

## Category Two: Accomplishing Other Distinctive Objectives

### **2C1: Identifying Explicit Institutional Objectives in Addition to *Helping Students Learn***

**Learn:** Glen Oaks Community College is dedicated to its mission of “transforming lives and advancing communities.” The College not only supports, recognizes, and celebrates student growth but also welcomes opportunities for collaboration and partnering to advance the region’s businesses and communities. Thus, as the College strives to accomplish its mission, it strives to accomplish, in addition to helping students learn, its other distinctive objective of advancing communities.

**2C2: Alignment with Mission, Vision, and Philosophy:** The objective is explicitly stated in the College’s Mission Statement and is addressed in the Foundational Statements of its strategic plan, “Vision 2010” (O1). Furthermore, the institution’s “Vision Statement” reiterates the student learning – community advancement balance of the mission: “In 2010, Glen Oaks will be the primary higher education and workforce development center for students, families, businesses, and communities in St. Joseph County and the surrounding area.”

Two specific statements within the “Glen Oaks Community College Values and Commitments” (1C2) reflect additional alignment of this objective with the College’s foundational documents:

- “We support and celebrate successful learning within an educationally transformative process. We are committed to high expectations and systems to foster quality learning. We value the role of the College in helping our communities develop and prosper.”
- “We value service provided by individuals and groups, working together for the common good of the College and our service area. We recognize our responsibility to the communities we serve and look for opportunities to connect our programs and services to community needs. We are committed to providing access to the College’s academic programs and services, fostering the vision that everyone can be a part of building our shared future.”

**2C3: How This Objective Supports or Complements Processes and Systems for *Helping Students Learn*:** The processes for helping students learn focus on helping students achieve the institution’s common student learning objectives (1C1). The academic division turns to area communities, specifically to the businesses and industries in those communities, as it designs responsive occupational

programming (1P2) and prepares a workforce which will advance communities.

The program review process offers the opportunity for a thoughtful critique of the congruency between the College mission and its academic offerings. "Community" is one of the six areas of quality proposed for inclusion in the new program review process which is in a draft mode for fall 2008 (1P8). The inclusion reflects how the objective of advancing communities complements this process connected with helping students learn.

The processes for evaluating student preparation for further education or employment (1P12) also reveal the complementary nature of the dual components of the College's Mission Statement.

Overall, as the College addresses its Educational Values and strives to help students achieve them, it fulfills the dual objectives of its mission: "Transforming Lives and Advancing Communities."

**2P1 Determination of Other Distinct Objectives:** The College's "Mission Statement" and "Vision Statement" (2C2) focus the institution on the objective of advancing communities. The Core Strategies of the strategic plan, "Vision 2010," refine that focus as they include as one of the strategies a Community Connectedness Initiative:

"Glen Oaks will enhance its communications and connectedness with communities in its service area,

and a new model for career education in service to area businesses will be developed" (8C1).

As described in 8P1, the strategic planning process involved multiple focus groups representing Glen Oaks' students and employees and citizens of the college district. The Strategic Planning Committee and the Leadership Council of the College used the results of the groups to finalize the Core Strategies of the strategic plan. Upon Board approval of the strategic initiatives, the College Council formed Core Strategy Teams, one to address each of the six Core Strategies of "Vision 2010" and to generate related goals. Approximately 40% of the College's employees were involved in this goal-generating process. Goal prioritization and formation of Project Teams for goal advancement followed.

The College Council identified the need for data to assist Core Strategy Teams and Project Teams in decision-making. The Council recommended that in fall 2005 the Clarus Corporation, an independent agency, conduct a series of four scans to provide the needed data. One scan focused on Workforce Development (8P1). The information generated through the scan assisted the College in determining specific goals that address the Core Strategy of Community Connectedness.

The Core Strategy Team that addressed Community Connectedness generated four goals:

- Develop a community relations plan
- Develop a diversity plan
- Develop a partnership model/plan with business/industry/K-12/government agencies
- Develop a marketing plan.

These goals focus the activities of the Business Services and the Public Relations/Marketing departments of the College. The Department of Business Services coordinates administrative involvement in business and community functions and collaboration on a variety of business and community services and service projects. Through this involvement, personal relationships are developed with community members. These assist the College in identifying needs and ways in which the institution can meet those needs and, thereby, advance those communities within the College's district and service area. Marketing informs the public of the College's capabilities, actual accomplishments, and willingness to serve.

**2P2 Communication of**

**Expectations:** A tri-fold publication designed by the College Council and produced by the Marketing Department presents the Core Strategies and Strategic Goals of "Vision 2010" to internal and external stakeholders. At the initial college-wide meeting of each academic year, the Council distributes its annually updated tri-fold which reviews accomplishments and presents planned activities for each current year. This publication is available to all stakeholders.

Within the Business Services Department, the Director communicates expectations, departmental goals and projected timetable for meeting each goal in an annual report to the Dean of Student and Community Services. Monthly reports of all major initiatives, courses offered, and events are produced. The Dean presents an administrative annual report to the College President, summarizing the prior year and outlining goals for the upcoming year and potential obstacles to goal accomplishment.

**2P3 Determination of Faculty and Staff Needs:**

Faculty and staff who are involved in the design or delivery of services and courses present current and projected needs to the Director of Business Services. The needs often appear in the "Challenges" segment of the annual reports submitted by both the Director of Business Services and the Dean of Student and Community Services. The needs may also be listed in conjunction with individual goals as they are included in the report.

The Dean of Student and Community Services may bring needs, especially those that deal with staffing, program development, equipment, and facility improvement, to College Council sessions or to Leadership Council meetings for discussion.

**2P4 Assessment and Review of Objectives:**

Progress on departmental goals is reported at the end of each academic year in administrative annual reports.

Deans meet with directors to assess progress on the prior year's plans and to discuss changes for the next year. At that time, goals are determined completed, on-going, or to be deleted. Obstacles are analyzed and, when deemed necessary, resources are directed or redirected to enable goal progress.

Regular meetings and discussions take place throughout the year to review progress on the goals and to make necessary adjustments. Monthly activity reports help track the status and progress of each goal. The College President, the Dean of Student and Community Services, the Director of Business Services, and individuals from businesses or community organizations with which the College is partnering on a specific project are involved in the reevaluation/adjustment sessions as opportunities arise and projects evolve.

**2P5 Measures Collected and Analyzed:** Measures for "advancing communities" are diverse:

- ◆ Individual involvement by College personnel,
- ◆ Programs delivered through the Business Services Department of the College,
- ◆ Graduation rates in a federally funded program, Upward Bound.
- ◆ Community use of the facility.

The measures for "advancing communities" vary with the specific annual goals set by the Director of Business Services and the Dean of Student and Community Services. In an annual administrative report,

each submits the listing of significant accomplishments for the past year. The reports reference specific project outlines where measures of progress have been recorded and monitored. They also reference specific data collected for the year compared to earlier year(s). Analysis of the data may also be given. The Director of Business Services, for example, collects and analyzes course evaluations, enrollment numbers, and financial numbers for training opportunities offered through that department.

Persistence data for Upward Bound students is kept through their high school graduation. Data is then kept on how many enroll in college and year-to-year persistence through the accomplishment of a degree.

## **2R1 Results in Accomplishing Other Distinct Objectives:**

### ***Individual Involvement***

Many employees serve voluntarily in civic organizations and on boards of service agencies within the communities served by the College:

- Constantine Downtown Development Board
- Three Rivers Industrial Development Authority
- Doyle Recreational Community Center Board
- Mendon Village Council
- Colon Library Board
- St. Joseph County Land Use Council
- Centreville School Board
- Wakeshma Township Board and Planning Commission
- St. Joseph County Leadership Academy Design Team.

The Academy uses a leadership model developed by the Pew Charitable Trust Foundation. St. Joseph County was one of the first in the country to pilot the model. Approximately 50 citizens have been trained for leadership over the last 5 years

The President of the College serves on three governing boards of county agencies. The Dean of Student and Community Services was one of a four-member team that organized and led a series of community-wide meetings to establish a county-wide Economic Development Corporation (EDC). The Dean served on the founding board of the corporation for 12 consecutive years and was an officer for 6 of those years. The College President succeeded the Dean and is currently on the EDC Board. An example of recent activity of that board is the creation of an economic development long-range strategic plan for the county.

The College is a member of the Chambers of Commerce in the two largest communities within its service district. Contractually, the President participates in two service organizations within the county and is a member of the Glen Oaks Community College Foundation.

### **Business Services**

Results of specific workforce development and training options are often seen in the form of courses developed, offered, and delivered and in the enrollment count in the courses. Each enrolled student evaluates the course taken. The results are tabulated, analyzed, and

shared with the instructor for possible next-time-offered improvements. The Business Services Department asks supervisors of trained workers whether the training contracted for was effective. Results of grant sponsored training are reported to the funding agency and are based on goals set forth in the grant application.

The College recently received an Innovations in Training Delivery grant designed to meet the training needs of businesses with 55 or fewer employees. Training courses for the grant were obtained through community research conducted by CLARUS Corporation (8P1) and were affirmed by visits to companies by the Director of Business Services. The grant offers the opportunity to advance communities. The results of this grant sponsored training will be a measure of the College's accomplishing its mission.

The results of a 2005 CLARUS Corporation Workforce Development Scan (8P1 and 2P1) present accomplishments. The methodology of the scan was the taking of a stratified sample of employers in St. Joseph County, Branch County, and Cass County. St. Joseph is the legal taxing district for the College. Branch and Cass are adjacent, non-taxed for the College counties. Two hundred-fifty employers in St. Joseph County (or 71.4% of employers in the region sample) and one hundred employers in Branch and Cass Counties (or 28.6% of the employers in the region sample) were interviewed through telephone

or personal contact. The 350 employers represent 20,884 full-time and 4,600 part-time employees.

Of the St. Joseph County employers, 64% had offered training programs to employees during the twelve months prior to the survey. Of the Branch County and Cass County employers, 70% had offered training programs to employees during the same time. Of the St. Joseph County employers, 44% had used Glen Oaks Community College as an educational or training resource. Of the Branch County and Cass County employers, 10% had used the College as an educational or training resource. Use of Glen Oaks varied:

- Sent employees to classes at the College (71%)
- Used employee training developed by the College (34%)
- Used the College as a training location only (24%)
- Served on an advisory committee (13%)
- Used the College as a conference facility (12%)
- Used the College for other purposes—externs, apprenticeships, seminars, classes, worked with them, training—(29%).

From those sampled, 81% of the St. Joseph County employers and 100% of the Branch County and Cass County employers were satisfied or very satisfied with the College. In addition, the employers indicated a likelihood of using Glen Oaks Community College in the future:

- Using the College as a source of employees (71%)

- Sending employees to classes at the College (47%)
- Using the College as a training location (41%)
- Using employee training developed by the College (38%)
- Serving on an advisory committee (36%)
- Using the College as a Conference facility (23%).

The scan gives evidence of the College's mission of "advancing communities" through its workforce development focus.

### **Upward Bound Program**

The Glen Oaks Community College Upward Bound Program is another initiative that advances the communities in the College's service area, specifically in Sturgis and Three Rivers, the two largest cities in St. Joseph County. Upward Bound is a federally funded program designed to help students complete high school and prepare for, enroll in, and graduate from a post-secondary institution. After-school activities consist of tutoring and academic advising. Saturday activities feature special workshops, college visits and cultural outings that broaden students' perspectives by exposing them to cultural activities, introducing them to college, helping them develop interests, introducing them to career options, and instilling good decision-making, goal-setting, study skills and test-taking strategies, and citizenship skills.

The Upward Bound Program began at Glen Oaks Community College in

2003. Grants are awarded in four-year cycles, and the program at the College is in the first year of its second grant cycle and is funded through 2011. From 2003 – 2007, the program was awarded to serve 50 students each year. From 2007 – 2011, the program is awarded to serve 60 students each year.

Participants are students, in grades 9 – 12 in the two initial target schools, who meet income eligibility requirements established by the U.S. Department of Education and/or are first-generation college (neither parent has a bachelor's degree). Students are to remain in Upward Bound until the end of the summer following their graduation from high school. During the academic year, students can earn a \$40.00 per month stipend by participating in program activities. In the summer, the stipend is \$60.00 per month.

During the summer following high school graduation, students will be given the opportunity to participate in the Upward Bound Summer Bridge Program which is designed to ease the transition from high school to college. Bridge Program students are given the opportunity to take classes at the College and are required to meet with the Upward Bound Program Advisor to discuss issues related to classes and to problems and successes they are experiencing. Tutors are provided to work with students during the Bridge Program.

This Upward Bound Program has an in-house scholarship fund for graduates. Any Upward Bound

student that graduates with a 3.0 or higher cumulative grade point average qualifies for this scholarship. This fund was started through the collaborative efforts of the First National Bank in Three Rivers, Sturgis Bank and Trust, and the NAACP Three Rivers Branch. The funding continues with fundraisers and donations from the community and organizations. The fund is part of the Glen Oaks Community College Foundation.

Potential local benefits of Upward Bound include those for students, participating high schools, and St. Joseph County:

- **For Students**
  - ◆ Personalized, customized assistance
  - ◆ Expanded educational and career opportunities
  - ◆ A monthly stipend for participation
- **For Sturgis and Three River High Schools**
  - ◆ Increased high school completion rates
  - ◆ Potentially higher test scores
  - ◆ Higher rates of students entering post-secondary institutions
- **For St. Joseph County**
  - ◆ Studies indicate that better educated citizens are
    - More likely to attain higher paying jobs than those who do not attend college

- Less likely to require community services
- Have children who are more inclined to go to college.

To date, the College's Upward Bound Program has had 38 students graduate from high school. Of the 38 high school graduates, 77% have gone on to post-secondary institutions. In June 2009, the first Upward Bound students should graduate from college.

**Use of Facilities**

The College provides a location for community meetings. Many organizations request the facility for occasional use; others use the College with regularity. For example, the area Human Resource Council meets at the College bimonthly, and the Relay for Life organizers use it for their event planning meetings from January through June. Since 1993, the College has hosted and provided data for an annual Economic Outlook Conference with presenters from the Upjohn Institute for Social Research. The event includes analyses for the three county regions of the college district and the two adjacent counties, as well as the state and national outlook.

The College also supports Adventures in Lifelong Learning (ALL) for residents of its service area. ALL is an organization affiliated with the Elderhostel Institute Network. It is a volunteer,

dues-paying program designed to provide lifelong learning experiences, usually credit-free, to those age 50 or older. The College commits half the time of an administrative assistant as a liaison with the organization and provides the college bus and driver at no cost for field trips. A conference room is also provided at no cost.

For the approximate ALL's membership of 240, the College is the location for many of their adventures:

- Fall Kickoff Lunch and Program
- "Food for Thought," a lunch and discussion, for members and public (5 times/year)
- Fall classes and trips (20)
- Winter classes and trips (8 during March and April)
- Summer classes and trips (20)
- Enrichment classes (8/year).

In addition, the College hosts monthly meetings for the ALL Council (10/year), the Promotion and Membership Committee (6/year), and the Program Committee (10/year).

As the College continues to support Adventures in Lifelong Learning, it will continue to advance communities.

**2R2 Comparative Results:** Results for this distinctive objective have not been compared with the results of peer institutions.

**2R3 Strengthening the Institution and Enhancing the Relationship with the Community:** Through this objective, the College is seen as reaching out to more population segments than the traditional college student and as offering more diverse programming than traditional college classes. Workers are retrained through customized courses and learn new skills to keep their jobs. Employers become more competitive and are likely to have more productive, higher-skilled workers. The communities of the area become better led through leadership development. Expertise of college personnel is utilized to make better decisions on community boards. Even senior citizens, a sometimes neglected population, receive attention and services and reinforce the belief of the College that one never stops learning.

The Director of Business Services perceives that the College's reputation in the business community has improved over the past two years. This is apparent in the increased number of inquiries received in a variety of areas, including customized training, resources (time, knowledge, and space), and expertise in the area of workforce education/training and development. In addition, verbal feedback received by the Director supports the sense that relationships with the community and region have been improving and that the business community is generally pleased with the progress the College is making in the area of serving its needs and advancing communities.

The Administrative Assistant working with the ALL organization recently received a gift of appreciation for her efforts and assistance. She was given two free attendance vouchers for the programs of her choice. For the Upward Bound program, volunteers have given donations to the scholarship program and made donations to daily program costs.

As results continue to reflect the mission of the College (8C2 and 2C1), its values and commitments (1C2 and 2C2), the core strategies of its strategic plan (8C1 and 2P1), and its strategic goals (8C2), they will strengthen the overall institution.

**2I1 How the College Improves Systems and Processes for Accomplishing Other Distinctive Objectives:** To improve institutional systems and processes, analyses of those systems and processes are needed. In fall 2008, college staff received Visio training on software especially designed to map processes. Through process mapping, staff can better understand how systems work and how they might be improved. Because the training was so proximate to the writing of this portfolio, application is just beginning. However, the maps are creating dialogue resulting in simplification and clarification of processes. Several quite basic processes have been mapped initially: student ID card creation, room reservation, credit-by-exam procedure, and financial aid application. A more complex process of student admission is currently under review. Mapping and analyzing of the processes, using

“lean” principles of “waste” identification and removal, hold the key to improving them.

**2I2 Setting Targets for Improvement, Identifying and Addressing Improvement Priorities, and Communicating Results and Priorities:** Throughout the College, the setting of targets for improvement and the identifying of improvement priorities link back to the work of the College Council and the team structure implemented by that body to address the Core Strategies of “Vision 2010” (Category 8). Through the work of the Council, targets for improvement are identified (Strategic Goals found in 8C2), focused (Areas of First Focus found in 8C2), and addressed through the work of Project Teams (8C2).

As the College Council convenes in fall 2008, it will review progress on its projects, identify those that have been completed, and determine those which need to continue. As part of its planning process, the Council will review the Strategic Goals of “Vision 2010” (8C2), identify new areas of focus, and, if needed, establish new teams to bring forward new projects to advance those areas of focus.

In addition to these Council projects, each administrative unit has identified goals for the coming year (July 1, 2008 – June 30, 2009). The Annual Administrative Report from each unit includes those goals and links them to the College’s Strategic Goals (5I2).

An example of how targets for improvement are set is the Director of Business Services who reviews participant evaluations of programs and services and feedback from the business community. Community surveys, such as the 2005 CLARUS Corporation scans, have also provided community perspective summative data on how the College is doing and on what it could target to do better.

By analyzing the information provided through those sources, the Director set current goals and linked them to the College’s Strategic Goals:

- Increase the number of customized training courses with businesses and other organizations by 10% (*Links to Community Connectedness, Technology, and Financial Future*).
- Develop and implement a marketing plan for the Business Services portion of the Glen Oaks’ Web site (*Links to Technology, Community Connectedness, And Financial Future*).
- Increase the number and type of offerings available to businesses at reduced or no cost (*Links to Community Connectedness and Financial Future*).
- Seek out new and innovative training options, including online options, to offer in a variety of delivery formats and topic areas (*Links to Technology and Financial Future*).

- Develop an organized and stable administrative infrastructure to be able to operate under efficient and quality processes that will work for both current and future administration (*Links to Continuous Quality Improvement and Employee Communication and Development*).

To address the improvement priorities, the Director of Business Services has identified specific strategies:

- Increase the number of customized training courses, meet with 25 businesses face-to-face during the coming year and implement a free training assessment program by the end of 2008.
- Develop and implement the marketing plan for the Business Services segment of the College Web site, “send monthly email blasts” promoting upcoming programs and seek input from area business contacts regarding the Web site.
- Increase the number and type of offerings, publish a schedule of seminar offerings, with seminars beginning in July 2008 and running at least once a month for the year.
- Seek out new and innovative training options, promote the Ed2go (O2) online training program during meetings with businesses, and through Ed2go offer continuing education programs as

requested by the Nursing Department of the College.

- Develop an organized and stable administrative infrastructure, schedule time monthly to create and maintain spreadsheets to track and measure growth and contacts, to monitor department budgets, to maintain and backup filing systems, and to update an electronic training calendar.

Current results and improvement priorities are communicated to students, faculty, staff, administrators, and appropriate stakeholders through multiple means, including but not limited to the following:

- Personal visits to area businesses and industries
- Institutional area-specific meetings
- Newly installed monitors in common areas of the instructional building and entrance to the administrative wing
- College Web site
- Novell GroupWise electronic mailing
- Minutes of the Board of Trustees meetings
- Area newspapers
- Community presentations by College personnel
- College news report to the community (*Connections*, published biannually).