-point scale (5 = Very Good; 1 = Poor), graduates also rated co-curricular attributes:

- Financial Aid
- Registration
- Bookstore
- Library Services
- Counseling
- Course Advising
- Special Needs
- Tutoring.

A six-year comparison of satisfaction data is compiled in Figure 3R1-2 where it is noted that overall average satisfaction scores range from a low of 3.4 in 2001 – 2002 to a high of 4.1 in 2006 – 2007.

The College has conducted a Student Satisfaction Inventory, a product of Noel-Levitz Corporation, every two years for the last six years (three studies). This inventory includes multiple scales that measure levels of importance to students and levels of satisfaction. Comparisons have been made to national norms and to seven similar other colleges (comparison

group). Listed is a summary of the College's strengths and challenges emanating from the 2006 and 2008 inventories:

Strengths Noted in Both Studies

- Faculty's and admissions staff's knowledge
- Instructors' availability for consultation
- Providing sufficiently challenging course work
- Advisors' being approachable
- Adequate and accessible computer labs and library resources
- Clear and reasonable program requirements as well as registration policies and procedures
- Campus' ability to welcome students.

Areas with Improved Scores in 2008 Study and Listed as Strengths

The year-to-year (2008 to 2006) comparison shows that in 2008 the College has scored higher student satisfaction with faculty by their providing the following items:

- Clearer program requirements
- More timely feedback
- Notification earlier in the term on student's poor standing.

Challenges in 2006 and 2008

Strengths lost in the past two years relate to the campus' being "safe and secure for all students." The item that addressed security and staff's responding quickly in emergencies had the highest gap score of 1.98 for the 2008 study. The fourth highest performance gap (1.64) resulted from an item addressing the parking lots' being

well-lighted and secure.

The following 2008 challenges remain somewhat the same as 2006 challenges:

- Classes are scheduled at times convenient for me
- Faculty care about students as individuals
- Financial aid counselors are helpful
- My academic advisor is knowledgeable about transfer requirements to other schools
- There is a good variety of courses offered
- The College Website is easy to use.

2008 New Challenges

The 2008 Noel-Levitz Student Satisfaction Inventory revealed three new challenges:

- Faculty are understanding of students' unique life circumstances
- Faculty are fair and unbiased in their treatment of individual students
- Faculty take into consideration student differences as they teach a course.

Part One of the Inventory addresses three general questions asked of participating students in each of the three survey years (2003, 2006, and 2008):

- Q1. "So far, how has your college experience met your expectations?"
- Q2. "Rate your overall satisfaction with your experience here thus far?"
- Q3. "All in all, if you had to do it over, would you enroll here again?"

A comparison of the responses to those questions for the respective years indicates that Glen Oaks is making positive, modest, internal strides in satisfying students. The responses are based on a 7-point scale:

Comparison by Years

	<u>2003</u>	<u>2006</u>	<u>2008</u>
Q1.	4.48	4.50	4.57
Q2.	5.29	5.28	5.33
Q3.	5.30	5.33	5.77

A third source for information on student satisfaction is the 2005 CLARUS Corporation Scan (8P1). The survey for this study was given to 30 classes using a stratified sample of classes selected by CLARUS. The researchers cited nine areas of “excellence”:

- Admissions Office
- Registration/Registrar’s Office
- Business Office/Billing/Cashier
- Classroom Instruction
- Academic Advising
- Library
- Computer Labs
- Tutoring and Testing Center
- Parking/Signage.

The CLARUS report noted only two areas for “improvement”:

- Campus Security
- Athletics—variety and opportunity to participate.

Another source for results on student satisfaction is the surveys given to all enrollees in customized courses offered through Business Services. An analysis of student evaluations reveals 90% satisfaction for 2007 – 2008.

The recently launched (2008) Student Services Survey is also a source of

information on student satisfaction. Students are asked to rate services as either “exceeding,” “meeting,” or “falling below” expectations. For the most recent four months (June – September 2008), over 80% of students completing the survey rated professional counseling/advising and financial aid services as “exceeding expectations.” Approximately 75% rated reception services as “exceeding expectations.” Over 90% stated they “believed they learned something” as a result of their experience. The lowest scoring area was whether staff “made themselves readily available” to students with a range of 60% - 67% saying that this “exceeded expectations.”

Student satisfaction with Instruction/Student Support is addressed in section R of Category One: Helping Students Learn.

3R2 Results for Building of Relationships with Students: Fall semester to succeeding fall semester retention rates for degree seeking students, a reflection of results for building relationships with them, have fluctuated but are high compared to ten years ago (1998) when the rate was 38.6%. For the last three years (fall 2005, 2006, and 2007), this rate has averaged 45.7%, an improvement of over 18% from 1998.

Student Retention Rates

(of previous fall’s students reenrolled)

Fall 2007	49.76%
Fall 2006	43.67%
Fall 2005	45.87%

On the 2007 Graduate Survey, students rated all six in-class experience areas

higher than they were rated in the study of 2004 graduates (3R2-1). For the eight co-curricular areas measured in the Graduate Study, seven of the eight scored higher and one remained unchanged (3R2-2).

For the first four monthly reports on results of the Student Services Survey (3R1), no less than 95% of the students said that their expectations for service were exceeded or met.

On the Noel-Levitz Student Satisfaction Inventory conducted in winter 2008, the strengths and the challenges of the College were summarized as they relate to student satisfaction (3R1). The results have also been compared both to a national community college comparison group and to a group of seven like community colleges from the Midwest.

3R3 Results for Stakeholder

Satisfaction: The College’s Internship/Externship and Apprenticeship programs are evidence of stakeholder satisfaction with the institution’s performance. Both programs utilize ongoing feedback with stakeholders, in these cases local employers. Program growth or continued operation indicates satisfaction. The College maintains internship and externship opportunities for students in twelve of the College’s certificate programs and in four of its associate degree programs. The College arranges, provides, and maintains apprenticeship programs with seven manufacturing companies.

The public schools in the St. Joseph County Intermediate School District provide evidence of stakeholder

satisfaction through their participation in the College’s courses offered to dual enrollment of high school guest students. In the 2006 – 2007 academic year, all but one of the eight public high schools within the district had students dual enrolled in college courses. Furthermore, in fall 2006, two outside-the-district schools enrolled participants, and there were five enrolled students from home schools. The number of enrolled students from the participating area public schools reveals satisfaction:

<u>Semester</u>	<u>Guest Students</u>
Fall 2005	114
Fall 2006	139
Fall 2007	253

<u>Semester</u>	<u>Guest Students</u>
Winter 2006	152
Winter 2007	159
Winter 2008	278

The unusually large increase in the number of high school dual enrolled students beginning in fall 2007 reflects a new development of a dual enrollment program with one of the two largest public schools within the College district.

In addition to dual enrolled/high school guest students, the College also serves Career Technical Education (CTE) students who are selected for dual credit. Steady enrollments from one fall term to another reflect satisfaction with the College:

<u>Semester</u>	<u>CTE Students</u>
Fall 2004	114
Fall 2005	114
Fall 2006	113
Fall 2007	116

In the 2005 CLARUS Corporation Scan (8P1), 40% of the high school students surveyed said they would seriously consider attending Glen Oaks, second only to nearby Western Michigan University with 59%. Of the general populace surveyed, approximately 70% felt familiar with the College, and 59% indicated Glen Oaks was their first choice for a college. Most common key word identifiers used by surveyed citizens describing the College were “convenient, small, good, local, excellent, affordable, okay, and very good.” Of the employers surveyed (2R1), 71% had sent employees to classes at the College. Thirteen percent said they had served on an advisory committee. Satisfaction levels were 81% for county employers and 100% for outlying, adjacent county employers. Only 3% reported dissatisfaction, with the rest being neutral.

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

Those results for stakeholder satisfaction with the College’s performance presented in 3R3 are also the results of the building of relationships with stakeholders:

- Support of Internship/Externship and Apprenticeship programs by area businesses and industries
- Support of dual enrollment/guest students by secondary schools within and outside the Intermediate School District and by area home schools
- Support of Career Technical Education by secondary public schools within the Intermediate School District
- CLARUS Corporation Scan responses from high school students, citizens, and employers

- Participation on advisory committees throughout the College.

Further results of building relationships are seen at College sponsored events, such as the 2008 College Night attended by over 600 students, parents, and community members with over 170 attending the companion financial aid session (3P2). These numbers significantly exceeded those of prior years.

The willingness of 28 key stakeholders (local organizations or companies) to support the start of an Upward Bound Program at the College is another result of building relationships (2R1). These stakeholders pledged, among other commitments, fund donations, free or discounted services or programs, and summer employment for Program participants. The College was awarded an initial four-year cycle Upward Bound grant in 2003 and is now in the first year of its second grant cycle with funding through 2011.

Community members have also formed a scholarship committee for Upward Bound and have raised funds for scholarships supporting a summer “bridge” program and full-time college attendance. The dollars available through donor scholarships, both foundation-sponsored and private, increased 42% between 2005 and 2007.

Results for building relationships with the youth of the College’s district can be seen in participation in the various summer athletic camps offered by the College’s Athletic Department. Basketball camps address skills at four levels:

- College Skills (Grades 10 – 12)

- Shooting (Grades 3 – 6, Grades 7 – 9)
- Fundamentals (Grades 3 – 6, Grades 7 – 9)
- Offensive Skills (Grades 3 – 6, Grades 7 – 9).

For the past three years (2006, 2007, and 2008), the total number served per respective summer was 119, 110, and 102. For 2008, 30% of participants attended three camps, compared to 25% in 2007. Further, 61 youth athletes have returned to Glen Oaks Basketball Camp at least two times over the three years.

For summer 2007 and summer 2008, softball camps were held at the College. Two sessions were held each season: one for girls in grades 4 through 6; one for girls in grades 7 through 9. A total of 84 campers participated.

Further, the Athletic Department for each of the last four years (June 2005 – June 2008) has raised an average of over \$49,000 to fund athletic scholarships. Community members supported the department's fundraisers and generated nearly 50% of that amount every year. The remainder came from the Glen Oaks Community College Foundation support.

The Glen Oaks Community College Foundation provides evidence of the results for the building of relationships with key stakeholders in four significant areas: facility development; scholarships; faculty, staff, and program grants; and personal involvement.

Thanks to generous community donors, the Foundation contributed over one million dollars toward the newly

constructed Dale E. Gray Science Building (O6). This donation plus State of Michigan funds and the College's contribution allowed Glen Oaks to complete the facility debt free. Foundation funds were also used to help refurbish the Nora Hagen House, on-campus former home of the original property donor for the College.

Since 2003, the Glen Oaks Community College Foundation has more than doubled the amount and number of endowed scholarships, now having approximately \$1,448,884 in temporarily and permanently restricted scholarship funds. This increase allowed the Foundation in 2007 to award \$66,500, the largest scholarship award amount to students in the Foundation's 29-year history. Despite a major slowdown in the economy, the Foundation continues to develop new scholarships.

Following the successful completion of the Destiny Capital Campaign in 2006, the Foundation resumed a grant process and awarded \$35,450 to programs and faculty for project proposals. During 2007 – 2008, \$40,479 was awarded. The Medical Assistant Program, library, Machine Tool/Welding Program, Athletic Program, Single Parent Program, and Health and Wellness Program all benefited from grants, each of which has benefited students directly. Four new electronic message monitors will facilitate improved communication with students.

Fourth, the Foundation and its board members are involved in many not so obvious facets of the College. Foundation Board members serve on several committees related to

scholarship selection, the E. J. Shaheen Chair for Teaching Excellence selection, and advisory groups. Board members are also ambassadors to the community. These key stakeholders carry the message and provide witness to the viability of the College. They promote passion for the mission of the College and its value to the community and its economic development.

3R5 Comparative Results: The College has collected key comparative data from the regular administration of the Noel-Levitz Student Satisfaction Inventory. For Glen Oaks, the results of this survey are compared to national norms and to results of seven like community colleges from the Midwest. In 2008, Glen Oaks scored below national means on two and above on one of three key questions. The following scores are based on a 7-point scale:

- Q1. "So far, how has your college experience met your expectations?"
Glen Oaks' Average, 4.57
National Average, 4.76
Mean Difference, - 0.19
- Q2. "Rate your overall satisfaction with your experience here thus far."
Glen Oaks' Average, 5.33
National Average, 5.43
Mean Difference, -0.10
- Q3. "All in all, if you had to do it over, would you enroll here again?"
Glen Oaks' Average, 5.77
National Average, 5.67
Mean Difference, 0.10.

For all three questions, the College's scores went up from 2006 (3R1). Question one improved 1.5%; question two improved 1%; question three improved 8.3%.

Very similar scores and results are present when the responses to the three questions are compared to responses of the seven similar colleges group:

- Q1. ***Glen Oaks' Average, 4.57***
"Similar" Group, 4.72
Mean Difference, -0.15
- Q2. ***Glen Oaks' Average, 5.33***
"Similar Group, 5.44
Mean Difference, -0.11
- Q3. ***Glen Oaks' Average, 5.77***
"Similar" Group, 5.68
Mean Difference, 0.09

In addition to results' comparisons for the above three questions, the College's results have been compared to the national norms in twelve scale categories:

- Instructional Effectiveness
- Academic Advising/Counseling
- Registration Effectiveness
- Concern for the Individual
- Academic Services
- Admissions and Financial Aid
- Student Centeredness
- Campus Climate
- Service Excellence
- Safety and Security
- Campus Support Services
- Responsiveness to Diverse Populations.

The College's students have indicated that all twelve categories of evaluation 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 seven of the twelve scales improved in 2008 compared to 2006 scores.

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

An early-on (2001) AQIP Project Team made recommendations for developing processes and systems to monitor stakeholder satisfaction. The College followed the recommendations in the following ways.

First, there is now a commitment to administering the Noel-Levitz Student Satisfaction Inventory every two years. Since becoming an AQIP institution, the College has administered three of the inventories. Results from the inventories are compared to both national norms and to a group of seven like community colleges from the Midwest. Longitudinal comparisons have been made possible.

Thus, the College has been able to benchmark its results to better understand students' views on what is important for multiple items within 12 scales or categories (3R5). These scores are compared to the students' relative satisfaction for the categories. Performance gaps are determined, and the College has used these as a guide for where additional resources, process improvements, and personnel training may be needed.

Second, the College contracted with an independent research firm, CLARUS Corporation, to complete a scan of four major stakeholder populations:

- Business/Industry
- High school students and parents
- Community at large
- Current students.

So far, managers have used these results, for instance, for decisions on custom course development for business and on the best methods for communicating with students.

Third, the College continued its commitment to doing an Annual Survey of Graduates. The College has done this for many years and compares results to the prior 5 years of studies. Both academic and co-curricular questions are researched. Students rate their satisfaction on a scale of 1 to 5. Managers use the results to identify new areas of focus or to reinforce current initiatives. Results also offer insight into improving processes.

Fourth, in 2006, the College implemented a process for the assessment of organizational climate. The instrument used is the Personal Assessment of the College Environment (PACE) by the National Initiative for Leadership and Institutional Effectiveness. Four climate factor areas were analyzed, one of which was Student Focus. Over 50% of the College's employees responded giving their perception of the climate. The results were normed against approximately 45 other two-year colleges and were reported for the broad area as well as for scores of items within that area. The areas of "excellence" and "need of improvement" were specified. No items directly related to Student Focus were itemized as needing improvement, reflecting the perception of employees that the College had strength in this area. Of the

10 excellence items, 6 related to perceptions of student instruction or services.

Students also have the opportunity to evaluate institutional processes as they experience them. The orientation system overall is evaluated by students with a multiple-item and open-ended form. Students also have the opportunity to complete a Student Services Survey (3P1). Students are asked if services “exceeded expectations,” “met expectations,” or “fell below expectations.” They also may add commentary. Results are summarized monthly and distributed to all department personnel for discussion concerning what can be done to improve or maintain scores.

Planning for continuous quality improvement through the processes of the institution is part of the responsibility of the College Council. As the Council (Category 8) implements the strategic plan of the College, it acts as an agent of continuous quality improvement. The work of the College Council to implement the Core Strategies of “Vision 2010” (8C2) generated four Areas of First Focus. One of those addressed concerns that centered on technology. One project under that area led to improvements in the College Website. The new site, redesigned primarily to be more user friendly, also serves as a way to improve processes because students and stakeholders can now be reached electronically and can more easily provide feedback to the College.

Another institutional improvement strategy initiated by the College Council was introduced in fall 2008, when the College offered Visio training on

software especially designed to help map processes. This training opportunity has provided not only instruction in mapping but also insight into the value of it. The mapping and analyzing of current processes offer opportunities for improving them by identifying items as redundant, unnecessary, or no-value-added steps. The Visio training opportunity and the implementation of mapping, thus, apply to improving processes wherever addressed in the Portfolio.

Opportunity for Improvement:

Current effective processes for understanding the needs of stakeholders focus primarily on students. The College needs to consider formalizing processes for better understanding the needs of other stakeholder groups as differentiated in 3C1.

3I2 Setting Targets for Improvement, Identifying and Addressing Improvement Priorities, and Communicating Results and Priorities:

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 six Core Strategies of the College’s strategic plan (8C1). Institutional teams generated twenty Strategic Goals related to the Core Strategies (8C2). From those goals, the College Council identified four 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 participants.

