

## Category Four: Valuing People

**4C1 Distinctive Ways in Which Work is Organized to Focus on Student Learning:** The College uses a one-stop-shop format for students as they begin their post-secondary learning activities at Glen Oaks. Admissions, registration, financial aid, and counseling services are all located in a central office area. Furthermore, the bookstore is next door. Such ease of access reflects the institution's focus on student learning and development.

In the classroom, faculty reflect a focus on student learning that is not limited to course content. Instruction also focuses on the nine attributes of the "College's General Statement of Educational Values" (1C1). Further, this focus is institutional in scope. The recent declaration (March 2008) of an AQIP Action Project to review, refine, and recommit to the institutional educational values combined with the June 2008 declaration of a Higher Learning Commission Academy for the Assessment of Student Learning Action Project has created opportunities beyond those of the faculty to build upon an institution-wide commonality of purpose, helping students learn. These projects provide a means for working as a college community in defining common student outcomes. Further, they have generated conversations about those outcomes with segments of the college community that previously may not have seen contributing to the

attainment of them by Glen Oaks' students as "their job." Also, the projects will facilitate the alignment of co-curricular activities with the outcomes, so that all aspects of the educational experience have a shared focus.

**Opportunity for Improvement:** Effective September 2, 2008, the College hired an Executive Director of Human Resources. The Director in this new position can assist in organizing the work environment, work activities, and job classifications to strengthen the College's focus on the undergraduate learning experience.

**4C2 Key Institutional and Geographic Factors related to Work Environment:** The College, a completely commuter campus, is in a rural setting, two miles from the nearest community but in the middle of all communities supporting it. Being located in the center of St. Joseph County provides the College an opportunity to be a hub of higher education, training opportunities, and enrichment. This opportunity is enhanced through distance learning options.

Within the one institutional building, faculty offices and teaching areas are separate from administrative and student service areas. The separation of faculty and administrative staff in the building, however, does not prevent collaboration in meeting students' needs and in addressing operational

needs. Intentional cross-functional committees, all-college meetings, and a variety of campus-wide social activities contribute to a supportive environment characterized by respect and concern for all individuals.

Part-time employees are used at the College in standard ways: for teaching and for support of teaching. Part-time employees work in offices, in the library, in the athletic department, in the Fitness and Wellness Center, and in the Tutoring and Testing Center. Some part-time employees may also be hired for seasonal maintenance, especially during the summer.

**4C3 Analysis of Demographics over the next Decade:** The College's analysis of demographic trends does not extend over the next decade.

**Opportunity for Improvement:** The College needs to identify the data needed for analysis of demographic trends as they relate to workforce needs. If data is not currently available, the College needs to determine effective means of collection, storage, and utilization.

**4C4 Faculty, Staff, and Administrative Training Initiatives:** Under the leadership of the newly hired Executive Director of Human Resources, Glen Oaks Community College is undertaking new training initiatives. In 2008 and repeated every year thereafter, the College will hold a Retirement Planning Discussion to help the institution's aging workforce with planning for retirement. In addition, workshops will be offered for employees to ask one-on-one questions regarding healthcare. Future initiatives include group training opportunities on

sexual harassment, hidden paycheck, employee handbook, and policies and procedures. To assist with implementing the initiatives, the HR Director will establish a training cycle linked to an institutional calendar.

**Opportunity for Improvement:** The development of an institutional calendar will facilitate training initiatives and scheduling in general across the College.

**4P1 Identification of Required Credentials, Skills, and Values:** All employees currently have job descriptions. The Board of Trustees approves job descriptions developed by committees, usually cross-functional, for administrative hires. The newly developed and implemented process for choosing the College's future presidents (5P8) illustrates the details of the process to identify specific credentials, skills, and values. Committees develop job descriptions for administrative staff. The Dean of the College, the Associate Dean of Instruction, and the Assistant Dean of Nursing and Allied Health develop job descriptions for part-time faculty. The contracts of the two organized units (support staff and full-time faculty) define the jobs of their members. For newly created positions, the descriptions are developed by the appropriate department head or supervisor. The descriptions emphasize knowledge, skills, and ability. For all positions, support of the College's mission (O1) and values (5C3) is essential.

Evidence of skills and credentials is verified in several ways, some unique to a particular position:

- Reading resumes

- Contacting references
- Reviewing transcripts
- Administering skills tests
- Observing teaching modules
- Interviewing candidates.

