



# Glen Oaks Community College

2024 HLC Assurance Argument

*Review date: 11/4/2024*

# Contents

Introduction.....	1
1 - Mission .....	3
1.A - Core Component 1.A.....	3
1.B - Core Component 1.B .....	10
1.C - Core Component 1.C .....	16
1.S - Criterion 1 - Summary.....	18
2 - Integrity: Ethical and Responsible Conduct .....	19
2.A - Core Component 2.A.....	19
2.B - Core Component 2.B .....	25
2.C - Core Component 2.C .....	30
2.D - Core Component 2.D.....	34
2.E - Core Component 2.E.....	36
2.S - Criterion 2 - Summary.....	38
3 - Teaching and Learning: Quality, Resources and Support .....	40
3.A - Core Component 3.A.....	40
3.B - Core Component 3.B .....	47
3.C - Core Component 3.C .....	53
3.D - Core Component 3.D.....	59
3.S - Criterion 3 - Summary.....	64
4 - Teaching and Learning: Evaluation and Improvement .....	65
4.A - Core Component 4.A.....	65
4.B - Core Component 4.B .....	76
4.C - Core Component 4.C .....	82
4.S - Criterion 4 - Summary.....	86
5 - Institutional Effectiveness, Resources and Planning.....	88
5.A - Core Component 5.A.....	88
5.B - Core Component 5.B .....	93
5.C - Core Component 5.C .....	100
5.S - Criterion 5 - Summary.....	106
Federal Compliance Filing by Institutions.....	108

Note: Most links point to Sources saved in GOCC’s [Shared Governance SharePoint folder](#) which requires a GOCC login. For questions or assistance, please contact [Dr. Adam L. Cloutier](#).

# Introduction

Glen Oaks Community College (GOCC) was established in 1965 after the voters of St. Joseph County authorized the establishment of the college by electing a Board of Trustees and approving a charter millage for its operation and support. The character of the college, its communities, and its people are shaped by its pristine rural location, the nearby influence of one of the Midwest's largest Amish populations, a vibrant Hispanic population, a widespread acceptance of a traditional work ethic, a history of solid community support for the college, and continual opportunities for education and community service.

GOCC is governed by a publicly elected seven-member Board of Trustees. In July 2024, the Board hired GOCC's ninth president after the retirement of a long-standing president. The college's shared governance model helps advance the institution in multiple areas including curriculum, enrollment management, program review and assessment, high-quality teaching and learning, and much more. GOCC is home to eighty-eight full-time and twelve part-time employees and about 1,200 students each term. Collective bargaining agreements are in place for full-time faculty and support staff employees. The student population is more diverse than the surrounding community with about 74% White/Non-Hispanic, 4% Black/African American, and 13% Hispanic/Latino compared to 84.6%, 2.2%, and 8.9%, respectively.

As a comprehensive community college, GOCC is recognized for its access to higher education, serving as a launching pad for student transfer, and for producing outstanding professionals in a variety of fields. In collaboration with service area high schools and the St. Joseph County Intermediate School District (SJCISD), dual enrollment at GOCC regularly constitutes 45-60% of the total student enrollment. Enrollments come from traditional dual enrollment with students taking classes on-campus, online, or at local high schools; from students in an SJCISD career and technical education program with credentialed instructors providing dual enrollment opportunities; and from an Early Middle College program which provides high school students the opportunity to extend graduation to a "5th" year to earn an associate degree or occupational certificate along with their high school diploma.

Historically, GOCC students have transferred to 252 colleges and universities across the country. The college has developed new partnerships and transfer opportunities to help students seamlessly transfer to obtain a bachelor's degree such as the Innovations Investment Award in 2024 that will create guaranteed transfer pathways for adult students from GOCC to a university in at least five disciplines. In 2023, GOCC obtained ACEN and MEARB accreditation for nursing and medical assisting, respectively, and the college had a 100% first-attempt NCLEX pass rate for nursing students. In addition to automotive, business, general education, welding, and more programs, GOCC has the only agricultural equipment technology program in Michigan. Students in this program learn to repair and maintain farm-related equipment and collaborate with students in the agricultural operations program (a partnership with Michigan State University) to engage in hands-on learning by farming over 65 tillable acres on the campus.

The main campus has undergone a series of transformations. Upgrades include student housing in 2017, renovations to the grand concourse in 2019, technology and infrastructure in 2022, and north-side renovations to classrooms, the art gallery, the learning commons, and the exterior structure in 2022. Additional upgrades will continue over the next year with south-side renovations to build new allied health classrooms and labs, redesign nursing instructional spaces, install a new roof on the Schuler's Court (gym), and install an energy-efficient exterior structure.

Funding for the college has been consistent with stable state support, property taxes, and tuition and fees. Student enrollment has been stable with a slight net decrease of 2.2% in total headcount from 1,614 students in 2019-20 to 1,579 students in 2022-23. GOCC has creatively obtained funds from federal earmark allocations, grants, state capital outlay funds, and USDA loans. As a result of these additional funding sources, the college has improved facilities, technology, and safety, increased student financial support, and developed creative programming to support current or new student programs.

GOCC continues to invest in innovative programs, systems, and extracurricular activities that support or attract students. Examples include a new eSports classroom to house the gaming club and recently sanctioned eSports team, investment and utilization of Watermark (a student success and engagement tool), and multiple student clubs including Rainbows and Allies (LGBTQIA+) and Tri-Alpha (first generation).

In the last ten years, GOCC has advanced student success, modeled a commitment to diversity, equity, and inclusion, grown in stability and innovation, and expanded and strengthened collaborative relationships. Glen Oaks Community College is proud of its accomplishments over the past ten years and looks forward to a successful future.

# 1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

---

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

---

This mission is articulated publicly and operationalized throughout the institution. Glen Oaks Community College (GOCC) operates under a [shared governance](#) structure. The college's mission, vision, and value statements were developed through collaborative efforts among the President's Council, the Board of Trustees, and the College Council, a representative body that aims to integrate planning processes and model continuous quality improvement.

Adopted in 2005, the GOCC's mission was "Transforming Lives and Advancing Communities." This statement positioned GOCC as the primary higher education and workforce development center for St. Joseph County, MI, and the college's service area. As time progressed, the mission statement evolved to fit the ever-changing needs of the college and community. In 2016, the [mission was modified](#) to what it is today:

*The mission of Glen Oaks Community College is to provide opportunities for academic and lifelong success through excellence in teaching and comprehensive support services that meet our community's diverse educational needs.*

"Transforming Lives and Advancing Communities," remains the [Vision Statement](#).

The College Council, President's Council, and the Board of Trustees review the mission statement and strategic plan during the annual Board retreat to ensure the mission, vision, and

values are relevant and reflect the college's priorities and goals. On July 13, 2023, the executive director of institutional planning, assessment, and research led the group in a [review of the mission statement](#) and strategic plan objectives. The mission statement was reaffirmed at this retreat as it continued to capture the institution's priorities.

The college's mission statement is articulated and operationalized at [all-college meetings](#) and strategic planning sessions, in the [college catalog](#), on the [website](#), in [new employee packets](#), and throughout various [college publications](#). These statements are also in the [annual report](#) which is printed and distributed to business leaders, educators, and the general community and shared online through the website. In addition, the mission is spelled out on decorative signage in the administrative board room and is posted in classrooms on campus.

GOCC's mission is the basis of the four pillars of the college's [strategic plan](#): Our students will succeed; We will become a community model committed to the values of diversity, equity, and inclusion; We will continue to grow in stability and innovation; and We will expand and strengthen our collaborative relationships. Within each pillar are subcomponents, or outcomes, that directly tie to the college's mission statement.

To address academic success as stated in the mission, GOCC has developed committees to not only evaluate programs but also to provide opportunities for faculty and staff development. For example, the Online Learning Assessment Team (OLAT) oversees the [quality and consistency](#) of online courses. Additionally, the [High Quality Teaching and Learning](#) committee meets regularly to discuss and determine the professional development needs of the faculty. This committee partners with the administration to hold monthly [faculty forums](#) to discuss topics such as communication, instructional strategies, and student retention.

The college consistently builds relationships in the community through partnerships with K-12 schools, service on local boards, membership with area service clubs, or involvement with local organizations. In 2019, the college partnered with Michigan Department of Health and Human Services (MDHHS) on a [foster care initiative](#) to support foster families and children in St. Joseph County. The memorandum of understanding allows the use of college facilities, specifically showers and recreational equipment, during emergency placement of foster children or through respite care events. In turn, college students earn community service or volunteer hours as part of their involvement in respite care events. For example, in October 2019, the college hosted [trick or treating for foster youth](#) in the Devier Student Suites. After trick or treating, foster youth dressed in costume were invited to attend [Bleacher Creature Night](#) at a home basketball game. College students and MDHHS staff volunteered to provide respite care to foster parents during the event. Eighteen adults and fifty-five children participated in the events.

The Business Outreach and Services department offers a variety of professional and personal development training for business and industry. Individuals also find options for their [professional and personal development](#) needs. Business Outreach and Services specializes in workforce development and training that supports businesses and industries in reaching and maintaining excellence and a competitive advantage in the marketplace. Training options include [customized training](#), [online training](#), and [apprenticeships](#).

In recent years, the college has actively engaged in research studies. In 2021, GOCC offered students an opportunity to participate in a national [Community College Health Study](#). The study aimed to better understand how to provide resources and programming to enhance the sexual and relationship health of community college students and to prevent sexual violence. Student participants received stipends for piloting and providing feedback for a sexual violence education program. In 2023-2024, Student Services staff partnered with New America, an organization founded as a think tank and civic enterprise, in a [Community of Research and Practice grant](#) on barriers to supporting student parents. In return, the college received a \$5,000 grant to use to award childcare vouchers for parenting students.

GOCC engages constituents through involvement in organizations and through community events. The college is a member of three different local chambers - the [Sturgis Area Chamber of Commerce](#), the [Three Rivers Area Chamber of Commerce](#), and the [LaGrange, Indiana, Chamber of Commerce](#). In addition to its membership, college representatives serve on chamber-related boards and committees, and the college is represented in chamber activities. College leadership invests its time in local service clubs, including Sturgis Kiwanis, Sturgis Rotary, and Three Rivers Rotary. GOCC annually rents a booth at the [St. Joseph County Fair](#) which provides opportunities to promote programs and allow employees and alumni to engage with community members. Annually, the college hosts a [college fair](#) and buses students in from area high schools so students can learn about two and four-year colleges and programs across the state and region. The event is broadly publicized through various [media platforms](#). Each year, the public is invited to join the students and be a part of the annual campus [study abroad trip](#).

GOCC's academic offerings are consistent with its stated mission. These offerings include partnerships with business and community leaders who serve on advisory boards ([automotive](#), [allied health](#)) for academic programs, educators who work in the [area school districts](#), and businesses in which GOCC offers and provides training services for their employees ([Michigan State University pesticide training](#), [Armstrong](#), and [Fibre Converters](#)). [Academic offerings](#) include twenty-two associate degrees and seventeen certificate programs. Offerings are designed to meet different levels of student needs, whether they need a course or two to reinforce skills or a program to position them for the workforce or transfer to a four-year institution. At the high school level, GOCC offers options for [dual enrollment](#) from general education courses designed for transfer, career and technical programs that prepare them for work in specific fields, and an Early Middle College program that provides high school students with the option of finishing their associate degree programs one year beyond high school graduation.

GOCC faculty, staff, and administrators are committed to continuously reviewing and improving academic degrees and certificates, student learning outcomes, and student support services. Internal and external input, such as the Curriculum Committee, Program Assessment and Review Committee, advisory boards, labor market data, student success data, transferability of courses, and completion rates, are considered in determining academic offerings.

The [Curriculum Committee](#) reviews all new curricula to ensure alignment with transfer or workforce needs, and the [Program and Assessment Review Committee \(PARC\)](#) maintains program review and the ongoing assessment of student learning processes. Both committees work collaboratively to ensure the college meets the educational needs and outcomes of its

students. Both committees provide guidance, support, and oversight to academic departments in creating or revising curricula, reviewing their programs, assessing student learning, and making changes to improve student learning. The [Curriculum Handbook](#) and [Program Assessment and Review Handbook](#) guide faculty and staff in curriculum and program review processes.

Further, the college utilizes advisory boards composed of members of the community, local businesses, and external organizations. For example, in [2021](#), [2022](#), and [2023](#), the Nursing and Allied Health departments invited current students, alumni of the programs, physicians, clinical site administrators, community organization representatives, faculty, and program administrators to serve on the Allied Health and Nursing advisory boards. These boards discuss labor market data, accreditation processes and requirements, Advisory Board survey results, partner needs and updates, and program outcomes. Other skilled trades areas, such as [Automotive](#), [Computer Networking and Computer Programming](#), and [Manufacturing](#) gained input from business leaders, the local Intermediate School District, and the college to align curriculum and discuss work-based learning opportunities.

GOCC strives to meet the lifelong learning needs of its students and community not only through academic offerings but also through comprehensive support services. Cocurricular and service areas such as Student Services, the Learning Commons, The Oaks Store, The GO Cafe, and the Devier Student Suites offer [resources and support](#) to meet the diverse needs of students.

The Student Services Division includes Admissions, Early Middle College, Dual Enrollment, Academic and Career Advising, Counseling, Financial Aid, Registration and Records, Student Housing, Student Conduct, Title IX, Student Clubs and Organizations, Athletics, and Campus Activities. Additionally, specialized support programs within Student Services, such as [TRIO Student Support Services](#), [Occupational Student Success Program](#), [Disability Support Services](#), [International Student Advising](#), [Veteran Services](#), and [Work Study](#), provide specific resources - personal, educational, and financial - to sub-populations of students.

To meet the changing needs of GOCC students, the Student Services Department started the Campus Cupboard, a food pantry for students facing food insecurities. The [Campus Cupboard](#) continues to flourish as the college has partnered with the Southwest Michigan Food Bank and the St. Joseph County Emergency Care Network to purchase food and personal supplies at cost for the pantry. To address increasing mental health needs, the college implemented free virtual mental health counseling through a partnership with the [Virtual Care Group](#) (recently acquired by [Uwill](#)). Students now have access to teletherapy 24 hours a day, 7 days a week, 365 days a year. From 2018-2021, the Student Services Division provided the [career closet](#) to assist students with business professional attire to wear for job interviews, career fairs, and professional events.

The newly renovated [Learning Commons](#) houses the E.J. Shaheen Library, tutoring services, and the Testing Center. The Learning Commons provides students and employees access to numerous electronic databases, interlibrary loans, and digital newspapers. Students may take advantage of in-person tutoring or online tutoring through NetTutor. The Testing Center offers Accuplacer and ALEKS placement tests and Pearson Vue tests for students and community members. Learning Commons administrators and staff support faculty by proctoring online and paper tests. Faculty, staff, and students may utilize equipment and resources such as smart



boards, TV monitors, private study rooms, a virtual reality lab, computers and printers, an AV studio, video cameras, and a copy machine. Further, students may check out laptops and hotspots for use in courses.

GOCC's [fall enrollment profile](#) is consistent with its mission to meet diverse educational needs. As noted in the fall enrollment profile 2019-2023, student headcount has gradually increased since 2019 with the highest fall enrollment numbers in five years in the fall 2023 semester at 1,213 students. On average, returning part-time students (40%) make up the majority of student enrollment. The remaining student composition, on average, consists of returning full-time students (20%), new full-time (25%), and new part-time students (15%). In the fall 2021 semester, the college saw an increase in students aged 26-40, a result of state initiatives such as [Michigan Reconnect](#).

In [2022-2023](#), GOCC had 1,579 students with 74% White/Non-Hispanic, 4% Black/African American, 13% Hispanic/Latino, and 1% Asian. Additionally, 3% were two or more races and 5% declared unknown. The largest non-minority group, disaggregated by student type, is reflected by Early Middle College students who identify as Hispanic at a rate of 25%. Traditional students represented 46% of the total enrollment over the full academic year. Of traditional students, 35% were enrolled in associate degree programs, 59% in associate of applied science programs, 22% in certificate programs, and 7% in non-programs. Note that the total exceeds 100% due to students enrolled simultaneously in multiple programs at varying levels. Female students represent approximately 58% of the student body.

Over the past six years, GOCC has continued to expand its [dual enrollment](#) partnerships with county and service area high schools. Dual-enrolled, Career Technical Education, and Early Middle College students represent [50-60% of the total enrollment](#) each fall and winter semesters. Students under 25 years old are over 80% of the student enrollment, a reflection of the large dual enrollment population.

One of the more notable enrollment trends is the shift from [face-to-face to online instruction](#). In the fall 2019 semester, 65% of students had no online courses. In the fall 2023 semester, only 24% of students had no online courses, while over 70% took some or all online courses. Following the COVID-19 pandemic, the college increased the number of online and hybrid courses to provide more flexible options to meet student and community needs.

## Sources

---

- AdvisoryBoard.ALH.20210422
- AdvisoryBoard.ALH.20220427
- AdvisoryBoard.ALH-Minutes.20210422
- AdvisoryCommittee.Auto-Minutes.20221019
- AdvisoryCommittee.CN CG-Minutes.20230316
- AdvisoryCommittee.Dual Enrollment.20231208
- AdvisoryCommittee.HealthSciences.20210413
- AdvisoryCommittee.Machining.20230323

- AdvisoryCommittee.Nursing.20221027
- AdvisoryCommittee.Nursing.20231017
- AllCollege.20240105.Presentation-StrategicPlan
- AnnualReport.2022
- ART.Study Abroad trip 2022
- BOT.Minutes.20160810
- BOT.Presentation-Strategic Plan.202309
- Budget FY24
- Budget.FY25
- BusinessOutreach.Spring Leadership Summit
- BusinessOutreach.Training.Armstrong-Fibre Converters-Ox
- Campus Cupboard flyer
- Career Closet flyer
- Catalog.Degrees and Certificates
- Catalog.MVVG
- CCHS-RecruitmentFlyer-Student-Glen Oaks
- Chamber.LaGrange County
- Chamber.Sturgis
- Chamber.Three Rivers
- Committees.2023-24
- Committees.Curriculum Committee
- Curriculum Handbook
- FacultyForum.20221109
- Grant.NewAmerica.2023 2024
- High-School-Options-Handbook-23-26
- HQTL.Minutes.20210107
- HR.mission-new hire packet
- IR.ACS-6 Enrollment Data.2018-2022
- IR.Enrollment Profile.2019-23
- Marketing.CollegeFair-Facebook
- Marketing.SJCFair.2023
- MDARD.20240513-Invoice
- OLAT.Rubric-MATH-201-11
- Program Assessment and Review Handbook
- StrategicPlan.2023-2026
- StrategicPlan.Card.2022
- StudentServices.BleacherCreature Email
- StudentServices.BleacherCreature Flyer
- StudentServices.CollegeFair-flyer
- StudentServices.DHHS-foster-care-MOU-2019
- StudentServices.Virtual Care Group
- Uwill.2024
- Website.Apprenticeships
- Website.Customized Training
- Website.DisabilitySupport
- Website.International Students

- Website.Learning Commons
- Website.Michigan Reconnect
- Website.MVVG
- Website.Online training Business Services
- Website.OSSP
- Website.Services
- Website.TRIO
- Website.VeteranServices
- Website.WorkStudy

## 1.B - Core Component 1.B

---

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

---

GOCC's mission includes meeting the community's diverse educational needs. This is operationalized through teaching and learning, holding on-campus events, participating in events within the community, and partnering with educational providers and local businesses to provide or promote learning opportunities off-campus.

As described in detail within Criterion 3, GOCC's curriculum aligns with transfer, business, or industry needs. The college relies on advisory boards to provide feedback on what curriculum to create or modify ([Machine Tool](#), [Computer Programming](#), [Allied Health](#)). Ideas for the development of new curricula can start with anyone and are advanced by faculty or the respective academic department such as an instructor's use of [CLUE curriculum](#) from Michigan State University in chemistry courses and the development of new [Medication Aide](#) courses in allied health. GOCC curriculum is reviewed on a five-year basis with student learning outcome assessment plans developed and results recorded each semester by faculty. The curriculum is delivered on-campus, online, and at alternate locations, including at multiple high schools.

In partnership with fourteen high schools and the St. Joseph Intermediate School District, GOCC serves a large high school dual enrollment population. Memorandums of understanding are in place with all schools such as [Centreville High School](#) and [Constantine High School](#) examples for early middle college (EMC) and [Bronson High School](#) and [Three Rivers High School](#) for career and technical education (CTE) and dual enrollment. [Dual enrollment](#) students can be traditional dual enrollment students taking classes at GOCC or online; in their high schools with a GOCC full-time instructor, an adjunct instructor, or a high school employed and GOCC credentialed instructor; or be in the [EMC program](#) which puts students on a track to receive their associate degrees within a year after high school graduation at no cost to the students. Dual enrollment also includes classes in CTE fields such as welding, electrical, automotive, graphic design, etc. where students can earn dual credit on-campus or at a high school site with a high school CTE program. This option is a partnership with the in-county high schools and the [St. Joseph County Intermediate School District \(SJCISD\)](#). All dual enrollment options provide high school students the chance to obtain a college education with tuition, fees, and textbooks paid by their high school through funds allocated by the State of Michigan. GOCC admissions and dual

enrollment program teams collaborate with K-12 guidance counselors to share program options and [recruitment materials](#) with students and their parents at high school and community events. Dual enrollment, traditional, and adult students have access to all GOCC programs and student support services.

In addition to credit-bearing opportunities, the Business Outreach and Services department offers a broad range of non-credit courses. These courses are open to anyone and designed for an individual's professional growth and development ([motorcycle safety](#), [Excel](#), [Ed2Go](#)) or customized to meet the training needs of a specific business ([hazmat training](#), [sales and marketing](#), supervisory skills, working with millennials, communication skills, project management, lean manufacturing, metrology, blueprint reading, short-term computer classes and more). Training in these and other areas occurs on-campus, online, or at a company's workplace so employers pay for training at the time and location best suited for their employees' needs.

College employees are engaged in civic and community service in St. Joseph County and the service area. Examples of civic service include employees who sit on [Sturgis](#) and [Three Rivers](#) local chambers of commerce, are members of Sturgis Kiwanis and Sturgis and [Three Rivers](#) Rotary service clubs and participate on community organization boards such as the St. Joseph County [Human Services Commission](#), White Pigeon Action Club, The Exchange Club, and St. Joseph County [Economic Development](#). Employees regularly volunteer at local events or hold workshops for the community such as the county's [iBelong Suicide Prevention Awareness](#) program, annual [United Way](#) drive, St. Joseph County [Animal Control Fundraiser](#), [basic vital signs workshop](#) for emergency response teams at GOCC, basic life support training in the community, and [EPT adopt a highway project](#). Service to the community is important and is included in the [faculty evaluation process](#).

GOCC regularly supports community events and organizations by providing space (at no charge or a nominal fee) for various programs. During the COVID pandemic, the college partnered with the Branch, Hillsdale, and St. Joseph County Health Department to provide on-site [COVID-19 testing](#), and, for the past several years, the college has partnered with Versiti to hold on-campus [blood drives](#). More recently, the college allocated space for the SJCISD to hold [CTE Exploration Days](#) on campus in the winter of 2024, rented space on the campus and in the residence hall for a [spiritual awakening camp](#) ([Facebook announcement](#) with location change and [email](#)), and provided space for the Michigan Department of Agriculture and Rural Development to provide [pesticide application training](#). Additional organizations, such as political parties and the Three Rivers Area Chamber of Commerce, have held meetings and events at the college as it is community-centered and centrally located in the county.

College accomplishments and highlights are shared widely in an annual report. These reports recognize students, faculty, staff, alumni, and community members for outstanding education contributions. For example, the [2022 Architecture of Education](#): Glen Oaks Community College Annual Report recognized the new academic leadership team, the three-year [academic plan](#), the nursing program's thorough process of obtaining accreditation through the [Accreditation Commission for Education in Nursing](#), and the Cybersecurity Program for receiving the [Cyber Skills for All grant](#).

While the impact of these and other actions is difficult to measure, GOCC periodically conducts economic impact studies to quantify the impact of the college on the county's services, jobs, and income created. A [2016 economic impact study](#) completed by EMSI revealed that GOCC contributed \$7.0 million in added income to the region – an equivalent to 102 jobs. The study also found that GOCC student spending during the study's timeframe was approximately \$224,000, and the education and training provided by GOCC via alumni living in the region was approximately \$112 million with the student and employee impact totaling \$119 million. The college engaged Lightcast Consulting to conduct another [economic impact study in 2024](#). Results showed that GOCC contributed \$9.6 million in operations spending impact and \$39.9 million in income to the GOCC service area, supporting 665 regional jobs during the most recent timeframe. This information was shared in the college's annual report, on the website, and through [media releases](#) and presentations with local, civic, and community organizations.

GOCC's educational responsibilities take primacy over other purposes, such as generating financial returns or supporting external interests, as made evident through the strategic plan, annual accomplishments, and financial allocations or pursuits such as grants. The [Strategic Plan](#) is a living document updated annually (as evidenced by Board of Trustees retreat presentations from [2021](#), [2022](#), and [2023](#)) to reflect current progress, goals, and desired pursuits. Goals are centered around the mission. For example, goal number one is "Our students will succeed." Objectives drill down to focus on key strategies, including increasing the number of credential-seeking students, establishing pathways for all academic programs, and eliminating performance gaps. Similarly, the remaining goals focus on the community and college operations and include objectives such as being a model committed to the values of DEI; increasing learning opportunities to advance cultural competence, diversity, and inclusion; implementing a summer camp for kids program; and exploring new curriculum.

Financial allocations and expenses (detailed in Criterion 5) validate the college's commitment to its mission. In addition, GOCC actively seeks grants to ensure fiscal responsibility and advance projects related to new initiatives or the strategic plan. Selected recent examples include:

- \$900,000 in 2021 from the [Upton Technical Grant](#) to support synchronous online instruction that would benefit dual enrollment and local high school partners where transportation to the college is a barrier or for smaller districts that may not have the number of students to host face-to-face courses at their location.
- Funds in 2022 from the Supplemental Support Under the American Rescue Plan Act to engage in a multi-year contract with [The Virtual Care Group \(VCG\)](#) for free, unlimited virtual mental healthcare and life coaching for currently enrolled GOCC students.
- \$199,997 in 2023 from the Michigan College Access Network [Adult Student Success Grant](#) to provide training for academic advisors in appreciative advising techniques to better serve adult students (age 21+) and to provide monetary stipends to adult students for attending career workshops, completing full academic plans, and utilizing tutoring services.
- \$2 million from the State of Michigan to partner with a four-year institution to increase the number of students obtaining a Bachelor of Science in Nursing degree. As a result of the [ADN to BSN Completion Grant](#) Program, \$1.82 million is obligated to cover tuition and expenses for GOCC nursing graduates.

- \$800,000 from the Michigan Center for Adult Student Success ([application](#) and [award notification](#)) to partner with the University of Olivet to streamline admission processes, develop seamless transfer pathways, and provide career services to adult learners.

The college engages with external constituents regularly in many ways. GOCC’s president attends [monthly superintendent meetings](#) of the area high schools and the SJCISD to provide college updates and to receive information from our K-12 partners. The Board of Trustees represents various school districts and brings input from their districts as applicable. Board agendas include a [Visitor’s Comment](#) section for input from any meeting attendee. The director of business outreach and services regularly engages area employers to identify and help fulfill their training needs (e.g., [Sales, Leadership, Excel](#)). This includes [partnerships with area businesses](#) using state-funded grant programs such as the Going PRO Talent Fund for training, developing, and retaining current and newly hired employees.

GOCC hosts the St. Joseph County [College Fair](#) which the public is invited to attend, and area high school students are bussed in to meet with representatives of two and four-year institutions and gain information about various colleges and program offerings. GOCC students are invited to discuss transfer options as well. The college also hosted the St. Joseph County [Job Fair](#) which was open to students and the public. However, as the unemployment rate dwindled, and over 50 percent of students were of high school age, this event was discontinued. In 2022 the college began hosting the annual [Health and Education Career Fair](#) where health employers and educators share information with nursing and allied health students about obtaining jobs or furthering their education.

The college further meets community needs through timely acts of service. GOCC’s chapter of the American Association of Women in Community Colleges held a [DASAS supply drive](#) to obtain and provide supplies for the local Domestic and Sexual Abuse Services shelter. The college also provides short-term residential living during the summer. Recent examples include [Crop Watch](#), an independent agronomy firm that needed housing for interns, and [Consumers Energy](#) employees who responded to damage and power outages from massive storms in the community in 2021.

## Sources

---

- AACC Cyber Skills Agreement
- Academic Plan 2022-2025
- ACEN Certificate
- Admissions.Recruitment Magazine 2023
- AdvisoryBoard.ALH.20220427
- AdvisoryCommittee.Computer Programming.2022102022
- AdvisoryCommittee.Machining.20230323
- ALH-106 - 06.25.24
- AnnualReport.2022
- Article.ConsumersEnergy
- Article.COVID Testing Site

- Articulation.Baker College
- BloodDrive.20240207
- BOT.Minutes.20221208
- BOT.Presentation-Strategic Plan 2021
- BOT.Presentation-Strategic Plan 2022
- BOT.Presentation-Strategic Plan 2023
- BusinessOutreach.Application.Excel
- BusinessOutreach.Training.Armstrong-Fibre Converters-Ox
- BusinessOutreach.Training.Excel
- BusinessOutreach.Training.Sales-Leadership
- Chamber.Sturgis-BOT
- Chamber.TR-BOT
- CHEM.CLUE
- CollegeFair.2021
- CommunityService.EPT-Highway-Email
- CTE Exploration Schedule 2024
- CTE.MOU.2024-25
- CTE-DE.Bronson.MOU 23-26
- CTE-DE.Three Rivers.MOU 23-26
- DASAS
- Dual Enrollment Flyer
- Earmark.Upton.2022
- Economic Impact Press Release
- Economic Impact Study 2024
- Economic Impact Study Fact Sheet 15-16
- EMC.Centreville.MOU 23-24
- EMC.Constantine.MOU 23-24
- EMC.ParentFlyer
- Grant.IIA-Application.2024
- Grant.IIA-Confirmation.2024
- Grant.Sixty by 30 Adult Student Success 2023
- Great Lakes 2024 Brochure 1-21-24
- Great Lakes Retreat email with location change
- Great Lakes Retreat FB Announcement
- Hazmat
- HealthFair.2022
- Housing.CropWatch20220429
- Human Services Commission Meeting Minutes 4.9.24
- IBelong Flyer 2020
- JobFair.2022
- MDARD.20240513
- SJC EDGE Economic Development annual report 2023
- SJCISD.Superintendent.Agenda20240227
- StrategicPlan.2023-2026
- StudentServices.Virtual Care Group
- TR Rotary Club invoice



- United Way
- Volunteer.Abbott.2024
- Volunteer.NUR-Faculty
- Website.Ed2Go
- Website.MotorcycleSafety
- WELD.AnimalControl

## 1.C - Core Component 1.C

---

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

---

GOCC encourages curricular and cocurricular activities that prepare students for informed citizenship and workplace success. In 2023-2024, the [Learning Commons](#) hosted the [Unify Challenge](#), a guided conversation with other college and university students to help students share perspectives across differences and strengthen their civic engagement. Additionally, the [Student Government voter registration](#) event, held in 2020, encouraged students to register and exercise their right to vote. TRIO Student Support Services (SSS) program participants [volunteered](#) at a local animal shelter to engage in an act of service to the community. In 2022, the college participated in [Pride Fest](#), a celebration of diversity and acceptance, promoting equality and inclusion for all members of the LGBTQ+ community. Each of these events provide experiential learning, allowing students to seek knowledge from a variety of resources, understand disinformation or misinformation, and foster the skills, knowledge, and tolerance to become better citizens.

GOCC offers a wide range of activities that are inclusive and equitable with sensitivity to diverse populations. The Justice, Equity, Diversity, and Inclusion Committee (JEDI), Campus Activities Board, and student clubs and organizations, such as Rainbows and Allies (LGBTQ+), Black Student Union, and Hispanic Student Alliance, offered a variety of activities to celebrate diversity and create awareness. Examples include the [Hispanic Student Alliance](#) trip to Little Mexico in Chicago, [Black History Month](#) luncheon and literature reading, [movie nights](#), [study abroad program](#), GOCC's American Association of Women in Community College's Women's [Day of Dialogue](#), [Queerology](#), and field trips to [Art Prize](#) and [Harry Potter in Concert](#). Further, diverse art displays are presented in the [Flora Kirsch Beck Art Gallery](#) to showcase visiting artists and GOCC student works.

GOCC demonstrates inclusive and equitable treatment of diverse populations through policy development and implementation. For example, the college's [non-discrimination statement](#) is found on the college's website, in the catalog, and on faculty syllabi. The [Equal Opportunity and Non-Discrimination Policy](#) was developed to address equity in access to education and employment and is published on the college's [website](#) and in the [catalog](#). In addition, college

policies have been developed or updated due to changes in federal requirements, as a response to global issues, or in efforts to be more inclusive. Examples of these include the [Sex/Gender-Based Discrimination and Harassment \(Title IX\)](#), [Service Animal](#), [Emotional Support Animal](#), [Freedom of Expression](#), [Gender Identity](#), and [Religious Accommodation](#).

## Sources

---

- AAWCC Day of Dialogue
- ART.Study Abroad trip 2022
- BlackHistoryMonth.20240220
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 52)
- BOT.Policies and Procedures (page number 157)
- BOT.Policies and Procedures (page number 183)
- BOT.Policies and Procedures (page number 186)
- BOT.Policies and Procedures (page number 190)
- BOT.Policies and Procedures (page number 194)
- BOT.Policies and Procedures (page number 209)
- Catalog.Equal Opportunity and Non-Discrimination
- Galery.Student-Art-Show.Email
- Harry Potter in Concert flyer
- JEDI.SocialDilemmaMovie
- Pride Fest
- Queerology event
- StudentClub.HSA.ChicagoTrip2024
- StudentGovernment.VoterInfoTable.2020
- TRIO.Art Prize Student Log
- TRIO.Volunteer-Sign-In.2016-2022
- Unify America Challenge.Poster.2023
- Website.Learning Commons
- Website.Nondiscrimination Statement

## 1.S - Criterion 1 - Summary

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

---

The mission of Glen Oaks Community College is to provide opportunities for academic and lifelong success through excellence in teaching and comprehensive support services that meet our community's diverse educational needs. The college makes concerted efforts to align its academic programs and services with its mission, vision, and values. GOCC operates under a shared governance structure; continuous assessment and improvement are displayed through the strategic planning process, the involvement of internal and external stakeholders on committees and program advisory boards, and partnerships with the local K-12 systems and Intermediate School District. The institution provides curricular and cocurricular opportunities to prepare students for informed citizenship and workplace success while demonstrating an inclusive and equitable treatment of diverse populations. GOCC publicly articulates its mission through various platforms and is committed to engaging with and responding to community needs.

### Sources

---

*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

---

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

---

The mission of Glen Oaks Community College (GOCC) is to provide quality opportunities for academic and lifelong success through excellence in teaching and comprehensive support services that meet our community's diverse educational needs. As outlined in Criterion 1, this mission was developed by the college and approved by the Board of Trustees (BOT) in [2005](#) and reaffirmed in [2009](#), [2014](#), [2016](#), and [2022](#). The mission is articulated in multiple locations and is in policy 160 of the [Board of Trustees Policies and Procedures](#). Furthermore, [GOCC's CARES values](#) include Ethical Conduct and Transparency which describes the role of the college in being accessible and transparent to model integrity in all that is done at the college.

GOCC operates under a shared governance model that includes members from all areas within the institution who are involved on various committees to support, develop, and implement new ideas or improve existing structures, procedures, or policies. Documents including the [Employee Handbook](#), [Board of Trustees Policies and Procedures](#), and [Faculty Handbook & Academic Policies and Procedures](#) were developed or revised collaboratively. Changes to these and other items can be proposed by the appropriate individuals (staff, department directors, vice presidents, etc.) as changes in processes, laws, regulations, or the needs of the college dictate.

The [Board of Trustee Policies and Procedures](#) is composed of six sections ([100 - District](#), [200 - Administration](#), [300 - Students](#), [400 - Instruction](#), [500 - Personnel](#), and [600 - Administrative Services](#)). Policies and procedures are reviewed periodically by staff and administrators with recommendations for changes made to the President's Council, and then taken to the Board of Trustees for review and approval. Specific examples of this include policies on [Admissions \(policy 301\)](#) and [Course Fees \(policy 314\)](#) that were approved by the BOT in [August 2022](#), [Asset Management \(policy 613R\)](#) that was approved in [September 2022](#), and [Remote Work \(policy 511\)](#) that was approved in [December 2022](#).

During the 2022-2023 academic year, GOCC went through a comprehensive review of the Board of Trustee Policies and Procedures, whereby most sections were reviewed by the appropriate individuals and legal counsel to develop recommendations for changes and updates. Recommendations were reviewed by the President's Council and then submitted to the Board for review and adoption during regular [Board Meetings](#). For example, Series 500 was approved in [September 2023](#), Series 400 in [May 2024](#), Series 300 in [March 2023](#), Series 200 in [December 2022](#), and Series 100 in [October 2022](#).

The [Employee Handbook](#) is reviewed by Human Resources in consultation with legal counsel, as needed to account for changes in employment laws, benefits, policies, and procedures. These recommendations are brought to the President's Cabinet and then [presented to the BOT](#) for review, adoption, and publication of changes. The Employee Handbook section [1.4 Code of Conduct](#) details expectations on general employee conduct; conflict-of-interest; relationships with clients and vendors; outside activities, employment, and directorships; gifts, entertainment, and favors; prompt communications; and romantic relationships.

The [Faculty Handbook & Academic Policies and Procedures](#) details procedures and processes not covered by the faculty senate collective bargaining unit agreement and reiterates some that are. This document was previously developed and is [periodically reviewed](#) and modified with faculty input.

The [Student Handbook](#) provides information on the rights and responsibilities of currently enrolled students. It contains academic information (calendars, policies, and degree information); public safety information (campus security, severe weather procedures, Clery Act reports, and Title IX); student account information for various learning platforms; student life information (athletics, bookstore, clubs/organizations, food service, housing); student rights and responsibilities (student policies and information on how to report concerns); and a list of support services available to students. Most information from the online student handbook is linked directly to the [student policies](#) in the online college catalog. The handbook is reviewed on an annual basis by the vice president of student services (VPSS). The handbook and college catalog include the [Academic Integrity policy \(policy 327\)](#) which was updated in [February 2024](#) to include language on the appropriate use of artificial intelligence in coursework.

Employees are required to complete annual compliance training via an online service called Vector Solutions (formerly Safe Colleges). All college employees must complete Title IX, Active Shooter, Bloodborne Pathogen Exposure, Sexual Harassment: Staff-to-Staff, and Sexual Violence Awareness for Employees (SaVE Act) modules. Human Resources also collaborates with department directors to assign additional modules to staff as appropriate. For example, business office employees must also complete an Identify Theft & Consumer Protection module, and athletic staff must complete a concussion awareness module. Human resources track employee completion of required training ([2023-2024](#), [2022-2023](#), and [2021-2022](#)). Additionally, students have the option to complete Vector Solutions training on Sexual Violence Prevention. Modules include information on sexual harassment, sex discrimination, bystander intervention, and what to do if you are a victim of sexual assault.

The Information Technology (IT) department maintains security controls as outlined by the [Information Security Policy](#) and the [Written Information Security Program](#), parts of which are audited annually. The [IT department engages employees](#) monthly in online security training using a platform called [KnowBe4](#) on various security topics. In addition, the IT department participates in [security training](#) and engages in tabletop exercises. The IT department maintains an [accessibility training webpage](#), [communicates with employees](#) about ADA compliance, and reports to the [Accessibility Committee](#) updates on faculty and staff training.

Glen Oaks support staff employees and administrative employees receive regular [performance evaluations](#) to ensure effective performance management. The process, outlined in the [Employee Handbook Section 3.4](#), consists of administrative and support staff reviewed at sixty days, six months, and then annually for the first three years of employment. Then (at minimum) once every three years. Human Resources utilizes a spreadsheet to [track completion](#) and due dates. Upon notification by Human Resources, employees complete a self-evaluation and submit it to their supervisor. The supervisor will then [complete their evaluation](#) and meet with the employee to discuss any discrepancies in ratings, general performance, goals, and objectives.

Faculty are evaluated by students each semester and by their supervisor on a rotating basis. New full-time faculty are observed and evaluated at least once a year for their first four years. New part-time faculty are observed and evaluated in their first semester and at least once every three semesters depending on subsequent teaching assignments. Continuing contract faculty who have completed the four-year probationary period are evaluated twice every three years. [Performance appraisal](#) timelines are [documented](#) in the Academic's Office and include [class observation reports](#) and compliance items such as submitting syllabi, office hours, assessment plans and data, and other areas outlined in the collective bargaining agreement. Full-time probationary faculty who complete the minimum requirements for a [continuing contract](#) may apply for a continuing contract.

In 2023, Human Resources began a support group for all college supervisors called the Supervisor Round Table. Anyone who supervises others is invited to participate in this group. Meetings are held throughout the school year and offer a mix of round-table discussions and focused topic presentations. In [June of 2023](#), Human Resources presented training on [supporting employee performance](#) to help supervisors understand the importance of supporting employee performance in real-time and during the performance evaluation process with fair and accurate performance assessments.

The college makes every effort to address concerns regarding ethical issues. GOCC has a conduct records management system, [Maxient](#), that, in addition to tracking student conduct violations, allows for the reporting of concerns or ethics violations. The report a concern button is displayed prominently on the [GOCC homepage](#), and [handouts](#) on how to use the system are provided at new student orientation and during the employee onboarding process. Several teams or individuals receive the reports, based on the type of concern submitted (academic concerns are routed to academics, student conduct is routed to the VPSS, and faculty/staff complaints are routed to Human Resources). The teams have been trained to use the system to document and resolve cases. The college [receives an average](#) of fifty-five cases per year. Cases may include student conduct, employee conduct, Title IX, behavior intervention, faculty concerns from

students, or general complaints. Depending on the type of concern submitted, the case is routed to the proper individual, for investigation and complaint resolution according to the appropriate college policy or procedure.

GOCC's financial audit and single audit are completed annually by an external auditing firm. The financial audit is an overview of the college's financial situation and the single audit reviews federal and pass-thru grants GOCC has received. Auditors look at ledger information in August for the prior fiscal year and the final audited financial statements are presented to the BOT in [October](#). The auditing firm is [selected by the BOT](#) via a [request for proposals](#) for a five-year contract term. The Board reviews options for the next five years and if the college uses the same firm for two consecutive five-year terms, a [request for proposal](#) is administered to ensure the college has the firm that best aligns with its goals.

The college has several financial-related procedures that employees are expected to follow. These procedures consist of [cash handling \(policy 601A\)](#) which includes raffles and fundraisers, [purchasing policy \(policy 610A\)](#), and the [purchasing procedure \(policy 611\)](#). The college has travel guidelines that must be followed which includes utilizing the most cost-effective means of [travel \(policy 620\)](#).

Additional examples of establishing and following ethical policies and procedures include Board of Trustee members abstaining from roll call votes during the COVID-19 pandemic when attending Board meetings via Zoom ([September 2021](#), [April 2021](#), [January 2022](#)), all new GOCC employees must sign a [confidentiality agreement](#) during the onboarding process, the creation of an [Institutional Review Board](#), and [lost and found policy](#) and procedure.

## Sources

---

- [AccesibliityCommittee.Minutes.20231120](#)
- [Audit.2023.RFP](#)
- [BOT.Agendas.2022-2023](#)
- [BOT.Agendas.2022-2023 \(page number 13\)](#)
- [BOT.Agendas.2022-2023 \(page number 16\)](#)
- [BOT.Agendas.2022-2023 \(page number 17\)](#)
- [BOT.Minutes.20050209](#)
- [BOT.Minutes.20091014](#)
- [BOT.Minutes.20140409](#)
- [BOT.Minutes.20160810](#)
- [BOT.Minutes.20210408](#)
- [BOT.Minutes.20210909](#)
- [BOT.Minutes.20220113](#)
- [BOT.Minutes.20221020](#)
- [BOT.Minutes.20221110](#)
- [BOT.Minutes.20221208](#)
- [BOT.Minutes.20230309](#)
- [BOT.Minutes.20230511](#)



- BOT.Minutes.20230914
- BOT.Minutes.20230914 (page number 3)
- BOT.Minutes.20231019
- BOT.Packet.20231019
- BOT.Packet.20231109
- BOT.Packet.20240222
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 8)
- BOT.Policies and Procedures (page number 11)
- BOT.Policies and Procedures (page number 22)
- BOT.Policies and Procedures (page number 31)
- BOT.Policies and Procedures (page number 74)
- BOT.Policies and Procedures (page number 76)
- BOT.Policies and Procedures (page number 77)
- BOT.Policies and Procedures (page number 99)
- BOT.Policies and Procedures (page number 210)
- BOT.Policies and Procedures (page number 225)
- BOT.Policies and Procedures (page number 246)
- BOT.Policies and Procedures (page number 249)
- BOT.Policies and Procedures (page number 251)
- BOT.Policies and Procedures (page number 259)
- BOT.Policies and Procedures (page number 260)
- BOT.Policies and Procedures (page number 262)
- BOT.Policies and Procedures (page number 278)
- Catalog.Policy.327-Academic Integrity
- Catalog.StudentPolicies
- Classroom Faculty Observation
- Employee Handbook
- Employee Handbook (page number 11)
- Employee Handbook (page number 44)
- Evaluation Appraisal Tracking
- Faculty Handbook
- Faculty.ContinuingContract
- Faculty.EvaluationTimeline
- Faculty.PerformanceAppraisal
- FacultyIn-Service.Agenda.24FL
- HR.Performance Eval-Sample
- HR.SupervisorRoundTable.20230627
- HR.Vector Completions.2021-2022
- HR.Vector Completions.2022-2023
- HR.Vector Completions.2023-2024
- IT.Accessibility-Training.20231128
- IT.Accessibility-TrainingPage.20231128
- IT.Information-Security-Policy
- IT.KnowBe4-Training.20240828
- IT.Training.Udemy

- IT.WISP-Policy
- KnowBe4Campaign
- Maxient
- Maxient.CaseManager.2020-2023
- Report a Concern Handout
- Student Handbook.pdf
- StudentServices.Policy.Lost-Found
- Supporting Employee Performance Final
- Tutoring
- Website.MVVG
- Website.Report-a-Concern

## 2.B - Core Component 2.B

---

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

---

GOCC presents itself clearly and completely to its students and the public through its website, print materials, electronic materials, and communications. The GOCC website is the main platform in which information is shared with students and the community.

Academic course offerings are in the [college catalog](#) and program requirements are listed in the catalog and on individual [Programs of Study webpages](#). Program-specific webpages, such as [Agricultural Equipment Technology](#), include career, employment, faculty, and job outlook information. The [class schedule](#) is visible for an entire academic year and is available from the GOCC website for students and interested community members to use. The class schedule links to the [required textbooks](#) and lists all [course and section fees](#). Course fees are also listed [in the catalog](#) and the BOT Policies and Procedures manual (policies [310](#) and [314](#)).

As stated in Core Component 2.A, the [student handbook](#) serves as a guide for new and returning students. It contains academic information (calendars, policies, and degree information); public safety information (campus security, severe weather procedures, Clery Act reports, and Title IX); student account information for various learning platforms; student life information (athletics, clubs/organizations, food service, housing); student policies and student concern procedures; and a list of support services available to students.

Dual-enrolled high school students receive information via GOCC's [High Schools Options webpage](#), from the early middle college (EMC) director, dual enrollment (DE) coordinator, DE/EMC mentor, or materials given to high school staff directly from the director, coordinator, or mentor. DE and EMC staff use various high school events and [on-site high school visits](#) not only to recruit for their programs but also to ensure accurate information is provided to students and their parents.

The [employee directory](#) is available on the college's website and the [college catalog](#) lists all personnel by employee type with their credentials.

Tuition and fees are listed on the [Tuition & Fees webpage](#) under the admissions heading. Tuition and fee amounts are updated annually after the [Board of Trustees approves](#). Linked from that

page is the [Tuition and Fees Calculator](#), where current or potential students can calculate the cost of the classes before attending and information on [Student Cost of Attendance](#) that includes details for living [on-campus](#), [with parents](#) while a full-time student, and [off-campus](#) as a full-time student. The [financial aid webpage](#) has information for completing the FAFSA and consumer, grants, scholarships, and tax return information.

GOCC's [College Council](#) is a representative body of the college whose purpose is to develop, align, and integrate planning processes to facilitate positive change in the institution and to model continuous quality and improvement. In addition to advancing, tracking, and supporting the strategic plan, employees can [submit a request](#) if they have suggestions, concerns, or questions. One example includes a concern regarding employee compensation. This submission led to much discussion which resulted in the college [seeking out proposals](#) to conduct a comprehensive classification and [compensation study](#) for administrative employees and a market study for support staff employees. The resulting recommendations are scheduled to be implemented in September of 2024.

Furthermore, GOCC contracted Lightcast, to conduct an [economic impact study](#) in early 2024 to measure the significant contributions the institution makes to the local and regional economy. According to Lightcast, GOCC students experience an average return on investment of 20.8% for their time and expense. Additionally, the study revealed a benefit-cost ratio of 1.3 which deems GOCC a good investment for the public, one that not only recovers taxpayer costs but grows Michigan's tax base.

The college's [About Us webpage](#) links to [accreditation](#), assessment, committees, [learning outcomes](#), [leadership](#), and the [Board of Trustees](#) information. Information about the Higher Learning Commission and GOCC's standing is prominently displayed on the [Accreditation webpage](#) as is information about program accreditation for nursing, automotive technician (the high school CTE program), and medical assistant. End-of-student learning outcomes, licensure pass rates, and programmatic accreditation information are listed on the [nursing](#) and [medical assistant](#) program web pages. The [annual report](#) is published in print and online and introduces the Board of Trustees, strategic plan, financial reporting, and information on new initiatives, programs, and projects within the college.

GOCC's [social media policies](#) reflect the college's commitment to responsible and respectful engagement. Clear guidelines that apply to staff and students are maintained, ensuring that all social media content aligns with the mission and values while promoting a positive image of the college. GOCC emphasizes professionalism, academic integrity, and inclusivity in all communications. Policies also address the proper management of official accounts, personal use, and protection against cyberbullying or harassment. Social media policies for faculty and staff are also outlined in [section 2.10 of the Employee Handbook](#).

GOCC provides additional contributions to the educational experience. Through the [Campus Cupboard](#), GOCC provided food and personal care products to meet the needs of students experiencing food insecurity and other personal needs. In 2023, 32 households and sixty-five individuals were served, including students and their immediate family members, for an average of 3-5 days of meals served to individuals 228 times. GOCC also hosts the [Viking Speaker](#)

[Series](#) which brings [speakers](#) to the [campus and community](#), holds an annual [golf fundraiser](#) to raise funds for the student-athletes, and provides a [meditation/prayer room](#) for students in the [Learning Commons](#).

GOCC contributes to economic development in the region through non-credit [business and outreach](#) services training options. Many courses or programs are open to anyone and designed for an individual's professional growth ([motorcycle safety](#) and Microsoft [Excel](#)) and development, or customized training programs to meet the needs of a specific business. Examples of training include [hazmat](#), [sales and marketing](#), [Lean Sigma 6](#), and many more. Training in these and other areas is on-campus, online, or at a company so employers pay for the training at the time and location best suited for their employees' needs. GOCC also provides [online Ed2Go training courses](#) for individuals who cannot take in-person classes or prefer online due to flexibility needs or personal desires.

Students in selected applied degrees and certificates have experiential learning requirements. Health sciences ([allied health](#) and [nursing](#)) and [agriculture equipment technologies](#) programs require students to complete clinical and internship classes, and other programs, such as [automotive](#), have internship options available.

GOCC collaborates with county high school superintendents and the [St. Joseph County Intermediate School District](#) to host career and technical education programs on campus in the newly renovated welding, automotive, electrical technologies, and graphic design labs. The college also actively supports community organizations with [space for meetings](#) or [lodging for summer programs](#). For example, in June 2024, the college hosted the [Great Lakes Retreat](#) - a non-denominational conference - where participants lodged in the Devier Student Suites and used space on campus for meetings and activities.

As a community college, the focus is on education and community advancement. Hence, there is limited advancement through research; however, it is not uncommon for professionals to request institutional data for research. Thus, in 2024, GOCC formed an [institutional review board](#), per [Board of Trustees policy 296](#), and the college participates in surveys aligned with its mission. One example related to research that aligned with the mission included a study conducted by [UNC-Chapel Hill](#) on [community college student sexual health](#), in which students had the opportunity to learn about healthy sexual/relationship behaviors while contributing to federally funded research.

## Sources

---

- AnnualReport.2023
- Athletics.GolfOuting.2024
- Bookstore
- BOT.Minutes.20230511
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 74)
- BOT.Policies and Procedures (page number 94)

- BOT.Policies and Procedures (page number 99)
- BusinessOutreach.Lean Sigma Green Belt
- BusinessOutreach.Training.Excel
- BusinessOutreach.Training.Sales-Leadership
- Campus Cupboard Flyer
- Catalog
- Catalog.Agricultural Equipment Technology
- Catalog.Allied Health
- Catalog.Automotive Requirements
- Catalog.Course Fees.Biology
- Catalog.Directory
- Catalog.Nursing
- CCHS-RecruitmentFlyer-Student-Glen Oaks
- College Council Constitution
- College Council Submission Form - Draft
- Community.Great Lakes Retreat
- CTE.MOU.2024-25
- Economic Impact Study 2024
- EMC Calendar 2018-2019
- Employee Handbook
- Employee Handbook (page number 28)
- Hazmat
- Housing.CropWatch20220429
- HR.CompensationStudy.RFP.2023
- IRB Posting
- Marketing.Policies.SocialMedia
- MOU with UNC Chapel
- Reflection Room
- Room Reservations
- Schedule Course Fees
- Student Handbook.pdf
- VikingSpeaker.Auerbacher
- VikingSpeaker.Haise
- VikingSpeaker.Quinones
- Website.About Us
- Website.Accreditation
- Website.Agricultural Equipment Technology
- Website.Board of Trustees
- Website.Business and Industry
- Website.CompensationStudy
- Website.Consumer Information - Student Cost of Attendance
- Website.Course Schedule
- Website.Directory
- Website.Ed2Go
- Website.Financial Aid
- Website.High School Options

- Website.Institutional Learning Outcomes
- Website.Leadership
- Website.Learning Commons
- Website.Living Off-Campus Costs
- Website.Living with Parents Costs
- Website.Medical Assistant Certificate
- Website.MotorcycleSafety
- Website.Nursing
- Website.On-Campus Costs
- Website.Programs of Study
- Website.Tuition Fees Calculator
- Website.TuitionFees

## 2.C - Core Component 2.C

---

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

---

The [Board of Trustees](#) (BOT) consists of seven members elected at large on a staggered six-year term according to Michigan law [Section 389.83](#). The role of the Board is to govern the college by setting the vision, mission, and values of the college ([policy 160 of Board Policies and Procedures](#)), participating in and [approving the strategic plan](#), approving college policies (e.g., [Policy Series 300](#)), making legal and fiduciary decisions (e.g., approval of the [preliminary 2023-2024 budget](#)), and [hiring](#) and providing oversight for the president. The [BOT bylaws](#) describe Board membership and authority, the process for filling a board vacancy, the conflict-of-interest policy, the election and duties of officers, how meetings are conducted, BOT committees, and how to propose amendments to the by-laws.

Training and knowledge are important to the effective functioning of the BOT. Upon election to the Board, each new member goes through an orientation conducted by officers of the BOT and is oriented to the college by the president. Monthly orientation to specific college issues is part of each BOT meeting agenda and is delivered as a focus topic on each agenda. Past topics include [strategic planning](#), [financial audit](#), [presidential scholarships](#), and [Title IX policies and procedures](#). The Board is updated regularly by the president about what is happening at the college via e-mail ([April 16, 2023](#), and [May 5, 2024](#)) and [monthly administrative reports](#) during BOT meetings from members of the President's Council provide the Board with a high-level view of the activities occurring in all areas of the college. Administrative reports help the BOT stay informed and allow them to ask questions so that they can promote the college in their community circles.

The Board of Trustees has an [annual budget for training](#), development, and conferences organized by the President's Office. Each year, GOCC holds an annual BOT retreat to educate



members on the strategic plan, discuss and modify the plan based on feedback and data, and focus on other topics pertinent to the organization's long-term goals. The agenda outlines the different educational topics for each [retreat](#). In addition, Board members [attend conferences](#) organized by the Michigan Community College Association, the American Association of Community Colleges, the American Association of Community College Trustees, the Higher Learning Commission, and the St. Joseph County School Board Association. These conferences provide professional development on current trends in higher education, networking opportunities with other college professionals, and the opportunity to bring back and [share information with others](#) during BOT meetings. Board members adhere to [policy 190 on travel for conferences](#).

Each BOT member understands their duty as outlined in [Article I, Section 7 of the Board Bylaws](#). A “member of the Board of Trustees has the duty to attend the Board meetings, both regular and special; to serve on committees as directed by the Chairperson; to perform special duties as authorized by the Board and directed by the Chairperson; to support the interest of the college to the public; and to faithfully represent the district in all matters before the public.” Board members' deliberations reflect priorities to preserve and enhance the institution. Meeting agendas include action items, where Trustees discuss issues facing the college, ask questions, and then [vote](#) on whether to approve items brought before them.

All Board meetings are open to the public and the Board complies with the [Michigan Open Meetings Act](#). Closed sessions are only for the limited purpose of considering dismissal, suspension, or disciplining of public officers and employees if they request a closed hearing, for strategy and negotiation regarding collective bargaining agreements, or to consider the purchase or lease of real property ([Open Meetings Act Handbook](#)). Meeting minutes are prepared for each open meeting and are approved by the BOT at their next meeting. Minutes of closed sessions are also prepared and publicly shared. Public comments are asked for at each Board meeting, labeled on the agenda as visitor comments, and are an official part of each Board meeting. BOT information is listed on the [Board of Trustees webpage](#) and includes bios, meeting agendas, meeting minutes, and the [policies and procedures manual](#). In addition, the BOT periodically completes a [self-assessment](#) to collect insight on how trustees view the performance of the Board as a whole, and how Trustees individually assess their knowledge and performance as a BOT member. The results of this assessment are brought to the Board ([August 2023 agenda](#)) to identify areas that need to be discussed and improved upon and to determine training to develop the Board.

The Board maintains its independence by following a strict conflict of interest policy. [Policy 106](#) specifically addresses BOT conflicts of interest and upon swearing in, Board members list all known potential conflicts of interest and sign the form. Donors are not considered in board decisions, and contributions to the college, such as [payroll deduction](#), typically flow through the GOCC Foundation. The GOCC Foundation receives funds through the mail, in person, or online, and completes a deposit slip, noting the appropriate college account; the GOCC Cashier processes the requests. Elected officials are called upon to support the college, and regularly do so through the passage of laws and financial support for the college; however, no support is conditioned on Board approval or any quid pro quo arrangement.

Day-to-day leadership of the institution is provided by the president and the [Board's governance role](#) is to hire, provide oversight and evaluation, and if necessary, terminate the president's employment. In 2024, GOCC's president since 2013 retired and the Board of Trustees hired the college's ninth president. The [Board engaged a consultant firm](#), ACCT Searches, to assist it in its search for a new president. The firm gathered information from college employees and the community, handled the recruitment, and assisted with selecting candidates. A Board committee was formed to oversee the search, and the presidential search committee chair [reported on progress](#) at each meeting. Each of the three finalists was brought to campus where faculty, staff, students, and the community were invited to participate through public forums. During the tenure of the prior president, the Board annually evaluated him utilizing a [numerical rubric](#); this process will continue with the new president. The president works closely with the President's Council to ensure the strategic plan is advanced and the goals of the college as well as the day-to-day operations are achieved, and [reports progress to the Board](#) at each meeting.

## Sources

---

- Agendas ACCT and MCCA Conferences part 2
- BOT.Agenda.20230807
- BOT.Agenda.20240425
- BOT.Agendas.2022-2023
- BOT.Agendas.2022-2023 (page number 6)
- BOT.Minutes.20220908
- BOT.Minutes.20221110
- BOT.Minutes.20230309
- BOT.Minutes.20230914
- BOT.Minutes.20240411
- BOT.Minutes.20240411 (page number 3)
- BOT.Minutes.20240509
- BOT.Packet.20231019
- BOT.Packet.20240808
- BOT.PDBudget.FY25
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 9)
- BOT.Policies and Procedures (page number 10)
- BOT.Policies and Procedures (page number 11)
- BOT.Policies and Procedures (page number 22)
- BOT.Policies and Procedures (page number 27)
- BOT.Presentation-Strategic Plan.202309
- BOT.SelfEval.Form
- Catalog.Policy344.Freedom of Expression
- Foundation.Payroll Deduction Form 24\_25
- HR.PresidentialEvaluation.Form
- MCL Section 389.83
- OMA Handbook October 2022
- OMA Handbook October 2022 (page number 11)

- President.Email.20230416
- President.Email.20240505
- Website.Board of Trustees

## 2.D - Core Component 2.D

---

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Argument

---

GOCC has policies related to expression and academic freedom. The Board of Trustees Policies and Procedures manual, specifically [policy 344A Freedom of Expression](#), outlines that the college promotes the free exchange of ideas and outlines free speech and assembly while maintaining an educational and safe work environment for students, employees, and visitors. This policy is in the [student handbook](#) and the [college catalog](#). Selected examples demonstrating this policy include the [visitor comments](#) agenda item for all Board meetings, public comments agenda items that are submitted through a document management and electronic forms system ([Etrieve](#)) for all College Council meetings, the [Viking Speaker Series](#), and the college's [Institutional Review Board](#) process.

The [faculty contract, Article III](#), outlines the faculty's right "to explore and discuss ideas either accepted or controversial." It adds that faculty have the right to seek improved knowledge and understanding of ideas and issues and provides guidelines for critical thinking, connecting course objectives, presenting all sides of an issue, and avoiding unnecessary materials that have little or no educational value. This information is repeated in the [Faculty Handbook](#). Due to growing national concerns, a [faculty forum on academic freedom](#) was held in the winter of 2024 to discuss academic freedom and allow faculty to ask questions. Examples of faculty embracing academic freedom and allowing students to express themselves as aligned with course materials include student-driven project-based [chemistry labs](#) where students creatively and independently justify their choices; a psychology assignment requiring students to create a [podcast](#) on a topic of their choice; nursing [teaching plan](#) centered around students sharing viewpoints and [discussing ethical decisions](#) that needed to be made at a large hospital during Hurricane Katrina; and communication studies students who have the freedom to [select their speech topics](#) for discussion board assignments and are graded based on preparation, research, delivery, and substance with no selected topic bias or judgment.

In June 2024, the two co-chairs of the Justice Equity Diversity and Inclusion (JEDI) committee volunteered to go through the process to become certified [Moral Courage Mentors](#) - a sixteen-week online and live [training program](#) that included conversations and teach-backs. "The skills of Moral Courage equip people to discuss polarizing issues productively, transforming them into trust-building opportunities." At the end of the certification process, certified mentors will be skilled to train students, faculty, and staff in the skills of moral courage to help students, faculty, and staff regulate their emotions when entering conversations that can be contentious, to listen to learn rather than to win, to develop confident humility (accepting that there is always more to learn about any given subject), and to understand the benefit of switching from an either/or mindset to an intentional both/and lens.

## Sources

---

- BOT.Packet.20240808
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 67)
- BOT.Policies and Procedures (page number 157)
- Catalog.Policy344.Freedom of Expression
- CHEM.Lab-Concrete
- CollegeCouncil.Minutes.20230317
- COM.AcademicFreedom
- Faculty Handbook
- Faculty Handbook (page number 21)
- Faculty.CBA.2024-2027
- Faculty.CBA.2024-2027 (page number 7)
- FacultyForum.AcademicFreedom.20240214
- Five Days at Memorial Group Discussion
- Nursing.TeachingPlan.Ethics
- PSY.Podcast Assignment
- Student Handbook.pdf
- Syllabus.MoralCourage
- VikingSpeakerSeries
- Webpage.Moral Courage

## 2.E - Core Component 2.E

---

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

---

GOCC's mission focuses on teaching and learning. While faculty and staff are not required to conduct research, it is common for employees to pursue additional educational opportunities that require research, or for external research requests to be made to the college. As a result, GOCC created an [institutional review board](#) process in 2024 to review requests and support individuals doing research. The review board, under the direction of the executive director of institutional planning, assessment, and research, provides oversight ensuring compliance, ethics, and accountability. The board consists of three faculty members and one external member, along with the chairperson.

Individuals conducting research and scholarly practice have institutional structures available for assistance. [Students](#) and employees have access to the [Learning Commons](#) which assists with locating and citing [research materials and resources](#). The Institutional Research Office (IR) assists departments and faculty with data reporting, collecting data, analyzing data, and closing the loop. An example of this is IR assisting a math faculty with a [statistics class survey](#) data collection assignment.

The college is active in pursuing grants. The Institutional Research Office consists of two full-time employees, including the [executive director](#) of institutional planning, assessment, and research, and a new [institutional research assistant](#) position as of 2023, that supports departments in collecting and utilizing data in grant proposals. The executive director works collaboratively with the [President's Council](#) to [research grants](#) and determine which align with the mission and current needs.

The college recently updated the [Academic Integrity Policy \(policy 327\)](#) to include minor changes to the procedure for violations and information on generative artificial intelligence and denying others access to information or materials. This policy is in the [student handbook](#), and college catalog, and a new textbox field is now included on all syllabi for faculty to type their [section-specific policies](#). The Curriculum Committee also [adopted syllabi language for AI](#) and

this language along with a textbox for faculty to enter their [section-specific AI policy](#) was added to all syllabi effective fall 2024. In addition, nursing and allied health programs have academic honesty, AI, and other integrity-related policies and procedures published in their handbooks. Examples include the [Nursing Handbook's policy on admission/progression/graduation, AI, criteria for dismissal](#) from the Nursing Program, and [criteria for issuing a learning contract](#) and the [Allied Health Student Handbook's goals and objectives, standards of conduct, and academic honesty](#).

## Sources

---

- ALH.Handbook.2024-2025
- ALH.Handbook.2024-2025 (page number 4)
- ALH.Handbook.2024-2025 (page number 5)
- BOT.Packet.20240222
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 67)
- BOT.Policies and Procedures (page number 122)
- Catalog.Learning Commons
- CurriculumCommittee.Minutes.20240409
- Grants
- JD.Executive Director of Institutional Planning Assessment Research
- JD.IRAssistant
- Library Services
- Nursing.Handbook.2024-2025
- Nursing.Handbook.2024-2025 (page number 11)
- Nursing.Handbook.2024-2025 (page number 34)
- Nursing.Handbook.2024-2025 (page number 41)
- PresidentCouncil.Agenda.20240821
- Student Handbook-AcademicIntegrity.pdf
- Survey.MATH-201.2023
- Syllabus PHIL-230-10
- Syllabus PSY-101-10
- