

**Index to the Location of Evidence
Relating to the Higher Learning Commission's
Criteria for Accreditation
Found in Glen Oaks Community College's Systems Portfolio**

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The Glen Oaks mission statement explicitly identifies the college's institutional objectives and reflects the college's vision and values. (O1, 1C1, 1C2, 2C1, 2C2)
- The mission reflects a commitment to establishing, building, and strengthening community partnerships. (O1, O2, O4, 2C1, 2C2)
- The mission, vision, and values statements are found in all versions of the *Catalog of College Information, Curricula and Courses*, on the Glen Oaks Website, posted in classrooms, and hung and framed on the walls near all entrances. (1C1, 1C2, 5P6)
- The College Council reviews and revises the college priorities as necessary and engages the College and its stakeholders in the process. (2P1, 4P8, 4R1, 5P1, 5P3, 5P6, 5P8, 8C1, 8C2, 8P1, 8R2)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The mission statement and related documents affirm Glen Oaks' commitment to diversity through education. O1, 1C1,1C2, 1C4)
- Curricular and co-curricular activities support the Glen Oaks commitment to diversity. (1C1, 1C2, 1P5, 1P6)
- Glen Oaks' policies are aligned with its commitments and values. (1C4, 4C2)
- Glen Oaks' committee structure recognizes the college commitment to diversity. (1C5, 1P6, 4C2, 5P3)

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Glen Oaks' planning priorities flow from the values and vision of the college and are established to support the College's mission. (O1, 1C2, 2C2, 2I2, 3I2, 4P9, 8C1)
- Departmental annual performance reports and planning documents are aligned with the Glen Oaks mission. (2I2, 3I2, 5P9, 5I2, 7P5)
- Professional development activities are aligned with the mission and values of the institution. (1C4, 1I1, 3I1, 3I2, 4P5, 4P9, 4I2, 8P7)
- The College Council reviews and revises the college priorities as necessary and engages the College and its stakeholders in the process. (2P1, 2I2, 4P8, 4R1, 5P1, 5P3, 5P6, 8C1, 8C2, 8P1, 8R2)

Core Component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Glen Oaks Community College Board members serve as elected representatives and liaisons with the St. Joseph County communities served by the College. (5P2, 5P8)
- Academic planning and curricular review begins at the faculty department level and concludes with the Leadership Council. (1P2, 1P8)
- The Board of Trustees sets direction for the College, and the College Council establishes college strategic priorities aligned with the mission and monitors progress. (2P1, 2P2, 3I2, 5P1, 8C1)

Core Component 1e. The organization upholds and protects its integrity.

- Glen Oaks' policies and practices address ethical and legal conduct. (O6, 5C3, 6P3)
- Glen Oaks' student organizations and activities operate in accordance with the policies, procedures, and guidelines adopted for the student handbook. (6P3, 6R1)
- Glen Oaks has adopted a student code of conduct that defines a student's rights and responsibilities. (1P2, 3P6, 6P3)
- Public information published by the College is accurate and complies with all legal requirements and ethical responsibilities. (1C4, 3P6, 6P3)

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Glen Oaks considers new and emerging trends when designing new or discontinuing existing programs and courses. (1P2, 1P8, 2C3)
- Glen Oaks's planning cycle incorporates the results of environmental scans that include county demographics, labor and workforce trends, technology, and economics. (3I1, 5P1, 8P1)
- Glen Oaks's current strategic plan, "Vision 2010," is being updated and, like the current plan, will be focused on the future and realistic ways of meeting our challenges. (5C2)

Core Component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Glen Oaks' budget planning process incorporates the College's expected support for new initiatives and projects. (5I2)
- The College has established multiple partnerships with area constituencies that assist the institution in achieving its mission and vision. (O4, 9C1)
- The Master Facilities Plan brings together ongoing planning for maintenance and repair, addressing security challenges, updating infrastructure to support college operations, and planning to use existing space more effectively. (O8 Opportunities, 5P4, 6R2, 8C2)

