Transforming Lives and Advancing Communities

2015 Annual Report

Glen Oaks
COMMUNITY COLLEGE

Glen Oaks
1965 2015
Fifty Years of Commitment to the College Vision: Transforming Lives and Advancing Communities

This publication is intended to provide our community with a report of Glen Oaks Community College’s current and recent operations as well as review the institution’s first fifty years of service as we celebrate our Golden Anniversary.

I am delighted to be serving the college at this milestone time in its history and so pleased to help provide the educational opportunities that do ‘transform lives’ and ‘advance communities.’

It is no simple matter to try to capture the almost endless successes the college has experienced during its first half century. The hope in this publication with all these data and features will serve to communicate the essence of the impact of Glen Oaks since 1965. I encourage the reader to reflect on each section of this report and I am sure that, in total, the result will be both a sincere respect for the dedication of all those who came before as well as those who serve today. It was a bold undertaking that took a grain of an idea to provide a post-secondary education opportunity for St. Joseph County and turn the vision into an institution that has provided a path for more than 7,000 graduates. Many of these individuals served have taken their gift of learning on to great successes and represent the college and community in outstanding ways in all walks of life. Again, I am so humbled to be associated with Glen Oaks and all of our current and former faculty, staff, board members and most of all, students.

I know you will enjoy this “Annual Report” and “Fiftieth Anniversary” publication.

David H. Devier, Ph.D.
President, Glen Oaks Community College

Vision
Transforming Lives and Advancing Communities

Mission
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. A dynamic and relevant curriculum, accompanied by effective support services, enables the college to serve as a catalyst for creating and strengthening linkages among students, community members, businesses, and educational institutions. The college will respond proactively to changing local needs and fulfill its role in the global economy through the effective use of instructional and emerging technologies.

Values – “Glen Oaks CARES”

C – Communication and Civility: Glen Oaks values the open and responsible exchange of ideas. We uphold the importance of interacting in ways that demonstrate caring, civility, and respect while encouraging improved models for using technology to connect and improve the linkages among individuals and groups.

A – Access and Academic Success: Glen Oaks values having an open door to all students and believes that appropriate support is vital to the success of all students. Holding students and ourselves to high expectations, we celebrate learning within an educationally transformative environment: one that embraces diverse perspectives and creates meaningful connections between students, faculty, and student affairs professionals.

R – Responsiveness and Service: Glen Oaks values targeted actions to address area needs and internal needs within available resources. Recognizing that existing needs change dynamically, we value the role of the college in helping our communities prepare for the future as they develop, succeed and prosper.

E – Ethical Conduct and Transparency: Glen Oaks values acting on the basis of mutual respect. We hold ourselves accountable to the communities we serve and seek to model integrity in all we do. Information related to the college and its performance is understood as public and is made accessible and transparent.

S – Sustainability and Stewardship: Glen Oaks values habits and skills to improve our ability to acquire, develop, use, and manage resources to sustain the college’s mission. We exercise appropriate control over the college’s human, financial, academic, support services, and physical plant as essential to effective public stewardship.
Goal 1: Our Students will Succeed

Objective 1: By August 2021, increase the percentage of students attaining career/technical associate degrees or certificates by 3%. The 14/15 VFA* percentage of students attaining a degree or certificate was 7.5%.

Objective 2: By August 2021, increase the percentage of students attaining a non-career/technical associate degree or certificate by 3%. The 14/15 VFA percentage of students attaining a degree or certificate was 13.3%.

Objective 3: By August 2021, increase the percentage of students transferring to a 4-year institution by 5%. The 14/15 VFA percentage of students transferring to a 4-year institution was 28.8%.

Objective 4: By August 2021, of those testing at a pre-college level in math, increase the proportion of students who successfully complete college level math by 4%. The 14/15 VFA baseline was 19.9%.

Objective 5: By August 2021, of those testing at a pre-college level in writing, increase the proportion of students who successfully complete college level writing by 7%. The 14/15 VFA baseline was 23.1%.

Objective 6: By August 2021, of those testing at a pre-college level in reading, increase the proportion of students who reach college level reading by 7%. The 14/15 VFA baseline was 26.3%.

Objective 7: By August 2021, increase the proportion of part-time students who are retained Fall to Winter by 5%. The 14/15 VFA baseline was 43.4%.

Objective 8: By August 2021, increase the proportion of part-time students attaining an associate degree or certificate by 3%. The 14/15 VFA baseline was 11.0%.

Goal 2: We will increase Financial Security and Growth

Objective 1: By August 2021, increase the number of annual full-time equivalent students (as measured by the fiscal year equated students, or FYES**) by 6% to 790 students. The 2013-2014 FYES was 745 students.

Objective 2: By August 2021, increase grants by 25%.

Objective 3: By August 2018, the Early Middle College program will experience a minimum growth of 25 students each year. Baseline data will be established in 15/16 school year.

Objective 4: By the end of each fiscal year (6/30/16, 6/30/17, etc.), achieve and maintain a zero or positive net asset balance. Measure: Ratio analysis of assets to liability.

Objective 5: Maintain the sustainability of the physical plant, IT infrastructure, and institution’s academic capital. Measure: Fiscal year-to-year comparison of capital reserves and depreciation funding.

Goal 3: We will Continue to Build Our Community through Collaboration

Objective 1: By August 2017, host a minimum of 10 new organized community events on campus.

Objective 2: By August 2017, participate in a minimum of 6 new community events in which the college is represented.

Objective 3: By August 2017, establish an Alumni and Friends Plaza.


Objective 5: By August 2017, increase the number of employers utilizing GOCC for training by 10.

Objective 6: By August 2017, increase the number of internal individuals/groups donating to the Foundation by 25%.

Objective 7: By August 2017, increase the number of external individuals/groups donating to the Foundation by 50%.

Objective 8: By August 2017, increase the financial contributions (including in kind) that GOCC gives to the community by 10%.

* The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students’ goals and educational experiences.

** State definition of determining how many full-time equivalent students we serve.
GOCC Foundation was incorporated in 1979 as a not-for-profit 501 (c)(3) organization that supports the educational programs and services at the college. The Foundation raises and appropriates funds for various programs and activities which support the mission and objectives of GOCC.

**The Foundation Mission Statement**

The mission of the Glen Oaks Community College Foundation is to award scholarships and grants to students, faculty and staff members of Glen Oaks Community College, and to maintain and develop the facilities and services of Glen Oaks Community College for broader educational opportunities and services.
Early beginnings – to the first graduates
Glen Oaks Community College

During the late 1950’s and early 1960’s, the superintendents of the schools in St. Joseph County expressed an interest in creating a community college. In the spring of 1964, the superintendents approached the St. Joseph County Intermediate School District Board about conducting a feasibility study for chartering a community college.

The recommendation was accepted and Michigan State University was asked to conduct the study. A Citizens Advisory Council was formed and Norman Haas, president of Haas Corporation in Mendon, was selected to chair the study.

The findings concluded that a community college should be established in St. Joseph County to meet the high school educational needs; that the college offer both vocational-technical programs as well as general and adult education programs; and that the college work closely with business, industry, agriculture and educational leaders in the county to establish programs designed to meet the requirements of these segments of the community.

Accepting the report of the Citizens Advisory Council, the ISD sought and received approval from the State of Michigan. It was in the spring of 1964 that the Citizens Advisory Council set up an election to fund the college with a one and one-half mill levy, and to elect a Board of Trustees.

On June 14, 1965, the voters of the county authorized the establishment of the college by a margin of over two to one, approving a charter millage for its operation and support. More than 6,000 voters turned out for the election. Norman Haas of Mendon became president of the Board of Trustees.

Soon after, Nora Hagen, a well-known teacher and landowner from Centreville, Michigan, offered to donate her farmhouse and 120 acres of land as a gift to be used as the site for the central campus of the newly named Glen Oaks Community College for the education of the county’s young people.

A period of time was spent addressing concerns for sewage drainage on the land and working with the architectural firm of Gunnar Birkerts & Associates on the optimal design and construction of the building. It was decided to acquire another 160 acres of land contiguous to, and to the west of the Hagen property to complete the campus.

Although the main campus building would be west of the Hagen farm, the Hagen site was approved and accepted by the board in October, 1965. A plaque acknowledging Hagen’s contribution is embedded in a five-ton rock on the campus.

Also in the fall of 1965, the board appointed Dr. George W. Bowman, president of Marshalltown (Iowa) Community College, to serve as the first president of the college. His ability to manage the enrollment and his accreditation and academic standards stood out to the board.

In September, 1965, the board accepted the name “Glenoaks,” because of an oak glen (grove of oak trees on the high ground on the property), but changed the name three weeks later to “Glen Oaks.”

In January, 1966, the board selected dark green and bright metallic gold for the college colors. It was quite a busy year as the board worked on planning curriculum, recruitment, financials and the budget. Administrate and staff positions were filled and student applications were being accepted. Gilbert Edgerton of Burr Oak, was the first student to enroll.

During this time, the board began working with the architects on the needs, approval and construction of the building. A groundbreaking ceremony for the new building was held in August, 1966. In January, 1967, the board finalized the agreement with the Miller-Davis Construction Company of Kalamazoo with the initial bid being $4,128,000, which was later pared back to $3.5 million.

As it became apparent that the building would not be ready for students in the fall of 1967, the board sought temporary quarters for the 1967-1968 school year. They entered into an agreement to operate in the 40-year-old White Pigeon, Michigan High School, which had been scheduled for demolition. The cost to the college was to pay for the demolition at the time the college moved into the new headquarters.

The College began to hire faculty – David Gosling of White Pigeon, Michigan, was the first of 23 instructors who were hired. Glen Oaks opened its doors on Friday, Sept. 15, 1967 in the old White Pigeon High School with 729 students enrolled.

In the words of President Bowman, the philosophy of the community college was “to attempt to serve the educational needs of the entire community.” Instructors were required to have a master’s degree and experience in teaching – Glen Oaks classes would be smaller than a university and tuition would be less expensive.

Thus was the early beginnings of what has now become 50 years of Glen Oaks Community College serving the community.

Here are some of the highlights of the first few years.

1967

• The Student Advisory Committee sponsored the first Glen Oaks student government election. Douglas Buzel of White Pigeon, was elected president of the Student Senate.

• Coach Ken Schulter’s basketball team won five out of six of its first games and ended the season with thirteen victories against eight losses. Glen Oaks had only probationary status in the Michigan community and Junior College Conference, but became the “team to beat.”

• Tom Soper, English instructor, coached the cross country team, transporting them in personal autos to meets because the college had no transportation.

• Coach Schulter fielded the first baseball team. The team ended the season with four wins against eight losses. This was a good record for a team that had no practice field.

• The college chooses a name. Two factions quickly developed. One, lead by Coach Schulter, wanted the “Vikings” the other wanted, “Thunder Chickens.” In the vote, “Vikings” won a narrow victory. Will Roberts of Three Rivers, drew the first depiction of the Glen Oaks Viking.

• The first issue of the “Voice of the Vikings” was published. Cathy Baldwin of Shipshewana, Indiana, was the first editor.

• Coach Ken Schulter’s basketball team won five out of six of its first games and ended the season with thirteen victories against eight losses. Glen Oaks had only probationary status in the Michigan community and Junior College Conference, but became the “team to beat.”

• Music students started a local chapter of Sigma Pi Alpha under the direction of music advisor Robert Gray.

• The college held an Honors Convocation on June 13, 1968. Although not a formal graduation ceremony, the college awarded its first associate of arts degree to Daisy Allabach, who is officially the first graduate, having transferred in a number of credits from a prior institution. The first class of nurses received certificates at this ceremony.

• Fall classes continued to be held in the old White Pigeon High School and every other suitable space in the village. There were nearly 1,000 students.

1969

• Feb. 4, 1969 – Second semester classes began in the new building.

• June 13, 1969 – Glen Oaks held its first graduation and the dedication of its new building. Dr. James W. Miller, WMU president, gave the graduation address while Nora Hagen gave the dedication address. Edgerton was selected to be the first person to receive his degree having been the first to enroll. Ninety-five students received degrees or diplomas at the inaugural graduation.

“It is my hope that I have made a lasting contribution to the education of the young people of this county, for that was my intent and purpose in making this gift of my home and my land, which are so dear to me.

It is my prayer that God will bless the young men and women who will pass this way some day, and that my contribution may, in the future, make St. Joseph County proud beyond measure of its college and its young people.”

Dr. George W. Bowman was the first president of Glen Oaks.

Nora Hagen, a retired Sturgis teacher, became the principle benefactor of Glen Oaks Community College when she gave her family farm to the college in memory of her family.

Musicians will play in a local joint local chapter of Sigma Pi Alpha under the direction of music advisor Robert Gray.

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Points of Pride
• Glen Oaks Community College has received full accreditation status since April 1975 and has received reaffirmation through 2023 from the Higher Learning Commission of the North Central Association of Colleges and Schools. The HLC has regional accreditation responsibilities for higher education institutions in the central United States.
• Glen Oaks exceeds the national average in both graduation and transfer rates—18.3 percent of Glen Oaks students earn an associate degree, compared with the national average of 16.4 percent.
• Nationally, 46.2 percent of new students to a community college leave post-secondary education without completing a certificate or degree, compared with 34.1 percent at Glen Oaks.

Late 1950s and early 1960s: Discussions to set up a community college in St. Joseph and Branch counties had begun among the school superintendents. Branch County withdrew from the talks.

Spring 1964: The superintendents approached the St. Joseph County Intermediate School Board to direct a feasibility study for chartering a community college. The ISD accepted the recommendation at a meeting of 42,332, and at the April meeting the Board set June 14, 1965, for an election to establish a community college, to fund it with a 1.5 mill levy and to elect a board of trustees. The state responded favorably to the study.

June 14, 1965: Election to establish a community college. 6,000 voters turned out and approved the establishment and funding of a community college district for St. Joseph County by a better than 2-to-1 margin.

June 29, 1965: Newly-elected Board held its first organizational meeting. President of Board of Trustees was Norman H. Haas of Mendon.

Sept. 1, 1965: The board of trustees accepted the name “Glen Oaks” — grove of oak trees on high ground. Three weeks later, the Board changed the name to “Glen Oaks” because area newspapers had referred repeatedly to it as Glen Oaks.

Sept. 23, 1965: As debating went on whether to build the college in Sturgis or Three Rivers, Nora Hagen made a formal offer of a gift of 110 acres of land to be used as the site for central campus. A Sturgis Journal editorial noted the contribution was valued at about $50,000. The editorial stated, “The site is located in one of the outstanding beauty spots of this county. The land is rolling and rugged. When the campus is fully developed it will become an educational attraction for all of Southern Michigan.”

Oct. 4, 1965: At a special executive board meeting, the board of trustees accepted Hagen’s offer and hired Gunnar Birkerts & Associates, located in Birmingham, Mich., as the college architect.

October 1965: George W. Bowman, president of Marshalltown (Iowa) Community College, was selected as the first president of Glen Oaks Community College.

Oct. 10, 1965: The Board publicly accepted the gift and exercised options to purchase more than 160 acres of adjoining land.

November 1965: The Board issued bonds for $2.5 million to construct the college building.

Jan. 12, 1966: Board chose school colors of dark green and bright metallic gold as suggested by Dr. Eleanor Gillespie.

September 1966: Board discussion that curriculum would determine the design of the building. Projected enrollment 400-600 students.

July 3, 1967: The Board authorized President Bowman to complete the contract with Miller-Davis.

July 1967: The Miller-Davis crews moved onto the Glen Oaks site to begin construction.

August 1967: The first students enrolled at the Centreville campus and Glen Oaks opened for class in the old White Pigeon High School. The first enrollment included 729 students. The enrollment exceeded the most optimistic projections.

Sept. 15, 1967: First day of classes included an orientation and faculty meeting. The students attended standardized tests for three days.

Fall 1967: Enrollment was 729 students — 374 full-time students, 355 part-time students. Of the full-time students, 266 were in district, 58 were in state but out of the district and 50 were out of state. Of the 374 full-time students, 152 were listed as vocational-technical and 22 as academic. The Student Advisory Committee sponsored the first Glen Oaks student government election. Elected were President Douglas Busz of White Pigeon, First Vice President Nick Hoffman of Mendon, Corresponding Secretary Kathy Hall of Coldwater, Recording Secretary Joan Kaimr of Centreville and Treasurer Phil Avery of Colon.

Fall semester 1967: Ken Schuler’s basketball team won five out of six of its first games and ended the season 13-8. Glen Oaks had only pre-baby boom standards in the Michigan Inpyrity and Junior College Conference, but became the “team to beat.” Schuler also fielded the first baseball team. The team ended the season with four wins against eight losses. This was a good record for a team that had no practice field. The college chose a nickname — two factions quickly developed — one, led by Shuler, wanted the “Vikings” the other wanted, “Thunder Chicks.” In a vote, “Vikings” won a narrow victory. Will Roberts of Three Rivers drew the first depiction of the Glen Oaks Viking.

March 25, 1968: The release of the first issue of the “Voice of the Vikings” under the editorship of Cathy Baldwin.

1968: The Faculty Senate began quietly as an unaffiliated organization.

June 13, 1968: The college held an Honors Convocation. There was no formal graduation ceremony, but students, who had transferred enough credit to be eligible for a Glen Oaks degree or who had completed the requirement for a one-year vocational certificate, were part of the program. Daisy Allabach became the first to receive a Glen Oaks degree. The first class of nurses received certificates. The class included Helen Casselman, Melba Houseworth, Donna Kaskell Phyllis Keoost, Karen Loy, Sarah, Jane Laguire, Beverly Shumond, Lorenne Middel, Bonnie Murphy, Trudy Rozman, Christine Osvalt, Sara Wiser, Lorenne Nichols and Florence Yoder.

June 1968: TRAV applied for a $330,000 Vocational-Educational Facilities Act grant to help cover the costs of the new addition that would house the automotive and machining and tool technology teaching facilities.

Fall 1968: Classes resumed in the old White Pigeon high school building. Classes opened with 834 students. Faculty had nearly doubled, going from 4 to 42 instructors and a number of part-time instructors.

Nov. 20, 1968: Board approved the purchase of a 24 passenger bus for $8,740.

Fall semester 1968: Music students started a local chapter of Sigma Xi Alpha, with Ken Durgan as president and Diana Graham as vice-president. Gordon Noble directed most of the plays presented by the Glen Oaks Players drama club.

February 1969: Dean of Instruction Harold V. Shedler became the college’s public relations director.

Fall 1969: A short 18 months after the first semester the community was disillusioned with Glen Oaks. 1. Students wanted to transfer to four-year institutions, they did not want a two-year vocational program. 2. The college building that Gunnar Birkerts designed and Miller-Davis built did not look like it cost $3.5 million and it looked. A senseless feud developed between Dr. George Bowman and Trustee Abraham Jaffe. There were budget crises and calls for more money to operate the college and to complete the construction program. The cumulative effect of these events came close to ending the college and caused a loss of community enthusiasm for the college.

April 1970: The Board renewed the contract with Gunnar Birkerts and Associates, to pursue the automotive-machine tool addition to the building.
By completing dual enrollment courses, a number of students have been able to complete their associate degrees from Glen Oaks prior to their high school graduation.

In partnership with Michigan Works and the St. Joseph County Department of Human Services, Glen Oaks hosts the St. Joseph County Job Fair each year -- recently, 54 employers participated and over 200 job seekers attended.

The automotive technology program at Glen Oaks Community College has received accreditation by NATEF and the National Institute for Automotive Service Excellence (ASE). The program has been accredited in the following areas: maintenance and light repair.

The TRIO Student Support Program serves 140 low-income and/or first-generation students and students with documented disabilities each academic year.

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The college celebrated its 50th anniversary with students, faculty, staff, alumni and the community through many different events and activities held throughout the year.
Programs of Study

**General**
- Associate of Arts
- Associate of General Studies*
- Associate of General Studies - Emphasis in International Studies
- Associate of Science

**Arts, Communications, Humanities, Sciences**
- Associate of Arts in Visual Arts
  - Emphasis in Commercial Photography
  - Emphasis in Fine Art
  - Emphasis in Graphic Design

**Business, Management, Marketing, Technology**
- Associate of Business
- Associate of Applied Science in Business
- Associate of Applied Science in Business: Concentration in Agricultural Operations (Agribusiness) - MSU
- Associate of Applied Science in Computer Networking**
- Accounting Certificate
- Computer Information Certificate
- Computer Support Technician Certificate
- Database/Programming Certificate
- Management/Marketing Certificate
- Management/Supervision Certificate
- Mobile Phone Applications Development Certificate*
- Network Administration Technician Certificate**
- Web Page Design Certificate

**Engineering/Manufacturing, Industrial Technology**
- Associate of Applied Science in Technology**
- Automotive Service Certificate**
- Automotive Technician Certificate**
- Computer Aided Drafting and Design (CADD) Certificate**
- Electrical Technologies Certificate**
- Machine Tool Certificate**
- Welding Certificate**

**Health Sciences**
- Associate of Applied Science in Nursing
- Associate of Applied Science in Allied Health Coding Specialist/Physician-Based Certificate*
- Health Care Worker Certificate
- Phlebotomy Technician Certificate
- Medical Administrative Specialist Certificate
- Medical Assistant Certificate
- Practical Nursing Certificate

**Human Services**
- Associate of Applied Science in Criminal Justice**
- Associate of Arts in Education and Human Services
  - Emphasis in Early Childhood Education
  - Emphasis in Elementary Education
  - Emphasis in Secondary Education
  - Emphasis in Special Education
  - Emphasis in Family Life Education
- Early Childhood Education Certificate
- Educational Paraprofessional Certificate
* Fully Online Programs
** Evening Program Options
New course designed to build confidence and enhance student success

If you’ve struggled with some aspects of school in the past or your skills have dulled with the passage of time, jumping right into the college experience may seem pretty daunting.

Glen Oaks Community College has introduced a new class this year aimed at building students’ confidence and motivation to succeed both in school and in life.

The three-hour course is mandatory for all students who are required to take at least two developmental courses to improve their entry reading, writing or math skills.

The course—College and Life Strategies—was developed after Glen Oaks’ staff had an in-service with Skip Downing, nationally known expert in student success, particularly when making the transition to college.

Rather than focusing on the fundamentals of note-taking and test prep, Downing stresses personal responsibility, self-motivation and management, believing in oneself and the concept of lifelong learning.

According to Sarah Simmons, a GOCC chemistry professor who is one of six developers of College and Life Strategies, this isn’t your traditional “student success” class.

“What we loved about this approach is that it’s not just all the mechanical things about college. These are things all of our students—even us—struggle with,” Simmons explained. “These are the things that allow you to strive not only through your classes but in your goals in life.”

When GOCC students enroll, placement tests are required to measure their reading, writing and math skills. If tests show they lack the skill levels necessary for college-level work, those students are placed in developmental courses to reach that level.

Currently, about 60 percent of GOCC students must take one or more developmental courses.

According to Glen Oaks data, about 25 percent of students who test into a developmental subject eventually reach college-level skill levels in all subjects.

Officials hope adding this course, a required orientation and personal advising will help more students succeed and remain in school.

“A lot of students come in thinking they are not college material or they’re not a ‘math person,’” Simmons said. “We want them to focus on the things they can do to reach their goals. We want to help our students figure out exactly what they want to do and encourage motivation and surrounding themselves with people who support their goals and dreams.”
**Trio Program Positively Impacts Student Success**

Phrases like “nervous wreck,” “fear of failing” and “just plain scared” are not uncommon for many first-time college students preparing to dip a toe in the pool of higher education.

That’s especially true for so-called “first generation” college students who may be the first in their families to deal with course schedules, completing financial aid forms and possibly juggling school, a job and parenting. Low-income and disabled students also face special challenges negotiating the maze of higher education.

But a federal program that began more than 50 years ago is proving to be a lifeline to success for many eligible Glen Oaks Community College students. GOCC’s Trio Student Support Services staff reaches out to those students with one-on-one advising, mentoring, career counseling and help applying for financial aid.

Trio participants have been exposed to area cultural sites and make group visits to four-year universities. And workshops offer them tips on everything from study skills and test-taking to stress management and career exploration.

“Trio students and staff share a common goal: Student Success. We take just as much pride in our students’ accomplishments as they do,” said Anne Springsteen.

Trio staff, located in Student Services, provides advisors who can individually walk students through the process of enrolling, choosing and scheduling classes, obtaining financial aid and even finding transportation.

Trio services are free to eligible students, thanks to nearly $220,000 from the federal Department of Education.

“If it wasn’t for Trio, I wouldn’t be sitting here right now,” said one student who has turned fear and uncertainty into academic success.

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Students are Trio eligible if:

- Neither parent has received a four-year college degree; or
- One has a low family income, defined on a federal scale based on the number of people in his/her family. For a single student, annual income must be below $17,655; for two people, below $23,895; three, $30,135; or four, $36,375; or
- One has a documented disability defined by the Americans With Disabilities Act.

“If it wasn’t for Trio, I wouldn’t be sitting here right now,” said one student who has turned fear and uncertainty into academic success.
During orientation we want to let students know what’s available to help them be successful.

The new, in-person orientation requirement replaces an online check-in, after research showed student retention rates improved with more personal contact.

Over the summer, Glen Oaks hosted groups of 20-25 students for a personal, multi-faceted introduction to the school. According to Clarice Beck, executive assistant to admissions, each was given a sling bag filled with information on specialty services, a student handbook and a review of tuition and fees.

“During orientation we want to let students know what’s available to help them be successful,” Beck said, referring to programs, services and other resources available to all students.

New students were introduced to the campus computer lab where they set up their student accounts and email. A building tour showed them where classrooms, the library, student services and financial aid are located and they had face-to-face meetings with academic advisors to schedule classes, and financial aid and the cashier’s office to review costs. They also received their student identification cards upon registration.

“This is hands-on and they touch base with every department,” Beck explained. “They walk out the door as a Glen Oaks student.”

Previously the college had offered both face-to-face and online orientation for both new, on-campus and distance learning students. Now nearly all new students are required to come to campus for the on-campus orientation, a move that officials hope will get students more comfortable, engaged, invested and informed about their upcoming college experience.

Peer tutoring program offers students individual assistance in subjects, writing and reviewing for tests

Glen Oaks Community College’s commitment to helping students achieve doesn’t end with accessible instructors who go the extra mile in the classroom.

Sometimes a math concept doesn’t click the first or even the second time it’s explained. Writing a paper can seem like an insurmountable task at the onset.

In a typical semester, 125 GOCC students will visit the school’s Tutoring and Testing Center, some for one-time help while others may drop in several times a week throughout the semester for tutoring. From math to pharmacology, the TTC can offer struggling students tutors who are familiar with the courses.

The tutors aren’t faculty members. Instead, Glen Oaks employs peer tutors—students who have taken the courses and earned grades of 3.5 or 4.0 or have permission of the instructor. According to Rebecca Burch,
professor of psychology and former TTC director, struggling students sometimes connect more easily with peers who are students themselves.

And, it is well known that teaching different methods are effective with the different learning styles of students. “There are studies that say if you’re an extrovert, talking out a problem is the way to go,” she said. “An introvert is more likely to think it through.”

Burch said most students seek help with math, science and accounting coursework, while some visit the TTC for proofreading help or suggestions on a paper they are writing. Tutors can work with small groups, but most students prefer individual help.

“They like to come in either before class or after class to review and ask questions,” Burch explained. “Sometimes they’re looking for help before a test.”

Most tutors are on campus taking classes themselves and plan their tutoring hours around their class schedules. However, some tutors are former students who work while taking classes at Western Michigan University.

The TTC has recently moved into the E.J. Shaheen Library Commons. The center is open Monday-Thursday from 8 a.m. to 8 p.m.; Fridays, from 8 a.m. to 4 p.m.; and 9 a.m. to noon on Saturdays.

**Getting credit when credit is due — program offers former students opportunity to receive associate degrees**

Did you forget something after leaving Glen Oaks Community College?

Dozens of one-time GOCC students may be able to add an associate degree to their resume or earn the degree in less than 12 credit hours.

Glen Oaks is reaching out to many former students to determine if they have left a potential associate degree on the table. For those students, the degree can enhance their resumes and reflect their academic achievement. For the college, the so-called “reverse transfer” outreach will improve GOCC’s “completion” statistics that are considered a measure of success by Michigan Gov. Rick Snyder.

Here’s how it works.

First, Glen Oaks has partnered with Western Michigan University, Grand Valley State University and Ferris State University—the three state universities where the majority of GOCC students transfer to earn a four-year degree. The universities helped identify students who had transferred in with some GOCC credits but not the 62 credits necessary for a formal associate degree.

Letters went out to those students urging them to take advantage of “getting credit when credit is due.” In several cases, former GOCC students had subsequently earned sufficient credits at four-year universities to qualify them for their associate degrees.

“It was a matter of transferring those other credits back to Glen Oaks and having them evaluated,” said Beverly Andrews, GOCC registrar. “If you earned an associate degree, why wouldn’t you want to have it? And those cases improved our completion rate.”

In some cases, the students had completed a bachelor’s degree and could add an associate degree to their resume. In others, Andrews said “life happens” and the undergraduate degree goal was placed on a back burner.

“But at least they could use the credits they did have to show completion of an associate degree,” she explained.

Glen Oaks also is using a Win/Win grant to scour its own records in search of former students on the cusp of earning degrees.

“We found 15 people who qualified for an associate degree,” Andrews explained. “When we sent out letters to them, ten opted to get their degree.”

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Dozens of one-time GOCC students may be able to add an associate degree to their resume or earn the degree in less than 12 credit hours.
The search is on for another 132 former GOCC students who left school within 12 credit hours of degree completion. Andrews said if the college can locate them, those students will be advised exactly what two or three classes they need to complete and finally earn their associate degree.

For more information about reverse transfer or the Win/Win program, contact the GOCC Registrar’s Office at 269-294-4248.

Phi Theta Kappa, the largest international academic honor society for community colleges, has welcomed hundreds of students to the local Alpha Delta Omega chapter since the 1980s.

To be considered for tapping, a student must have a 3.5 grade-point-average after completing at least 12 credit hours of coursework.

PTK chapter is 20 percent above the national average in—completion, enrollment and transfer

It is one of the largest and most active organizations on the Glen Oaks Community College campus. And it ranks above the national average for the percentage of students it inducts into its honor ranks, based on the size of GOCC’s enrollment.

Phi Theta Kappa, the largest international academic honor society for community colleges, has welcomed hundreds of students to the local Alpha Delta Omega chapter since the 1980s.

To be considered for tapping, a student must have a 3.5 grade-point-average after completing at least 12 credit hours of coursework.

But the necessary credentials don’t end there. In addition to academic achievement, membership also requires inductees to demonstrate fellowship and community service that they carry on as part of the group’s campus and community mission.

According to Ben Fries, GOCC’s student success advisor and PTK chapter advisor, the organization partners on projects with St. Joseph County Domestic and Sexual Abuse Services, has sponsored faculty-versus-staff athletic events and convenes regularly to support its members.

Among PTK’s notable efforts is an annual college-completion event where members set up tables on campus to urge fellow students to sign pledges to complete their college educations—whether that be associate degrees or continuing on for bachelors degrees.

PTK members take that pledge to heart. In both 2013 and 2014, 100 percent of its members either completed GOCC degrees, transferred to four-year schools or remain enrolled at GOCC to continue work toward their degrees.

“As a national average, a Phi Theta Kappa member is four times more likely to complete their degree than other students,” Fries said. “Our chapter is 20 percent above the national average when it comes to completion, enrollment and transfer.”

GOCC’s PTK chapter has diverse membership, ranging from high school students who are taking college courses while still in prep school, to older, non-traditional students returning to school to retrain.

Members can apply for PTK scholarships and those who transfer to a Trine University degree program receive a $25 discount off the usual credit-hour cost, Fries said.

Some local PTK members have been involved in the honorary society on the regional, national and international levels. GOCC chapter president Anne McLeod, of Three Rivers, recently won recognition at the organization’s international convention.

“Since the 1980s, Phi Theta Kappa has given Glen Oaks students the opportunity to celebrate their successes,” Fries said. “It’s great to be blessed with such a gift for learning and to be able to celebrate it.”
New program offerings in response to industry demand

Glen Oaks Community College is responding to the area businesses’ need for skilled trades workers by bringing back some discontinued technical training courses and adding new ones to its offerings this fall.

That’s good news for employers facing a shortage of employees with ready skills and for students who can begin new careers, in some cases after taking just one class.

Courses like machine tool, computer-assisted design, automotive technology and electrical trades are being revitalized and reinstated.

Glen Oaks also has developed offerings to respond to several new, in-demand fields. A new associate degree program in computer networking will ready students for industry-wide certifications and jobs in the information technology field.

A new associate degree of applied science in agribusiness is a cooperative effort with Michigan State University, focusing on farming fundamentals and crop management. Students can take all their coursework at Glen Oaks and enter into the agribusiness workforce or transfer their credits to MSU to complete a bachelor’s degree.

GOCC President David Devier hopes an increasing number of students will pursue degrees at Glen Oaks. But he says completing even one course can move someone from joblessness to a full-time job with benefits.

“Someone who takes the six-hour certified nurse aide course and passes the exam and skills test can go to work tomorrow in a nursing home,” he explained. “We’ve already seen students take one course in welding and they go out and get a job. Anybody with any skill in the trades is very marketable. Our businesses are looking for these people.”

According to Devier, the recession of the mid-2000s hit the area’s manufacturing employment hard, bottoming demand for some of the trade skills Glen Oaks was teaching. At the same time, the school had to...
decide if enrollment justified replacing long-tenured instructors who were set to retire then. The machine shop and computer-aided drafting were shuttered.

Today, Devier said new trades classrooms have been reestablished and curriculum has been undated to meet current trends.

“Learning to fix TVs has disappeared and students are learning residential, commercial and industrial wiring and how to set up machines in a shop,” Devier said. “In the year and a half I’ve been here, we’ve heard this need in the community and brought the machine shop back, we’ve moved the electrical lab and we’re expanding auto technology and welding, even for our high school CTE students.”

Devier said the new agribusiness degree recognizes the importance of agriculture in the St. Joseph County economy and the need for a trained workforce. The curriculum includes 34 credit hours of MSU courses, ranging from farm management and precision ag technologies, to crop, soil and natural resource science. Students also will complete agriculture technology internships.

For more information about any of GOCC’s career training programs, call 269-467-9945.

Open-Entry/Open-Exit format offers flexibility for students

Learning a skilled trade can be the ticket to higher pay and job security. But scheduling school around a job and family responsibilities can seem impossible.

What if you could learn and demonstrate skill mastery on your schedule?

That’s possible now at Glen Oaks Community College where students enrolled in machining, welding and electrical trades can work at their own pace thanks to new, open entry/open exit scheduling.

Students work through computer-based lessons at their own pace to learn the nuts and bolts of the skill. Once a computerized assessment shows mastery of that knowledge, the student goes into the welding, machining or electrical learning lab where staff assists them in learning the hands-on skills. They test again, this time to show mastery in performing the required trade-related tasks.

While open-entry/open-exit students cover the same material learned in the traditional class, these students learn at their own pace, covering the curriculum as quickly or as slowly as their schedules allow.

GOCC President David Devier said Glen Oaks purchased the module-based learning programs that have been successfully used for years at Kellogg Community College. Devier, whose own background is in vocational education, said most students who enroll in trade training have had some experience that prompted their interest.

So instead of requiring students to fit life around regularly scheduled class times, students can schedule their computer and lab time into their work and family schedules. There are no regimented test schedules or semester deadlines. Instead, students move through the modules and labs at their own paces.

While Devier said the format offers flexibility to busy people, it can be challenging for procrastinators.

“If you’re a slacker, it could be a problem,” he explained. “But if you’re self-motivated, there’s a real opportunity.”
Employee training is key to success in changing job market

With changing technologies and changing markets, it is more important than ever to invest in an organization’s most important resource—its people. The Glen Oaks Community College, Business Outreach and Services department offers a broad range of courses designed for an individual’s professional growth and development, to customized training in order to provide education and training tailored to businesses’ specific needs.

“The GOCC Business Outreach and Services Training department provides quality workforce training and development to help grow and prosper St. Joseph County,” said Paul Aivars, director of business outreach and services. “Through innovative assessment, delivery and evaluation, we are able to assist organizations with training, plan development and implementation.”

Today’s workplace is inundated with change as new technologies, processes and equipment emerge daily. To keep up with all these changes, an organization’s employees need ongoing training. GOCC provides efficient and effective training with an eye on the bottom line that focuses on developing a company’s most important asset—its employees.

“The training is available at the workplace or at the college, so you’re paying employees for training time, not commuting time,” Aivars explained. “Also, we arrange training according to a business’ schedule including early morning and evenings to accommodate the complex schedules of today’s workplace.”

Instructors are licensed professionals experienced in the classroom and the workplace. Training content meets your business goals, whether immediate, short-term or long-term. All training includes hands-on experience, participant involvement and plenty of time for questions and answers.

The experienced staff, instructors and consultants work in partnership to ensure every aspect of the training process is tailored to one’s exact requirements: from the development of custom-tailored training to post-course evaluation.

**Incidences of Developmental Education**

Data Source: Michigan Governor’s Metrics, Education Dashboard, 2009-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>GOCC</th>
<th>Linear (State)</th>
<th>Linear (GOCC)</th>
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</tr>
<tr>
<td>2014</td>
<td>54%</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>2015</td>
<td>51%</td>
<td>56%</td>
<td>54%</td>
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**Distance Education**

Percentage of Total Enrollment by Term

<table>
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<tr>
<th>Term</th>
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<th>13/FL</th>
<th>14/FL</th>
<th>15/FL (Proj.)</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
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<td>23.2%</td>
<td>24.2%</td>
<td>23.2%</td>
</tr>
<tr>
<td>2012</td>
<td>25.7%</td>
<td>24.6%</td>
<td>25.7%</td>
<td>24.6%</td>
</tr>
<tr>
<td>2013</td>
<td>27.4%</td>
<td>26.1%</td>
<td>27.3%</td>
<td>26.1%</td>
</tr>
<tr>
<td>2014</td>
<td>29.1%</td>
<td>27.7%</td>
<td>29.0%</td>
<td>27.7%</td>
</tr>
<tr>
<td>2015</td>
<td>30.8%</td>
<td>29.3%</td>
<td>30.5%</td>
<td>29.3%</td>
</tr>
</tbody>
</table>

*Not enrolled in any DL courses
*Enrolled in some, but not all DL courses
*Enrolled exclusively in DL courses
Glen Oaks partners with Michigan State University to offer Agribusiness program

Glen Oaks Community College has entered into a partnership with Michigan State University to offer an Associate of Applied Science in Business degree with a concentration in Agricultural Operations (Agribusiness).