#### **4P2 Recruiting, Hiring, and**

**Retaining of Employees:** For most positions, the College recruits internally and locally before extending its search. Internally, positions are posted electronically. Locally, advertisements are placed in area newspapers. Candidates follow a traditional selection process. An application with required documents (resume, transcript, references, or other items) is submitted for review by a selection committee to narrow the candidate pool. Members of selection/hiring committees vary but always include personnel with whom the new hire will work directly. The committee conducts individual interviews of selected candidates. The committee reaches consensus on recommended hire(s) and forwards the name(s) to appropriate supervisor for approval and offering of the position. Part-time faculty, however, are hired directly by the administrators of Academic Affairs/Instruction.

Employees are retained based on performance review.

With the hiring of the Executive Director of Human Resources (September 2008), an orientation agenda for new hires was developed and initially implemented for an October 2008 hire. Figure 4P2-1 presents the orientation agenda. The Director will evaluate and refine the agenda with continued application of it.

Historically, the College has not planned for changes in personnel. In

response to the December 2004 “Systems Appraisal Feedback,” however, the College Council recommended to the Board of Trustees that a plan for presidential succession be developed. The response to that recommendation (5P8) resulted in an effective process for responding to changes in leadership.

#### **Opportunity for Improvement:**

The College should proactively develop plan(s) for dealing with changes in personnel.

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

These contributions are difficult to catalogue. However, various work activities do contribute to the above items. Team teaching, although it occurs infrequently across the curriculum, contributes to communication, cooperation, skill sharing, and, likely, high performance as faculty work together to plan, deliver, and assess course content. Student services personnel cooperate to facilitate individual jobs as they share access to files and data. Mid-levels and executives have monthly professional staff meetings that contribute to communication and organizational learning.

The College Council, the strategic planning and quality council of the College, likely exemplifies work processes and activities that most obviously contribute to all of the above (8P1). First, the membership of the Council reflects empowerment as it is made up of members from all employee groups. In addition, all organized strategic teams of the

Council are made up of members from all employee groups. Next, its task of modeling and monitoring quality improvement on the campus reflects organizational learning, high performance, and cooperation. Additionally, the College Council communicates to all College personnel the progress and results of institutional teams working on strategic initiatives and of other quality improvement activities. Further, the Council builds upon institution-wide skill sharing as it identifies persons to participate in its projects and trains those persons to perform highly and innovatively.

The negotiated contracts with the College's two organized units (Glen Oaks Support Staff Employees and members of the Faculty Senate) may contribute to ensuring the ethical practices of those employees. Of more significance to ensuring ethical practices is the institutional statement of "Glen Oaks Community College Values and Commitments" (1C1), specifically Item 5 which states, "We are committed to the value and practice of integrity and public accountability. We recognize that each of us is accountable to the public and that we share a responsibility for expanding mutual trust and support. We pledge to act with personal integrity and to ensure a high degree of organizational transparency."

#### **4P4 Training and Development:**

The College encourages and supports training and development of personnel, most often on the individual level with full-time employees selecting professional development opportunities which address their needs.

For example, the current contract with full-time faculty includes

financial support of professional development:

"Each full-time faculty member shall attend a minimum of 12 hours of professional development activities in any three-year period. Suitable activities include but are not limited to conferences, workshops, and coursework which support the instructional efforts of the faculty member. The Board agrees to provide a minimum of \$1000 per faculty member during any three-year period to pay for expenses incurred in fulfilling this requirement. Eligible expenses include but are not limited to registration fees, tuition and materials required for the activity. Travel, lodging, and Board-approved per diem expenses will also be eligible."

Article V, Item O of the  
*Agreement between the  
Southwest Michigan  
Education Association and  
the Glen Oaks Community  
College Board of Trustees:  
2006 – 2007 – 2008*

The faculty contract also includes the process for application, the application form, the membership guidelines for the Faculty Professional Development Committee, and broad committee processes.

The College similarly supports the training and development of staff members and administrators. One area of training, for example, includes HLC initiatives, such as the assessment of student learning and the Academy for the Assessment of Student Learning (1C1).

The College also provides development opportunities in group settings on campus. Most recently, in September and October 2008, two 9-hour seminars on process

mapping using Visio, a Microsoft graphics product, were offered ((6P4). Further, as part of the College's AQIP Action Project on Safety and Preparedness, the College's Chief Operations Officer attended two of three modules on crisis response techniques for employees (R.A.I.N.—Respond, Assess, Isolate, Notify; and Crisis Response Basics). The Michigan Community College Risk Management Authority provided the training and, in July 2008, conducted R.A.I.N. training for a group of employees on campus. Approximately one-quarter of full-time employees attended. Further employee training is critical to achieving the AQIP Action Project's goal of increased campus safety and employee preparedness. That training will follow the scheduled review of and finalized update of the College's emergency procedures document.

