

Glen Oaks Community College  
Organizational Overview  
January 2010

# Organizational Overview

Revised January 2010

**01 Distinctive Features of Institutional Culture:** Glen Oaks Community College is a two-year, public, not-for-profit community college located in Southwest Michigan, 150 miles west of Detroit. The only postsecondary institution in rural St. Joseph County, Glen Oaks is also the closest postsecondary institution for parts of three other Michigan counties and two Indiana counties. The service area has a population of more than 200,000 citizens, of which 62,274 live in St. Joseph County. According to the most recent comparative data available, citizens served by the college are poorer and less educated than others in the state and nation. The county’s per capita income level (\$20,130) is worse than those for Michigan and the United States. The percentage of adults who finished high school (78.6%) and the percentage of adults with four-year college degrees (12.7%) also are below those of the state and the nation.

Service District Attributes						
Location	Per capita income (2008)	Median Household Income (2008)	Persons Living Below Poverty (2008)	Unemployment rate (October 2009)	Adults w/h.s. diplomas (2000)	Adults w/ bachelor’s degrees (2000)
County	\$20, 130	\$44,034	14.4%	13.9%	78.6%	12.7%
State	\$25,651	\$49,694	14.0%	15.1%	83.4%	21.8%
Nation	\$27,466	\$52,029	13.2%	8.5%	80.4%	24.4%

**Figure 01-1:** *Service District Attributes based on U.S. Census Bureau (2000, 2008) and U.S. Bureau of Labor Statistics (2009) reports, retrieved November 2009.*

### Purpose and Mission Statement

“The **mission** of Glen Oaks Community College is to provide quality educational programs that meet the life-long learning needs of its students and the communities it serves.” The college strives “to serve as a catalyst for creating and strengthening linkages among students, community members, businesses, and education institutions [,] . . . to “respond proactively to changing local needs and fulfill its role in the global economy through the effective use of instructional and emerging technologies” (Statement approved by the Board of Trustees, September 2009).

As the institution’s **Vision Statement** states, the college focuses on “Transforming Lives and Advancing Communities” (Statement approved by the Board of Trustees, September 2009).

Glen Oaks offers associate degree programs, certificate programs, workshops and customized job training which prepare students for entry-level employment and career advancement. The college partners with business, education, government, labor, and non-profit organizations to educate the present and future workforce of the communities served.

Glen Oaks offers associate degree programs and courses which transfer to baccalaureate-level colleges and universities, support career education programs, and provide opportunities for individual growth in academic areas.

Glen Oaks offers foundational courses which provide students with the reading, writing, mathematical, computer, and study skills needed for academic and career success. The college creates a supportive learning environment through providing (1) student services, such as enrollment services, student orientation, financial aid, personal and career counseling, special needs services, and (2) instructional support, such as library, bookstore, and tutorial services.

Glen Oaks offers non-credit short-term programs and courses designed for personal growth of participants in such areas as computer skills training, career-related training, and cultural education.

Glen Oaks partners with area schools, businesses, and community organizations to engage in community services that impact the economic, educational, social, and cultural dimensions of community life.

As the college strives to fulfill its mission, it embraces its values and vision statement.

## **O2 Scope of Educational Offerings:**

### **Academic Programs**

Glen Oaks' academic offerings consist of associate degree programs (typically two years in length) and occupational certificate programs (typically one year or less in length). As of fall 2009, the college offers 10 associate degree programs (Figure 02-1) and 22 certificate programs (Figure 02-2).

Most courses are taught on campus. However, distance learning courses are also offered.

Glen Oaks' Associate Degree Programs				
Arts	Business	Early Childhood Education	General Studies	General Studies Emphasis in International Studies
Science	App. Science in Allied Health	App. Science in Business	App. Science in Nursing	App. Science in Technology

**Figure 02-1:** Degree Programs listed in the *Glen Oaks Community College Catalog of College Information, Curricula and Courses, 2009 – 2010*.

Glen Oaks' Certificate Programs			
Accounting	Automotive Service	Automotive Technician	Computer Information Systems
Database Programming	Drafting & Design	Early Childhood Education	Electrical/ Electronics Tech
EMT-Basic	EMT-Paramedic	Health Insurance Coder/Biller - Hospital	Health Insurance Coder/Biller- Technical
Machine Tool Tech.	Mgmt/Marketing	Mgmt/Supervision	Medical Assistant
Computer Support Technician	Office Admin. Assistant – Executive	Office Admin. Assistant – Legal	Office Assistant Medical
Web Page Design		Practical Nursing	

**Figure 02-2:** Certificate Programs listed in the *Glen Oaks Community College Catalog of College Information, Curricula and Courses, 2009 – 2010*.

## **Other Programs**

### ***Business***

The college's business services department meets the needs of business and industry customers in the service area by offering a variety of training and professional and personal development options: customized training, small business and entrepreneur resources, and professional development. The department specializes in workforce development and training that support business and industry in reaching and maintaining excellence and a competitive advantage in the marketplace. Training options include customized training, online training, apprenticeships, and health care specific options. Additional services include providing a variety of seminars and on-campus training options, managing training grants, and offering on-site facilities for company use.

### ***Personal/Enrichment***

Glen Oaks Community College has partnered with Ed2go to offer hundreds of online, instructor-facilitated courses designed to meet the personal and enrichment educational needs of citizens in the community. Courses may focus on personal skills, professional continuing education or vocational upgrading, and self-development and fulfillment. Adventures in Lifelong Learning (ALL), an organization affiliated with the Elderhostel Institute Network, extends enrichment opportunities to the senior citizens of the service area.

## **O3 Student Base and Students' Needs and Requirements:**

### **Demographics**

Glen Oaks' students are a diverse group, based on college registrar data for fall 2009. They range in age from 15 to 65. Approximately 32% are in the 19-25 age group, and the average age is 25.5 years. Women constitute nearly 61% of the student body. Almost 86.5% of the students are Caucasian, and African Americans represent the largest minority group, comprising 3.7% of the student body, with Hispanic students comprising 3.2%. These percentages may be viewed in light of the racial makeup of St. Joseph County based on the 2008 Census Data Projections: Caucasian/White (92.40%), black or African American (2.60%), and Hispanic or Latino (6.40%). In addition, 58.9% of students are from families in which neither parent graduated from a four-year college. Moreover, 18% of the students who graduate from the county's high schools enroll at Glen Oaks in the following fall.

In fall 2009, the college counted 815 full-time students and 848 part-time students. The 2008-09 FTE was 1,140. In a given term, 51.0% of enrolled students are part-time students.

Roughly 27% of students are enrolled in programs designed to transfer to bachelor degree-granting institutions; 38.5% are in occupational programs, and 34.4% take classes for personal interest/job-enrichment.

In a given year, about 26.8% of students take continuing education and community services classes. Approximately 8.9% of the students attend through a collaborative arrangement with the local intermediate school district to provide career technical education. Approximately 31.7% of students are taking distance learning classes.

### **Needs and Requirements**

The needs and requirements of Glen Oaks' students are varied, reflecting student diversity, and fall into three categories: academic, personal, and financial.

**Academic needs and requirements** include high school vocational training, career training, preparing to enroll in a four-year college, training to develop skills for a new career after being laid off a job, and pursuing personal interest.

The college's Graduate Survey sheds light on students' academic needs/requirements. It asks them to identify their desire to earn a degree or certificate and to indicate which of five goals reflect their reasons for taking courses: 1.) Improvement of Existing Job Skills; 2.) Preparation for a Future Job; 3.) University/College Transfer Credit; 4.) Personal Interest; 5.) Other. Results from three surveys are summarized in the following table.

<b>Students' Academic Needs and Requirements</b>			
<b>Objective</b>	<b>2008 Graduates*</b>	<b>2007 Graduates*</b>	<b>2005 Graduates*</b>
Earn a Certificate or Degree	50%	48%	45%
Improvement of Existing Job Skills	0%	5%	5.5%
Preparation for a Future Job	34.5%	26%	34%
University/College Transfer Credit	11.9%	25%	28%
Personal Interest	3.6%	9%	5.5%
Other	-	5%	2%
*Percentages add up to more than 100% because some graduates checked more than one objective.			

**Figure 03-1:** Comparison of Students' Academic Needs and Requirements based on annual Graduate Surveys for 2005 – 2005, 2006 – 2007, and 2007 - 2008.

**Personal needs and requirements** include taking remedial classes; working with a tutor; receiving support services, displaced worker support, and special needs aid, such as mobility, hearing-impairment, and vision-impairment aids; receiving career advising and personal counseling; and so forth. The following table lists data from the 2008 - 2009 academic year detailing students' various personal needs and requirements.

