

Organizational Overview

O1 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 62,984 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 (\$26,981) 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 (2006)	Persons < poverty (2004)	Unemployment rate (2006)	Adults w/h.s. diplomas (2000)	Adults w/ bachelor's degrees (2000)
County	\$26,981	13.2%	6.5%	78.6%	12.7%
State	\$33,788	7.2%	6.9%	83.4%	21.8%
Nation	\$36,714	9.2%	4.6%	80.4%	24.4%

Figure 01-1: *Service District Attributes based on U.S. Census (2000); Bureau of Economic Analysis (2006); U.S. Census Bureau, American Community Survey (2005); Kids Count in Michigan Data Book (2007).*

Purpose and Mission Statement

"Glen Oaks' mission is to empower individuals, businesses, and communities to achieve their goals through accessible and quality higher education services." The College continuously strives to improve student learning and empowers students to achieve their career, academic, and other life goals. The institution provides an

open door of services for all who can benefit from them. Furthermore, Glen Oaks partners with business and community groups to advance the quality of community life (Vision 2010, "Foundational Statements"). As the institution's **Mission Statement** states, the College focuses on "Transforming Lives and Advancing Communities."

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, education, social, and cultural dimensions of community life (Vision 2010, “Foundational Statements”).

As the College strives to fulfill its mission, it embraces its **Vision Statement**: “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.”

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 January 2008, 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. Furthermore, workforce training is provided at an area manufacturing plant.

Glen Oaks' Associate Degree Programs				
Arts	Business	Early Childhood Education	General Studies	Gen. 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, 2008 – 2009.*

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
Medical Transcription	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, 2008 – 2009.*

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 2007. They range in age from under 18 to over 50.

Approximately 35% are in the 19-25 age group, and the average age is 25.4 years. Women constitute nearly 60% of the student body. Almost 90% of students are Caucasian, and African Americans represent the largest minority group, comprising 2.8% of the student body, with Hispanic students comprising 2.3%. These percentages reflect the racial makeup of St. Joseph County for 2006 as presented by the Bureau of Economic Analysis except for the county's 6.2% Hispanic population. In addition, 74.6% of students are from families in which neither parent graduated from a four-year college. Moreover, 9.8% of the students who graduate from the county's high schools enroll at Glen Oaks in the following fall.

In fall 2007, the College counted 558 full-time students and 830 part-time students, and the 2006-07 FTE was 846. In a given term, 59.8% of enrolled students are part-time students.

Roughly 28% of students are enrolled in programs designed to transfer to bachelor degree-granting institutions; 36% are in occupational programs, and 36% take classes for personal interest/job-enrichment. In a given year, about 19% of students take Continuing Education and Community Services classes. Four percent of the students attend

through a collaborative arrangement with the local intermediate school district to provide career technical education. Approximately 15% 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.

Students' Academic Needs and Requirements			
Objective	2007 Graduates*	2005 Graduates*	2003 Graduates*
Earn a Certificate or Degree	48%	45%	42%
Improvement of Existing Job Skills	5%	5.5%	7%
Preparation for a Future Job	26%	34%	24%
University/College Transfer Credit	25%	28%	39%
Personal Interest	9%	5.5%	7%
Other	5%	2%	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 2002 – 2003, 2005 – 2005, and 2006 – 2007.

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 2006 - 2007 academic year detailing students' various personal needs and requirements.

Students' Personal Needs and Requirements	
2006 – 2007 Need	# of Students
Remedial Classes	482 (272 unduplicated)
Tutoring Assistance	122
Occupational Program "Special Populations" Support Services	193
North American Free Trade Agreement Student Support	32

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 2007, 2006, and 2005 enrollment data (the most recent years for which data is available):

Students' Financial Needs and Requirements			
Attribute	2007 Students	2006 Students	2005 Students
Total Enrollment	1,383	1,333	1,382
Full-Time Equivalent Enrollment	846	865	929
Title IV Need-Based Aid Recipients	649	626	675
Pell Grant Recipients	501	494	523

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 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 whom 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
 Jimtown 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

05 Personnel of the College as of January 2008:

Personnel	Status		Educational Level				
	Full Time	Part Time	Doctorate	Master's	Bachelor's	Associate's	Less than Associate's
Administrators	28		5	12	4	3	4
		1		1			
Full Time Faculty	28		3	25			
Annual Faculty		7		4	3		
Associate Faculty		38	1	17	12	8	
Support Staff	27				4	12	11
		9			3	3	3

06 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 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 FY09 budget cycle include the following:

Vulnerabilities

- **Fiscal Constraints:** Glen Oaks' revenues from all sources are projected to increase by 3 percent per year over the next five to seven years while expenses are projected to increase by an average of 4.3 percent per year. The College relies heavily on the property tax collections in St. Joseph County (48 percent of

operating budget). While the property values have held strong over the past ten years, increasing in valuation by more than 5 percent each year on average, the projection is that this will trend downward, especially given the recent down turn in the credit markets and valuation of home prices. The College relies on tuition for operating funding at about the same percentage of operating budget as its allocation from the State of Michigan. Both of these are likely not to provide substantial new funds in the next few years without increases in enrollment or through substantial increases in tuition rates. Glen Oaks will continue to monitor carefully tuition and fee increases, recognizing the need to remain financially accessible to students from all economic levels.

- **Facilities and Infrastructure:** The College recognizes the challenge of aligning the design and quality of available instructional facilities and infrastructure with the needs of its academic programs and the students enrolled. The College has no reliable source of funding, other than college reserves, for making major facilities and infrastructure improvements. Indeed, much attention needs to be given to campus facilities' maintenance and repairs. The College will need to devote about \$400,000

annually in the maintenance and repair category, substantially more to make the renovations desired in the College's Facilities Master Plan.

- **Competition:** The increasingly competitive higher education market in southwestern Michigan is an additional challenge. Area colleges in the public and private, not-for-profit and for-profit, onsite and online sectors have increasingly targeted similar markets that the College has attracted over the years. The challenge to the College is to remain relevant and attractive to the range of students in the greater St. Joseph County area. This may require exploring additional academic programs.

Opportunities

With each of the vulnerabilities, there may be specific opportunities for the College.

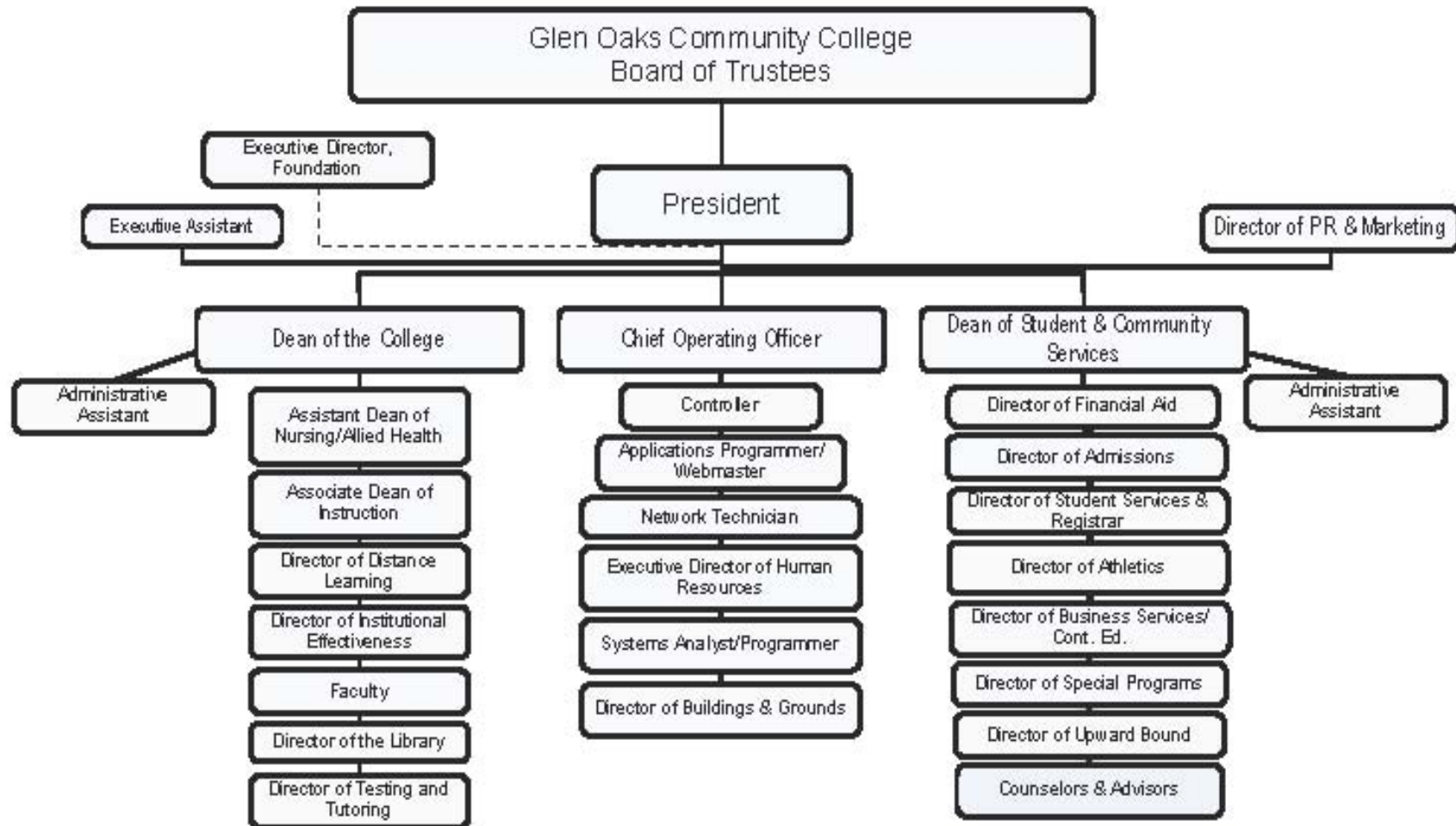
- **Fiscal Issues:** The College can use the current climate to examine carefully those areas of cost for alignment to the core mission and future of the institution. This will include determining if certain areas can be adjusted, whether some may be eliminated, and where targeted resources may need increases. Exploring how to better focus the College Foundation for increased program support, how to reach out to area communities for increased

support, and how to lay the groundwork for any possible future tax millage increases will be a central focus of college leadership. The fiscal pressures faced by the College are being faced by other colleges, including competitors, and learning from what others are able to accomplish and how they are able to change may help Glen Oaks see further opportunities in improving the College's fiscal future.

- **Facilities and Infrastructure:** The College is in the midst of a significant examination of and planning process on campus facilities and infrastructure needs. The campus Master Facilities Plan, Technology Plan, and Security Plan will help to focus college efforts in using scarce resources effectively. The College expects that the planning process will help identify both needs and potential sources for funding, both public and private, to ensure that the plan and needed improvements may be accomplished. In addition, developing a college Academic Master Plan will position the College for more effective targeting of academic support resources while helping to create a more innovative process for curricular change and development.
- **Competition:** It will be important to focus more effort on partnering and

collaboration with all area institutions, including K-12 districts. By developing improved relationships, the College not only achieves a greater value and level of performance but also improves the employability and transferability for our students and graduates. The College is reaching out to sectors of students that have not been adequately served in the past, including strengthening our Upward Bound Program and enrolling more students from Spanish-speaking families.

Glen Oaks Community College Organizational Chart



Glen Oaks Community College Organizational Chart by Function