With an Employee Communications and Development Initiative being one of the six Board-adopted Core Strategies to be addressed during the 2005 – 2010 period (8C1), the College has hired an Executive Director of Human Resources. One of the Director's immediate goals is the development of a training program calendar to capture all employee groups and to assist in preparing them to contribute fully and effectively throughout their careers with the College.

**Opportunity for Improvement:** An incentive for faculty, staff, and administrators to participate in training and development has not been identified. Exploration of sources of employee motivation may yield identification results.

#### **4P5 Training Needs – How Determined and Aligned with**

**Other Criteria:** Training needs are determined in one of four traditional ways:

- By job skills
- With the addition of new technology
- With the addition of new programs
- By policy mandates.

Training is aligned with planning for continuous improvement as it is detailed in Category Eight. The six Core Strategies (initiatives) of the College's strategic plan (8C1) reflect the vision and mission of the institution:

- Learner Success
- Community Connectedness
- Continuous Quality Improvement
- Technology
- Employee Communications and Development
- Financial Future

Further they are the framework for the College's twenty Strategic Goals, the specific four identified as Areas of First Focus, and the correlating projects of the College Council (8C2).

The direct links between Council projects and Board-approved Areas of First Focus and Core Strategies of the institutional strategic plan ensure both institutional priority and funding support of the projects. Further, the College Council assigned a primary sponsor, a member of the College's Leadership Council (8P2), for each Strategic Goal.

As the primary sponsors monitor progress on individual projects, they also monitor the need for development of faculty, staff, and

administrators to address requirements regarding the specific projects and broader strategic goals. By virtue of their administrative positions on the Leadership Council, the primary sponsors are able to effectively advocate for and secure funding for necessary professional development. Further, the development of projects relating to Board-approved Core Strategies ensures financial support for professional development related to plan implementation.

Training and development opportunities, such as those offered by the Higher Learning Commission (1C1 and 1P11), those related to the design of Course Development Models (1P2), and those that prepare faculty to assess the common student learning objectives (1P11) address the Core Strategy of Learner Success and clearly augment the institution's focus on helping students learn.

**4P6 Personnel Evaluation System, including Design and Use:** Glen Oaks Support Staff Employees have a self-improvement tool included in their negotiated contract. It addresses the following areas:

- Job Skills
- Quality of Work
- Communication
- Interpersonal Team Skills
- Reliability
- Judgment
- Work Objectives
- Customer Service
- Utilization of Time
- Initiative.

As that tool is used, the results are placed in the individual's personnel file.

Evaluation of faculty takes multiple forms. The Dean of the College

observes annual contract faculty and probationary tenure-track faculty. Contractually, the instructional performance of all probationary faculty is evaluated in writing by the Dean or designee and includes at least one evaluation each semester during the probationary period with a copy of the report sent to the instructor and with a scheduled conference to discuss the evaluation. Evaluations are based on observations in the classrooms, laboratories, and other assigned stations where instruction is performed. Observations may be announced or unannounced. Likewise, contractually, the performance of all continuing contract (tenured) professors must be monitored by the Dean of the College or designee. Evaluations of faculty emphasize effective teaching and meeting the needs of students.

Performance reviews are conducted annually at the leadership level with the Board of Trustees reviewing the President's performance and with the President reviewing the performance of the Dean of the College, the Dean of Student and Community Services, and the Chief Operations Officer. The evaluation system for the Deans of the College has been designed by the Leadership Council.

The College encourages and embraces employee participation in advancing communities (Category Two). Many employees serve voluntarily in civic organizations and on boards of service agencies within the communities served by the College (2R1), but personnel evaluations for support staff and faculty do not directly address it.

With respect to helping students learn (Category One), the post-

observation conference between the Dean of the College and the faculty member addresses strengths and opportunities for improvement in meeting the needs of students and teaching effectively. Further, it may include recommendations for advancing student learning.

The Office of Academic Affairs/ Instruction is in the process of developing a new course evaluation system using the services of the University of Washington. As drafted, the purpose of the evaluation is to inform personnel decisions, encourage professional development of the faculty, and foster continuous quality improvement of course delivery. Components of the evaluation include a student satisfaction survey, a classroom observation, and materials review. It will be piloted during the 2008 – 2009 academic year.