The partnership allows students to earn a certificate from the MSU Institute of Agricultural Technology (IAT) while working toward an associate degree from Glen Oaks. The partnership between the two institutions benefits those seeking employment in the agricultural industry. Every credit earned will transfer to MSU for students seeking a four-year degree.

“We have been working with representatives from MSU’s College of Agriculture and Natural Resources for quite some time to prepare this program for launch,” said Kevin Conner, Glen Oaks professor of information technology. “The degree prepares students to move directly into the workforce or continue in further studies in agriculture. Students will take courses from both Glen Oaks and Michigan State University’s Institute of Agricultural Technology, and the program will emphasize fundamentals in farm and crop management.”

Students in the program will gain a solid background in plant and soil science, precision agriculture, water management, entomology, plant pathology and business management. Students will also have exposure to exciting opportunities available in the industry.

Early on, Mark Trowbridge, president of the Centreville School Board, was a driving force in pursuing the idea of such a program in the county. His son was involved in the Career Tech Education Agriculture program in Centreville and is currently a student studying agriculture at MSU. “I felt there was a void in our county for students who wanted to pursue careers in agriculture,” said Trowbridge. “As a result of my son attending MSU, I had exposure to the type of off-campus programs that MSU offers in agribusiness and shared these with Glen Oaks administration in an effort to stimulate conversation.”

The degree prepares students to move directly into the workforce or continue in further studies in agriculture.

...
Glen Oaks saw the interest and formed an advisory committee to help identify the need for types of agricultural careers in the region and continue the process of working on the partnership with MSU.

“We are very excited about what we have put together here,” said Dr. Randy Showerman, director of the Institute of Agricultural Technology at MSU. “Many of the courses will be taught by people from the community. We work with our extension educators to identify instructors. Some of the courses will be delivered online.”

All the courses are designed to help students develop a background on how to either run their own agriculture-related business or be a valuable employee in a larger operation.

“This is a tremendous value added for students in this community,” said Showerman. “Many students aren’t able to afford to go off to a four-year school and live away from home. Some students are uncomfortable with the whole idea of going to a big school.”

GOSHEN COLLEGE PARTNERS WITH GLEN OAKS TO OFFER RN TO BSN PROGRAM IN CENTREVILLE

Registered nurses now have a new avenue to achieve their bachelor’s degree in St. Joseph County, Michigan. Glen Oaks has entered into a partnership with Goshen College, of Goshen, Indiana, to bring its RN to BSN Program to Centreville.

“The demand for the nursing workforce to hold a bachelor’s degree continues to grow,” said Dr. David Devier, president of Glen Oaks Community College. “The community has expressed an interest in this program and we felt that this was the right time to move forward. We made contact with administrators at Goshen College last winter and we are delighted that we were able to pull this together in a fairly short amount of time. Goshen College is highly respected in the community for its nursing programs.”

“THE DEMAND FOR THE NURSING WORKFORCE TO HOLD A BACHELOR’S DEGREE CONTINUES TO GROW.”

THE INSTITUTE OF MEDICINE IS CALLING FOR 80 PERCENT OF THE NURSING WORKFORCE TO HOLD AT LEAST A BACHELOR’S DEGREE BY 2020,” SAID DR. JAMES BRENNEMAN, PRESIDENT OF GOSHEN COLLEGE. “NURSING EDUCATION HAS BECOME A NATIONAL PRIORITY AND MANY HOSPITALS NOW REQUIRE ONE TO COMPLETE HIS/HER BSN IN THREE TO FIVE YEARS. WE ARE EXCITED TO BE ABLE TO BRING THE PROGRAM TO THE GLEN OAKS CAMPUS.”

The Goshen College RN to BSN program is designed for registered nurses with an associate degree from an accredited college or university. One can complete a Bachelor’s of Science in Nursing degree while working full-time. All books and materials are included in the tuition cost and are brought to the classroom by the instructors. To enroll, one must have an active Indiana or Michigan nursing license. Clinical hours are typically completed at one’s place of employment.

The Goshen College RN to BSN program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The format is a cohort model (students move through coursework as a group); students take one class at a time and attend class one night a week from 6 to 10 p.m. year-round. Students complete the 40-credit hour program in 19 months.

THE GOSHEN COLLEGE RN TO BSN PROGRAM IS FULLY ACCREDITED BY THE COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE). THE FORMAT IS A COHORT MODEL (STUDENTS MOVE THROUGH COURSEWORK AS A GROUP); STUDENTS TAKE ONE CLASS AT A TIME AND ATTEND CLASS ONE NIGHT A WEEK FROM 6 TO 10 P.M. YEAR-ROUND. STUDENTS COMPLETE THE 40-CREDIT HOUR PROGRAM IN 19 MONTHS.

Glen Oaks Community College currently has partnerships with four-year institutions including Goshen College, Michigan State University, Spring Arbor University and Trine University.
At the end of five successful years, they’re either trained to enter the workforce with marketable skills or they can transfer to a university with junior status.

Studies show Michigan’s average bachelor’s degree recipient from a public university graduates owing $30,000 in student loans. The 13th year program could cut that debt nearly in half for local students.

While participants in the so-called Early/Middle College initiative would technically take five years to graduate from high school, districts could allow them to “walk” in their class commencement but officially receive their prep diplomas later.

GOCC President Dr. David Devier said St. Joseph County’s 13th year proposal received state approval last spring. Now local districts, the St. Joseph County Intermediate School District and GOCC are working out “a lot of moving pieces” to implement it beginning in 2016.

“This only works if a student knows as a (high school) freshman what they want to do—pursue a degree or concentrate on a career technical area,” Devier said. “If they can complete an associate degree in the 13th year, they’re ready to transfer as a junior with no debt. A student could work on the prerequisites for the nursing program in high school and be ready to begin clinicals after the 13th year.”

Finishing a vocational certificate program means a 13th year graduate can be job-ready in a sought-after job market.

“If I’ve got a trade, I’m going to immediately earn more than someone hired as a new elementary teacher,” Devier said. “Every piece of education they gain gives them more options in life.”

LEAVING HIGH SCHOOL WITH AN ASSOCIATE DEGREE

Traditionally, taking five years to complete high school signaled that a student had failed classes or had excessive absences. Now it may mean they’re leaving high school with an associate degree and no student debt.

St. Joseph County high schools and Glen Oaks Community College are cooperating to implement an innovative “Early/Middle College” program that will mean state funding for K-12 school districts, headcount for Glen Oaks and a chance for participating students to earn a two-year degree or a vocational certificate for free.

Under this new opportunity created by the Michigan Legislature, high school students who commit to an “Early/Middle College” program as freshmen and carefully plan their curriculum can take college classes during prep school and finish an associate degree or vocational certificate by adding one year to their high school careers. And because they are still considered high school students, their local school district pays all tuition and fees for their GOCC courses.

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Glen Oaks alumni athletes have continued on with sports at a number of four-year schools including North Dakota State, Robert Morris University, Trine University, Bethel College and more.

Currently, Glen Oaks offers seven varsity sports competing in the Michigan Community College Athletic Association – men’s and women’s cross country; men’s and women’s basketball, men’s baseball, women’s softball and men’s golf.

Glen Oaks athletes have excelled in the academic arena as well. In the past year the college had eight All-Conference academic achievement winners; seven academic All-MCCA* (3.5 or above) winners; one NJCAA** exemplary academic achievement winner and one NJCAA superior academic achievement winner. Both the men’s golf team and women’s basketball team were MCCA Academic Teams (3.0 or above).

The beginnings of Viking athletics was in 1967, the very first semester of Glen Oaks existence while the college was operating out of the old White Pigeon High School.

“The highlight of the fall semester was Ken Schuler’s basketball team, which won five out of six of its first games and ended the season with thirteen victories against eight losses,” according to Leland Thornton, in his book “Glen Oaks Community College,” published in 1998. “Glen Oaks had only probationary status in the Michigan Community and Junior College Conference but they became the team to beat. Coach Schuler soon won a reputation as a skilled and cunning strategist. When he retired 23 years later, his teams had won over 500 games, and he was elected to the Michigan Coaches Hall of Fame. He did so with a walk-on team of local players, some of whom had not played basketball in high school.”

The college chose the name Vikings after consideration was given to both “Vikings” and “Thunder Chickens.” Will Roberts of Three Rivers drew the first depiction of the Glen Oaks Viking.

In the fall of the first year, Glen Oaks also sported a cross country team coached by Tom Soper and a golf team coached by Doug Busz, the Student Senate president. The cross country team was said to have “shown great courage” but they didn’t have a great record. The golf team, which won its first match against Schoolcraft Community College, came in last in the next outing, and then won eight in a row.

Coach Schuler also fielded a baseball team in the first year of the college’s existence, according to Thornton. “They played six doubleheaders and ended the season with four wins and eight losses – this was a good record for a team that did not have a practice field.”

The Vikings are credited with some significant accomplishments throughout the years. The men’s basketball team won the Conference in 1969-70, were runners up in the state in 2010 and took the Western Conference in 2014. The women’s basketball team took fifth place nationally during the 1996-97 season, coached by Shane Clippell, who is now at Division 1 Western Michigan University. The men’s baseball team was third nationally in 2000, and were the MCCA* league champions in 2011; the men’s golf team competed in a national championship in 2002. The women’s softball team won the Western Conference in 2005.

Since 2000, over $875,000 has been awarded in scholarships – thanks to the generosity of the Glen Oaks Foundation and individual donors in the community.
Financial Stability

Tightening the Belt

Glen Oaks Community College is turning a financial corner.

For the second consecutive year, the college is predicting it will finish the fiscal year in the black, thanks to belt-tightening, improved fiscal management and hopes for enrollment gains.

According to Bruce Zakrzewski, dean of finance and administration, Glen Oaks suffered through several years of deficits that he attributes to some poor accounting practices and a significant write-off of uncollectable delinquent student accounts.

“In 2013, we finally wrote off $700,000 of student accounts that had been turned over to collections. That had a big impact,” Zakrzewski said. “We started the turnaround with better policies and procedures, tightening up the ship and some early retirements that helped reduce our payroll costs.”

 Outsourcing has helped the college’s bottom line. According to Zakrzewski, Glen Oaks has contracted out hiring adjunct faculty, resulting in savings on retirement costs. Under the current state retirement system, Glen Oaks must pay the state pension program an additional 14-27 percent of many employees’ annual earnings to fund future pension costs.

GOCC also outsourced operation of the college bookstore, turning the losing enterprise into a guaranteed revenue source. Zakrzewski explained, “Hopefully we’ve hit bottom and we’ve made changes and added more new programs that will build enrollment back up.”

Glen Oaks no longer relies on a traditional model where tuition, property tax revenue and state aid each cover about one-third of its operating costs. Today, local property taxes are footing 48 percent of the bill, with tuition covering about 27 percent and state aid roughly 25 percent. The remainder comes from smaller revenue sources, including federal funds.

Current tuition rates are $103 per contact hour for in-district students; $158 for students who live in the service area contingent to St. Joseph County; $166 for others who live in Michigan; and $200 for students registering from outside Michigan.

Statement of Net Position

Assets

Current assets
Cash and cash equivalents  $ 2,816,123  $ 2,271,567
Short-term investments  68,468  66,728
Accounts receivable, net  928,029  653,853
Other current assets  427,385  513,171
Total current assets  4,240,005  3,505,319

Noncurrent assets
Long-term investments  1,273,898  1,257,817
Capital assets  9,400,887  9,805,759
Total noncurrent assets  10,674,785  11,063,576

Total assets  14,914,790  14,568,895

Deferred outflows of resources
Deferred pension amounts  862,881  -

Liabilities

Current liabilities
Accounts payable  206,950  149,033
Accrued expenses
Payroll and related liabilities  701,790  673,455
Other  35,764  70,285
Unearned revenue  150,349  136,931
Long-term obligations - current  309,991  296,600
Total current liabilities  1,404,844  1,326,304

Noncurrent liabilities
Long-term obligations - net of current portion  1,330,000  1,640,094
Net pension liability  6,367,232  -
Total noncurrent liabilities  7,697,232  1,640,094

Total liabilities  9,102,076  2,966,398

Deferred inflows of resources
Deferred pension amounts  862,881  -

Net position

Net investment in capital assets  7,770,887  7,890,759
Restricted expendable - scholarships and fellowships  46,852  62,943
Unrestricted  (1,846,044)  3,648,795
Total net position  $ 5,971,695  $11,602,497

Financial Stability

Community Colleges Go Great Guns When There Are No Jobs

Financial Stability

General Fund Revenue - by Source

STATE APPROPRIATIONS 25%
PROPERTY TAXES 48%
Tuition and Fees 27%
Other 0%
LOCATION
Glen Oaks is located in Centreville, MI, just 30 miles south of Kalamazoo, and 45 miles northeast of South Bend, IN.

CAMPUS VISIT
Call (269) 294-4253, or email admissions@glenoaks.edu to schedule a campus tour.

CHECK US OUT!
(269) 467-9945
www.glenoaks.edu