<b>Students' Personal Needs and Requirements</b>	
<b>2008 – 2009 Need</b>	<b># of Students</b>
Remedial Classes	522 (335 unduplicated)
Tutoring Assistance	195
Occupational Program "Special Populations" Support Services	196
North American Free Trade Agreement Student Support No Worker Left Behind Indiana and Michigan Dislocated Workers	82

**Figure 03-2:** *Students' Personal Needs and Requirements based on institutional data from Glen Oaks Community College Offices of Director of Student Services/Registrar, Director of Tutoring and Testing Center, and Occupational Admissions*

**Financial needs and requirements** are reflected in the statistics from the College's fall 2009, 2008, and 2007 enrollment data (the most recent years for which data is available):

<b>Students' Financial Needs and Requirements</b>			
<b>Attribute</b>	<b>2009 Students</b>	<b>2008 Students</b>	<b>2007 Students</b>
Total Enrollment	1,670	1,518	1,383
Full-Time Equivalent Enrollment	1,050.6	895.8	846
Title IV Need-Based Aid Recipients	714	537	649
Pell Grant Recipients	465	495	501

**Figure 03-3:** *Three-year Comparison of Students' Financial Needs and Requirements based on data from Glen Oaks Community College Financial Aid Office.*

**O4 Collaborations:** Category 9 more fully addresses key collaborative relationships that exist between Glen Oaks Community College and other organizations. The following is an extensive list of collaborations:

**Businesses, Foundations, and Agencies**

CAN Council (Child Abuse and Neglect)  
Centro De Ayuda  
Community Healing Center (Substance Abuse Services)  
Community Mental Health  
Constantine Downtown Development Association  
Domestic Violence and Sexual Assault Task Force  
Doyle Community Center Board  
Early On (St. Joseph County Early Childhood Work Group)  
Glen Oaks Community College Foundation  
Great Start (Early Childhood Parent Coalition)  
Human Resource Council  
Indiana Department of Workforce Development (WorkOne)  
Indiana Rehabilitation Services  
Interagency Council  
Keystone Place (Homeless Shelter/Housing Services)  
Michigan Rehabilitation Services  
Michigan Works! (Workforce Development System)  
MOSPA (Michigan Occupational Special Population Association)  
Penguin Molding  
Private businesses and industries  
Rexam  
Southwest Michigan Five-County Collaborative  
St. Joseph County Area Transportation Board  
St. Joseph County Department of Human Services  
St. Joseph County Economic Development Corporation  
St. Joseph County Human Service Council  
Sturgis Chamber of Commerce  
Three Rivers Chamber of Commerce  
Three Rivers Industrial Development Authority  
Workforce Development Board

**Other Colleges and Universities  
with which the College has Articulation Agreements**

Davenport University  
Goshen College  
Kalamazoo Valley Community College  
Kellogg Community College  
Michigan Community College Virtual Learning Collaborative  
Robert B. Miller College  
Spring Arbor University

## **K – 12 Schools (Public and Private) and School Districts**

### Schools of Branch County (MI):

Bronson High School  
Coldwater High School  
Quincy High School  
Union City High School

### Schools of Calhoun County (MI):

Athens High School

### Schools of St. Joseph County (MI):

Burr Oak Community Schools  
Centreville Public Schools  
Colon Community Schools Constantine Public Schools  
Mendon Community Schools  
Sturgis Public Schools  
Three Rivers Community Schools  
White Pigeon Community Schools

### Schools of the State of Indiana:

Angola High School  
Concord High School  
Elkhart Area Career Center  
Elkhart Central High School  
Elkhart Memorial High School Fairfield High School  
Jamtown High School  
Lakeland High School  
Middlebury High School  
Northridge High School  
Prairie Heights High School  
West Noble High School  
Westview High School

### Michigan Area Private Schools:

Howardsville Christian School  
Lake Area Christian School  
Sturgis Christian School

### St. Joseph County (MI) Intermediate School District:

Athletic Directors Association  
County Counselors Association  
Principals Association  
School Board Association  
Superintendents Association

### Bargaining Units

The Faculty Senate of Glen Oaks Community College  
Glen Oaks Support Staff Employees

#### **O5 Personnel of the College as of December 2009:**

*Office of Human Resources, Glen Oaks Community College*

Personnel	Status		Educational Level				
	Full Time	Part Time	Doctorate	Master's	Bachelor's	Associate's	Less than Associate's
<b>Admin.</b>	27	2	4	11	8	2	4
<b>Full Time Faculty</b>	31		3	28			
<b>Annual Faculty</b>		5		1	3	1	
<b>Associate Faculty</b>		40	5	19	6	10	
<b>Support Staff</b>	26	10			3	21	12
<b>Coaches/ Fitness Technicians</b>		6		3		1	2

**O6 Facilities and Regulatory Environment:** The college property encompasses 314 acres. One main building, constructed in 1968, contains administrative, instructional, and student service operations. In addition to office areas and bookstore, standard classrooms, computer labs, an allied health/nursing clinical lab, the college library with a research lab, an auditorium, and a career technical area are contained within the main building. The Center for Student Success, an extension of the original building, was constructed in 1994. In 2007, the Dale E. Gray Science Building, a 16,250 square foot facility including three laboratory classrooms, two prep rooms, three lecture classrooms, several utility rooms, faculty offices and a conference room, was inaugurated. A renovated farmhouse, the family home on the original donated acreage, remains on the property and has served multiple purposes for the college. A variety of other buildings is dedicated for athletics and maintenance.

The college provides standard equipment to support and sustain all programs and services while utilizing two networks: an administrative networking system and a college-wide network. For employee safety, the college complies with all standards of the Occupational Safety and Health Administration and the

Michigan Occupational Safety and Health Administration. Fiscally the college follows the laws, regulations, policies, and procedures of the US Department of Education, as contained in The Blue Book, and generally accepted accounting principles (GAAP).

In 1972, the North Central Association of Colleges and Schools granted candidacy status to the college with full accreditation in 1975. Since that time the college has remained accredited, and, in 2000, began the process of continuing accreditation with the Higher Learning Commission via the Academic Quality Improvement Program. In 2004, the College submitted its initial Systems Portfolio, and, in 2007, Glen Oaks participated in an AQIP Quality Checkup Visit. In 2008, the college submitted its second Systems Portfolio, and the Higher Learning Commission reaffirmed regional accreditation for the college.

Academic programs comply with regulations established by the college. The Nursing Program must also comply with regulations of national and state nursing boards. Furthermore, in 2004, the college secured initial accreditation for the Medical Assistant Program. In 2007, the program received continued accreditation through 2014.

**07 Competitors:** Although it is the only institution of higher education in St. Joseph County, Glen Oaks does face competition striving to attract students that might enroll at the college and competition trying to provide similar services that the College provides.

#### **Competitors for Students**

- The armed forces
- Employers looking for workers
- Colleges in the region (for example, in the State of Michigan, Davenport University, Kalamazoo Valley Community College, Kellogg Community College, Southwestern Michigan College, Spring Arbor College, Western Michigan University; and in the State of Indiana, Indiana University-South Bend, Ivy Tech State College, and Trine University)
- Colleges that provide programs online (for example, University of Phoenix and institutions participating in the Michigan Community College Virtual Learning Collaborative)
- Private firms and employers that offer worker training programs
- Chambers of Commerce seminars/workshops

#### **Competitors for Services**

- Community or school programs that offer adult learning programs
- Local public libraries
- Local facilities that offer meeting space
- Programs that provide after-school high school student support programs

**O8 Key Opportunities and Vulnerabilities:** Glen Oaks Community College is acutely aware of its vulnerabilities and focuses on several key opportunities. Specific items identified during preparation for the FY10 budget cycle include the following:

### **Vulnerabilities**

#### **Fiscal**

- Declining state support. In 2009 the level of support for college operations from the state was approximately the same dollar amount provided ten years ago. Of course, this is in a year when the budgets for community colleges in the state were not cut when all other state budgets were cut. There is an on-going threat of cuts to state appropriations next year (2010) and for the future. Operating support from the state (nor from the county millage) does not reflect increased student enrollment or increased mandates for specialized programs and services.
- An inability of the state to support infrastructure and deferred maintenance costs for colleges. All funding for college infrastructure and maintenance (ordinary and deferred) is expected to come from operating revenues. The ability of the college to fund infrastructure projects is limited; this year (2010) the college is beginning the first major (\$3M) infrastructure project in its 40-year history using private-issue bonds and increasing the college's budgeted debt service.
- Increasingly, additional funding and funding for essential student services relies on grant funding.

#### **Local Conditions**

- Local unemployment hovers around 15%. This makes it a challenge for students to obtain jobs while in college, for summer employment, and for employment following graduation.
- Degree attainment in the region remains low.
- Local demographics show that the population is contracting, although not at the rate of the state as a whole. All of the county public school systems are showing a decline of students, although the Sturgis system is declining only slightly due to an increasing population of Spanish-speaking families. The increasing diversity of the county and region includes many categories of students with increasing demands on student services for special populations, financial aid, returning adults, veterans' services, business training, and so forth.
- There is increased competition for graduating high school seniors and adults. Indiana's Ivy Tech has declared its intention to develop a new campus west of Elkhart, for example.

#### **College Conditions**

- The college is a small, rural institution, one of the smallest in the state. This makes it difficult to maintain a comprehensive mission. "Trying to be everything to everybody" results in strained physical, human, and financial

resources. Further, the comprehensive mission approach masks a lack of fundamental market distinctiveness.

- Limited financial resources make it increasingly difficult to fill key college positions. In some cases this is due to being unable to match market prices for some staff position salaries, for example, the director of nursing.
- The limited staffing of a small college means that each position is expected to cover a wide range of tasks. This causes stress on employees, made worse in an environment of increased “accountability” measures and a limited ability to reward high performance.
- The increasing pace of change, the declining economy and its effect on state budgets, the increasing needs of our students, and the changing regulatory environment make it difficult to plan effectively. The college is being pushed into a reactive mode rather than being able to focus on the creation of a strategic agenda and sustainable work agenda.
- The college has no history of benchmarking or using comparative data for measuring effectiveness and setting specific targets for performance. There has been no usable model for examining best practice implementation for various college processes, for example, class scheduling and class cancellations, dropping students due to non-payment of tuition and fees, or planning life cycle processes for purchasing decisions. The lack of a process for dealing with comparative data makes it difficult to determine how effective the college and its processes are in carrying out its mission.
- The college has a limited history of shared input into governance and planning. With two employee unions the ability of the college to develop a shared understanding of effective employee engagement has been constrained or non-existent.

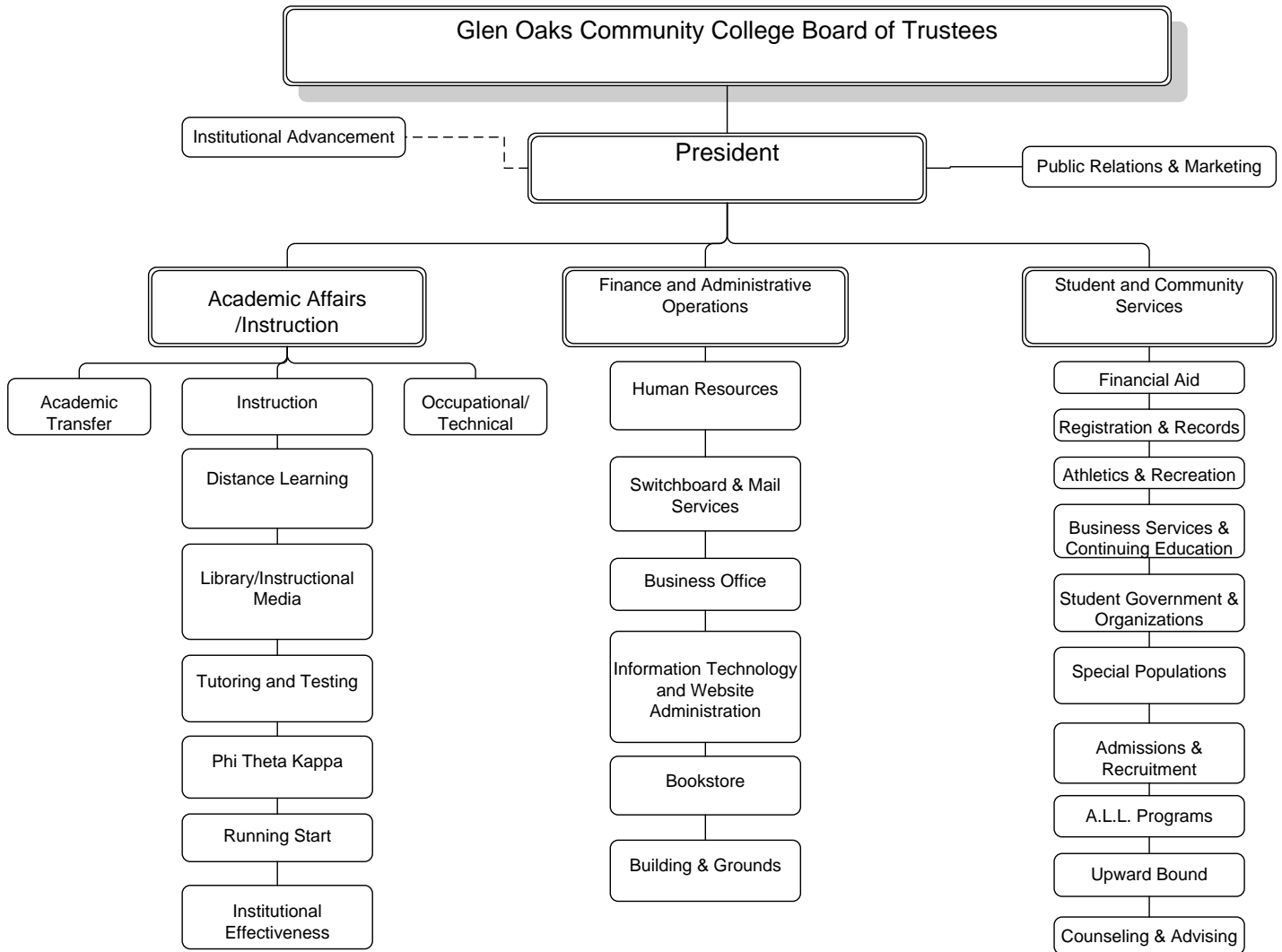
## **Opportunities**

### **College Improvement**

- Changes in the ways that credit and non-credit programs are scheduled and delivered. More programs that can be delivered in non-traditional formats, for example, similar to those that KVCC, a competitor noted in O4, need to be developed. These intense, targeted-at-hot-fields programs get unemployed back on payrolls relatively quickly. They meet the societal and personal needs of the students, especially unemployed adults.
- Changes in the college’s Foundation and its fundraising and investment practices. Fundraising and Foundation investments are needed to help Glen Oaks move beyond business-as-usual and to reinvest in its physical plant and professional development. A greater effort needs to be made to reach and maintain contact with alumni to begin a revenue stream from that population. Large bequests need to be sought aggressively in order to provide the college the on-going resource base needed to supplement dwindling funding from other sources and to stimulate improvements.

- Changes in employee orientation and professional development. The college has positioned itself well for improvement through the hiring of excellent staff. Providing improved orientation and ongoing professional development, including training in AQIP, would provide improved capacity for creativity, improvement, and responding effectively in an environment of constant change.
- As the college continues to work on new programs and curricula, it will be increasingly important to base work on regional collaborations and potential consortia approaches to programming. Partnering expands the ability of the college to imagine and develop programs and curricula. Similarly, partnering increases the utility of existing resources. Some of the areas of impact include expanding distance learning offerings, creating additional certificate programs, such as the truck driving certificate and the energy auditor program, and exploring additional programs tailored to the needs of local businesses and industry.
  - The region appears to be developing a focus in the life sciences, building on strengths in the medical devices and pharmaceutical areas. The college should consider what programs could enable it to participate in and partner with this growing focus of development. Programs in allied health (PT assistant, lab tech, radiology tech, and biomedical tech, for example) should be a priority for development.
  - A secondary priority should include power and energy-related fields to link to area strengths and state priorities. Programs in alternative energy and utility line tech could be developed in partnership with area schools and utility companies.
- Changing how the college uses its existing infrastructure and the processes for information management. The college can improve its performance by fully implementing the power of Datatel and promoting its use by staff in areas, such as schedule management, room management, and faculty contracts, and by providing ongoing training for employees in Datatel.
- Find improved ways to identify indicators (“yardsticks”) of success. The ability of Glen Oaks to creatively improve will depend on being able to mark the elements where the college has succeeded and inspired additional areas for improvement.

## Glen Oaks Community College Organizational Chart by Function



# Glen Oaks Community College Organizational Chart