The Distance Learning Center and its DL advisory team document effective teaching and learning through established Best Practices (1P6).

**4P7 Recognition, Reward, and Compensation Systems:** For many years, the College has recognized five-year increments of continuous employment for full-time employees. Standardized gifts, such as letter opener, desk set, clock, and gold watch, commemorate the five-year segments.

In alignment with Category One, the E. J. Shaheen Chair for Teaching Excellence recognizes and rewards full-time faculty members. An area business owner and long-serving member of the Board of Trustees established the chair award that was initiated in 1984. Through

the endowment of this award, Mr. Shaheen provided an annual recognition of excellence in teaching. This recognition is presented to one or more full-time faculty members who exemplify high professional standards, demonstrate excellence in teaching, and reflect the value of education to their students. Some characteristics that reflect the teaching excellence of an individual might include those listed here:

- Makes the difficult learnable
- Is responsive to learning styles
- Creates an environment that is conducive to learning
- Motivates students to learn
- Expresses enthusiasm for learning
- Has an excellent ability to convey knowledge to students
- Encourages lifelong learning
- Challenges students to think critically
- Cares about how all are doing
- Makes connections.

Current or former students, staff, and community members are invited to nominate a full-time faculty member for recognition. The E. J. Shaheen Selection Committee consists of two Glen Oaks Community College Foundation members, the College President, the Dean of the College, a retired full-time faculty member, and a current Glen Oaks' student. The recognition includes an honorarium, a display photograph in the College library, and a personalized chair.

The College supports employees through standard contractual benefits for full-time faculty, staff, and administrators. In addition, the College makes available to all full-time and part-time employees the services of a mental health provider, HelpNet. Furthermore, full tuition

remission is offered to full-time employees and family members with modified remission offered to part-time employees. All employees have free use of the College's Fitness Center.

**Opportunity for Improvement:** Explore recognition opportunities for part-time employees.

#### **4P8 Key Issues Related to**

**Motivation:** Key issues related to the motivation of faculty, staff, and administrators may be determined informally through dialogue. For example, beginning in 2007, the Dean of the College and the Associate Dean of Instruction have met monthly during the academic year with leadership of the faculty union. Dialogue at these informal sessions centers on hearing faculty concerns, understanding administrative positions, and agreeing upon resolutions, some of which address contract issues and may be resolved by letters of agreement.

Other issues relating to motivation may be determined more formally through performance reviews, complaints, and grievance procedures for unionized employees and through contractually scheduled Faculty Forum meetings. As motivators, wages and benefits are determined through contract negotiations for members of the College's two organized units.

The Personal Assessment of the College Environment (PACE) survey, designed by the National Initiative for Leadership and Institutional Effectiveness (NILIE), was administered to College employees in 2005. Of the 146 full-time employees, 76 (52.1%) participated. The March 2006 research report

based on information generated in the survey offers insight into employee motivation (5P9, 5R1, and 5R2). The report was made available electronically to all employees. The College Council and the Leadership Council reviewed the report and used the data therein to support decision-making processes related to strategic planning (8P1). One decision, for example, was to hire (September 2008) an Executive Director of Human Resources who is now referencing the PACE report to determine targets for improvement.

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

The College negotiates medical benefits for full-time employees. Use of the Fitness Center and of services available through a mental health provider contributes to employee health. The College has no formal security staff, but compliance with all OSHA standards contributes to the safety of employees. Further, the results of the recently declared AQIP

Action Project on Preparedness and Safety contribute to the safety of employees. Primarily this Project will improve emergency procedures (processes) on campus. It will also improve communication processes regarding emergency procedures and will enable the College to establish appropriate training for employees and students. Informal gatherings, the annual College picnic, and holiday receptions contribute to the well-being of the College staff.

**4P10 Collection and Analysis of Measures of Valuing People:** The College collects and analyzes performance reviews. Faculty participation in professional development opportunities is

recorded. Years of full-time employment are recorded. Annually HR participates in the Michigan Community College Human Resources Association salary survey.

#### **4R1 Results in Valuing People:**

In December 2005, employees completed a 46-item PACE instrument organized into four climate factors:

- Institutional Structure
- Supervisory Relationships
- Teamwork
- Student Focus.

They also completed a Customized section designed specifically for the College, resulting in 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5."

The overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.22 mean score. The Student Focus category received the highest mean score (3.58) whereas the Customized Question category received the lowest mean score (2.85). When respondents were classified according to functional role at the College, the composite ratings were as follows:

- Support Staff Member (3.32)
- Faculty (3.22)
- Administrator (3.16).

Figure 4R1-1 presents those items identified as "areas of excellence" at Glen Oaks Community College; Figure 4R1-2, "areas in need of improvement." (For both, customized questions were not included in the listing.) When responses to customized questions were reported, PACE results revealed a commonality among employee

groups in two of the three "areas to change":

- The extent to which there is a sense of trust and confidence among all College employees
- The extent to which employees have confidence in the way decisions are made at the College.

#### **Opportunity for Improvement:**

The disconnect among and between groups as noted in Figures 4R1-1 and 4R1-2 presents an opportunity to customize professional development and training opportunities to ensure individual employee group responses change.

#### **4R2 Results in Processes**

##### **Associated with Valuing People:**

The College's 2004 Systems Portfolio noted that the institution had no formal leadership succession plan. Since then, a process has been designed and implemented (5P8). Further, with the hiring of the Executive Director of Human Resources, a new hire orientation agenda has been developed (Figure 4P2-1). The Director has designed a newly improved applicant tracking system, which includes timely responses to applicants regarding the status of openings and filled positions. Under construction is a new Glen Oaks HR Website which will include online printable applications, access to view all open positions, and access to policies and procedures for employees. In the conceptual stage are plans to update the employee pay advice to include more information, making it a valuable communication tool.

#### **Opportunity for Improvement:**

Retention/turnover data could be collected from the HR Datatel system.

**4R3 Evidence to Indicate Productivity and Effectiveness of Faculty, Staff, and Administrators in Helping Achieve Goals:**

Currently no evidence is available to indicate employee productivity and effectiveness in achieving the goals of Category Four. However, in fall 2008, the AQIP Liaison formed a committee to identify and address institution-wide opportunities for improvement. The committee is focusing on Valuing People.

**4R4 Comparative Results:** The College has no comparative results to present in this Category.

**4I1 Improving Current Processes and Systems for Valuing People:**

Improvement begins with the identification and mapping of current processes. Analysis will reveal opportunities for improvement by identifying redundant, unnecessary, or no-value-added steps. The newly hired Executive Director of Human Resources (with the College for approximately 8 weeks) will coordinate the work to improve current processes.

**4I2 Setting Targets for Improvement, Identifying and Addressing Improvement Priorities, and Communicating Results and Priorities:** Targets for

**Opportunity for Improvement:** Determine if the College will re-administer the PACE survey to ensure not only an overall increase in employee satisfaction but also increases in satisfaction by each employee group.

improvement are set to align with the work of the College Council and strategic planning initiatives. The Annual Administrative Report of the Chief Operations Officer presents the short-term or long-term goals of the unit (5I1) and links them to the College's Strategic Goals (8C2). Two of the four goals link to Employee Communication and Development.

The analysis of the recent PACE survey provides additional areas to target for improvement (4R1 and Figure 4R1-2).

Further, the job description of the Executive Director of Human Resources presents improvement priorities to be addressed in incremental steps. Immediate HR goals include the creation of a Glen Oaks HR Website to include information for employees and community members, the creation of an application system, and the creation of a candidate tracking system. Additional goals include learning the Datatel system so that data in the system can be used for statistical reports and for the updating of the employee handbook and the policies and procedures manual.



**Glen Oaks Community College  
Human Resources Orientation  
Agenda for New Hire**

New Hire's Name:	
Date of hire:	
Position:	
Reports to:	

**During Week 1, Day 1:**

Time	Description	With	Location
8:30 a.m.	New hire arrives Welcome Introduction to HR	Exec. Dir of HR	HR Department
9:00 – 10:30 a.m.	New Hire Orientation Employee ID# Benefit overview/MPSER Parking permit/where to park First paycheck/dates/inform and other topics Safety overview: Evacuation plan, Blood born pathogen, location of AED and CPR guidelines College Catalog: Educational Values College Catalog: College Values	Personnel Coordinator	HR Department
Before 10:30 a.m.	Meet the President	President	HR Department
Before 10:30 a.m.	Employee Photo	PR Mrktg/Manager	Marketing Office
Before 10:30 a.m.	Tour of Building/Introductions Administration Area Student Services Area Bookstore Restrooms	Manager	Building
10:30 – 11:00 a.m.	Union Meeting-GOSSE Receive Union GOSSE Contract Probation period Union Dues and other topics Union Meeting-Faculty Receive Faculty Senate Contract Probation period Union Dues and other topics Non-Union (Administration Group) Policies and Procedures Manual	GOSSE Union Pres.  GOSSE Union Treas. Faculty Senate Pres.  Faculty Senate Treas. HR Dept	To Be Determined  To Be Determined  To Be Determined
11:00 a.m.– noon	Lunch on GOCC		With Dept. Manager and HR Dept.
12:00 – 1:00 p.m.	Left time slot open in case Systems Analyst is available or if other meetings time runs longer than anticipated		To Be Determined
1:00 p.m.	End of Orientation		