Core Component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The Board of Trustees, along with the Leadership Council and the College Council, has established continuous quality improvement as a core strategy for assuring increased understanding and capacity for reflection and professional development. The College Council has sponsored a series of process mapping efforts to guide improvement efforts across the campus. (1P2, 1P10, 2I1, 3I1, 3I2, 5I1, 6P4, 8C1, 8C2)
- Through annual administrative reports linked to strategic goals, beginning the use of teaching and learning portfolios, participating in external activities such as the Assessment Academy, the College has established clear expectations for performance which will provide evidence of the degree to which the institution is achieving its mission. (1C1, 2I2, 3I2, 5C2, 5I2)
- The planning process integrates budget forecasting and budget allocations to ensure alignment of continuous improvement action with the resources needed to sustain change. (O8 Opportunities, 5C2, 5P4, 5I2, 8C2, 8P6)

Core Component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Glen Oaks' planning priorities flow from and support institutional values, vision, and mission. (O1, 1C2, 2C2, 2P1, 2I2, 3I2, 4P5, 4P9, 5C2, 8C1, 8C2)
- Departmental plans are aligned with the institutional mission. (2P2, 2I2, 3I2, 4I2, 7P5)
- Professional development activities are aligned with the mission and values of the institution. (1I1, 3I1, 4P4, 4P5)
- The College Council reviews and revises the college priorities (expressed in the strategic plan) as necessary every three to five years. (2I2, 5C2, 8C1, 8P1)

Criterion Three: Student Learning & Effective Teaching

The organization provides evidence of student and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Glen Oaks has established common learning outcomes for all students, referred to as statements of educational values, published widely and included in the *Catalog of College Information, Curricula and Courses*. (1C1)
- Program documents identify outcomes, measurements, expected levels of performance, results of assessments, and actions taken for all programs. (1C1, 1P2, 1P4)
- The Course Development Model implemented to identify entry level skills, general course goals, outcomes, and evaluation methods can provide the base for larger curriculum and program processes. (1P2)
- The licensure for Nursing and Allied Health programs, for example NCLEX and the National Certification Examination for Medical Assistants, contributes to clearly stated learning outcomes and effective assessment. (1P13)

Core Component 3b. The organization values and supports effective teaching.

- Student learning is assessed within individual courses, at the program level for the major, and for college-wide outcomes. (1C1, 1P1, 1P2, 1P6, 1P11)

- Faculty are appropriately qualified to teach their courses and administrators are appropriately qualified to supervise faculty. (O5)
- The College supports faculty-driven professional development activities. (1C4, 1P6, 4P4)
- Faculty develop the curriculum and determine the appropriate teaching and learning strategies for their courses. (1C3)
- Faculty are regularly evaluated. (1C4, 1P6, 4P6)

Core Component 3c. The organization creates effective learning environments.

- Student Services provides academic and counseling support for students with disabilities, for international students, for students from special populations, and for students participating in Upward Bound programs. (1C4, 2R1, 3P1, 6C1, 6I2)
- The Testing and Tutoring Center provides cost-free tutoring for all students and serves as a secure testing site for online courses. (1C4, 1P5)
- Glen Oaks has implemented initiatives and activities to assist students achieve success. (1C1, 1R3, 3R3, 6C1)

Core Component 3d. The organization's learning resources support student learning and effective teaching.

- Glen Oaks Community College ensures that students have appropriate access to its learning support services. (1P9)
- The Testing and Tutoring Center, the Distance Learning Center, and the computer services department support students, faculty, and staff with technology needs and training. (1C4, 1P9, 1P10)
- The funding cycle is designed to support the College's Strategic Plan, which includes the planning for technology support and related infrastructure development. (O8 Opportunities, 2P4, 4P5, 5P4, 6P2, 6R2, 8C2)

Criterion Four: Acquisition, Discovery, & Application of Knowledge
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The college's statement of values includes two statements specifically supporting a life of learning:
"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 and encourage innovation.
We promote the development of questions, ideas, and college activities that engage students, faculty and staff, area employers and communities in taking reasoned risk and pursuing new learning. We recognize that creative solutions require effective processes for support and implementation." (1C2)
- The planning model flows from the institutional values, vision, and mission, which is supportive of lifelong learning. (1C2)
- The College supports ALL, Adventures in Lifelong Learning. (2R1)
- The E. J. Shaheen chair for Teaching Excellence encourages lifelong learning. (4P7)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Glen Oaks' career and technical degree programs require a minimum of 20 credits (most exceed this number) in general education. (O1, O2)
- Program outcomes assessment demonstrates that students have acquired the knowledge and skills required for graduation. (1P2, 1P4, 1P12)
- Glen Oaks has established common learning outcomes for all students, referred to as the statement of educational values. (1C1)