In addition to College Council projects, each administrative unit identifies annual goals. These are presented in the unit's Annual Administrative Report and are linked to the College's Strategic Goals (512). The improvement priorities targeted with regard to understanding the needs of key student and stakeholder groups are captured by, but not limited to, the goals of the Student and Community Services unit:

- ◆ Continue development and/or implementation of on-line software products designed to improve student services—College Student Inventory, Career Dimensions, Orion, Web Registration and Orientation—and refine Web site information (*Links to Learner Success, Community Connectedness, and Technology*).
- ◆ Process map at least one additional area of Student Services (*Links to Continuous Quality Improvement and Learner Success*).
- ◆ Increase student engagement through expanded recreational and social opportunity offerings (*Links to Learner Success*).
- ◆ Foster a culture of CQI in Student Services through the collection, summarization and sharing of Student Services Survey results; additional use of process mapping; support of the Assessment Academy

initiatives; and support of professional development (*Links to Continuous Quality Improvement, Employee Communication and Development, and Learner Success*).

- ◆ Increase the number of customized training courses with businesses and other organizations by at least 10% (*Links to Community Connectedness*).

Communication of results and improvement priorities flows through similar channels throughout and beyond the institution. They include, but are not limited to, the following sources:

- College Council annual publication (tri-fold)
- First College-wide meeting of the academic 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*).

Opportunity for Improvement: Most of the above formats aid in communication to personnel and adult stakeholders. The College needs to discuss how to improve communication with students and other stakeholders in order to better understand their needs, communicate what is being done, provide multiple avenues for input, and continually be open to suggestions for improvement.

COURSE ATTRIBUTES

Course Attributes	Very Good		Good		Average		Poor		Very Poor	
	2006-2007	2001-2002	2006-2007	2001-2002	2006-2007	2001-2002	2006-2007	2001-2002	2006-2007	2001-2002
Class Size	45%	33%	38%	47%	9%	18%	0%	1%	0%	0%
Course Content	45%	31%	45%	38%	3%	25%	0%	5%	1%	0%
Grading/Testing	45%	28%	43%	47%	8%	20%	2%	5%	0%	0%
Instructional Media	30%	25%	30%	32%	25%	33%	6%	9%	0%	0%
Quality of Instruction	40%	41%	40%	34%	8%	18%	3%	5%	0%	1%

Figure 3R1-1: Comparison of the rating of Course Attributes from Graduate Surveys 2006 – 2007 and 2001 – 2002.

CO-CURRICULAR AVERAGED SCORES

Co-Curricular Areas Assessed	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Overall Averaged Score	4.1	3.9	3.9	3.9	3.9	3.4
Financial Aid	4.3	3.7	3.8	3.7	3.7	3.5
Registration	4.3	4.2	4.2	4.1	4.1	3.7
Bookstore	4.1	3.9	3.8	4.0	3.9	Unrated
Library Services	4.1	4.0	4.1	4.0	4.0	3.8
Counseling	4.0	4.0	3.9	3.7	3.7	3.5
Course Advising	4.0	3.8	3.8	3.8	3.7	3.3
Special Needs*	4.0	3.7	3.9	4.0	3.8	3.7
Tutoring*	3.9	3.7	3.9	3.8	4.0	3.4

*Indicates areas with least student use.

Figure 3R1-2: Co-curricular Averaged Scores based on a 5-point scale from annual Graduate Surveys 2001 – 2002 through 2006 – 2007.

IN-CLASS EXPERIENCE AVERAGED SCORES

Areas Assessed	2006 – 2007	2003 – 2004
Class Size	4.4	4.3
Grading/Testing	4.4	4.2
Course Content	4.3	4.2
Instruction Quality	4.3	4.2
Facilities	4.1	3.8
Equipment	3.9	3.6

Figure 3R2-1: *In-class Averaged Scores based on a 5-point scale from annual Graduate Surveys 2006 – 2007 and 2003 - 2004*

CO-CURRICULAR AVERAGED SCORES

Co-Curricular Areas Assessed	2006-2007	2003-2004
OVERALL AVERAGED SCORE	4.1	3.9
Financial Aid	4.3	3.7
Registration	4.3	4.1
Bookstore	4.1	4.0
Library Services	4.1	4.0
Counseling	4.0	3.7
Course Advising	4.0	3.8
Special Needs*	4.0	4.0
Tutoring*	3.9	3.8

*Indicates areas with least student use.

Figure 3R2-2: *Co-curricular Averaged Scores based on a 5-point scale from annual Graduate Surveys 2003 – 2004 and 2006 – 2007.*