**During Week 1, Day 2 – Day 5 Report to Work:**

Time	Description	With	Location
Work Hours	Varies with Position	Supervisor	Work Area

**During Week 1, Other Training:**

Time	Description	With	Location
Within first three days	Announcement to GOCC Employees Announcement to Public	GroupWise, newspaper, etc.	Manager
One week from date position filled	Remove posting from GOCC Website	Website Administrator	One week from date position filled
During the first week	Assigned building keys	Personnel Coordinator	To Be Determined (Note: Manager, please call Pers. Coord. to confirm building keys to be assigned.)
During the first week	Tour of Department New Hire Training	Supervisor	To Be Determined
During the first week	Datatel overview- User id/password	Systems Analyst	To Be Determined (Note: Manager, please call Sys. Anal. to confirm Datatel needs.)
During the first week	Access to GroupWise (Email) and to Novell (Network) Access to College Council System Access to Policy Procedure Manual	Network Technician	To Be Determined (Note: Manager, please schedule training with Network Technician.)
During the first week	HR Sends letters to candidate pool	HR	HR

**Distribution Team:**

President's Office  
 HR Department  
 Supervisor/Manager  
 Union President(s)  
 Systems Analyst  
 Network Technician  
 Website Administrator

**Figure 4P2-1:** *Human Resources Orientation Agenda for New Hires, Developed 2008 by the Glen Oaks Community College Executive Director of Human Resources.*

<b>Areas of Excellence at Glen Oaks Community College</b>	<b>Mean Scores</b>			
	<b>Overall</b>	<b>Support Staff</b>	<b>Faculty</b>	<b>Administrators</b>
The extent to which I feel my job is relevant to this institution's mission	4.20	4.25	4.15	4.29
The extent to which I am given the opportunity to be creative in my work	3.96	4.00	4.00	3.86
The extent to which this institution prepares students for further learning	3.87	4.20	3.77	3.71
The extent to which my supervisor expresses confidence in my work	3.84	3.70	3.82	4.21
The extent to which students are satisfied with their educational experience at this institution	3.81	3.89	3.86	3.62
The extent to which students receive an excellent education at this institution	3.75	3.95	3.77	3.43
The extent to which this institution prepares students for a career	3.71	3.80	3.76	3.50
The extent to which faculty meet the needs of the students	3.63	3.80	3.74	3.21
The extent to which students' competencies are enhanced	3.62	3.88	3.58	3.50
The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.58	3.45	3.63	3.69

**Figure 4R1-1:** On a 5 point scale as reported in the March 2006 PACE Research Report for Glen Oaks Community College.

<b>Areas in need of Improvement at Glen Oaks Community College</b>	<b>Mean Scores</b>			
	<b>Overall</b>	<b>Support Staff</b>	<b>Faculty</b>	<b>Administrators</b>
The extent to which information is shared within the institution	2.36	2.10	2.62	2.36
The extent to which a spirit of cooperation exists at this institution	2.51	2.40	2.71	2.14
The extent to which this institution is appropriately organized	2.55	2.65	2.66	2.36
The extent to which open and ethical communication is practiced at this institution	2.60	2.35	2.87	2.29
The extent to which I have the opportunity for advancement	2.60	3.10	2.43	2.67
The extent to which institutional teams use problem-solving techniques	2.72	2.75	2.84	2.64
The extent to which decisions are made at the appropriate level at this institution	2.73	2.65	2.81	2.64
The extent to which this institution has been successful in positively motivating my performance	2.75	2.85	2.72	2.71
The extent to which I am able to appropriately influence the direction of this institution	2.90	3.00	2.75	3.14
The extent to which professional development and training opportunities are available	2.91	2.85	3.11	2.43

**Figure 4R1-2:** On a 5 point scale as reported in the March 2006 PACE Research Report for Glen Oaks Community College.