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Graduate surveys are used to inform the ongoing evaluation of curricula. (1P8, 1P12)
- The occupational programs assess the currency and relevance of their courses and curriculum with their advisory committees and through graduate and employer surveys. (1C1, 1P2, 1P12, 1I2)
- Faculty and staff assess student achievement in college-wide educational values. (1C1, 1C4, 1P11, R1)

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Students in internships or in clinical settings are closely monitored to ensure ethical conduct and responsible application of knowledge. (9R1)
- The college's faculty union contract and policy includes language related to intellectual property rights: "All intellectual property rights will follow existing policy and procedure as defined in the Section 2.70 of the Policy and Procedure Manual." (1C5)
- The student code of conduct includes information and requirements related to academic conduct and the appropriate use of technology. (1P2, 6P3)
- Glen Oaks' policies and practices address ethical and legal conduct. (1C2, 1P2, 4P3)

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The Business Services division provides customized training for regional businesses and communities and serves the region in developing a skilled workforce in support of regional economic development. (O2, 2R1, 3R1)
- The College serves a diverse population of students of all ages and backgrounds, based on an assessment of ability to benefit, within the context of credit and non-credit classes. (O3, 3C1)
- The College has a schedule of conducting rigorous environmental scans whose results help to increase our understanding of stakeholder needs. (1P12, 1R2, 2P1, 2R1, 3C2, 3P1, 3P3, 3P7, 4P8, 5P1, 5P4, 8P1)
- The College maintains a variety of community, business, and university partners, in part to assist the institution in defining the services that will meet the needs of the region. (O4, 1P12, 3P1, 3P3, 3R2, 9C1)

- Environmental scans and enrollment trends provide evidence of impact and satisfaction with college programs and services. (1R2, 3C2, 3R1, 3R2, 3R3, 4R1, 6R1)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and committees.

- Advisory committees for occupational and technical programs help ensure that program offerings and course curricula are current and relevant. (1C4, 1I2, 3P3)
- The Glen Oaks Allied Health and Nursing programs provide clinical experiences and internships involving external constituencies and communities throughout the region. (9R1)
- College employees are connected to the community through service on local boards, agencies, parent groups, professional and school associations, and service organizations. (2R1)
- Glen Oaks Community College uses a variety of means, including its College Council, in seeking input from its internal constituents regarding continuous improvement initiatives. (3I1, 4P3, 6P4, 8C2, 8P1, 8P2)

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Among the stakeholders identified for Glen Oaks are collaborative relationships with other community colleges, transfer institutions, regional school systems, community entities, business and industry, local and state government, and professional agencies. (O4, 9C1)
- The college maintains active articulation agreements that support student transfer and ensure ongoing dialogue with key constituencies. (O4, 9C1)
- Glen Oaks responds to the needs of its students, e.g., the College followed up on the desire of students for more activities and recreational opportunities on campus by establishing appropriate staffing and initiating additional student activities. (1P5, 3P1, 3P2, 3R1, 6R1)
- The College maintains a strong relationship with MichiganWorks! as a way to respond to the employment and training needs of the area. (O4, 3C1, 3P1, 3P5)

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Environmental scans, employer surveys, employee forums, and direct feedback from external stakeholders demonstrate strong support for the value of college services. (2R1, 3R1, 3R3, 3R4)
- Occupational and technical program advisory committees involve external constituencies in developing and advising existing programs. (1C2, 6P1)
- Collaborations with area Chambers of Commerce and Economic Development Councils in developing and offering customized training and learning opportunities have demonstrated clear satisfaction by external constituencies. (2R1, 3P4, 3P5, 9R1)
- Students' satisfaction with their experience at Glen Oaks meets or exceeds national norms. (3R1, 3R5, 6R3)
- The Glen Oaks Community College Foundation has increased its support from its donor base over the past several years. (3R4)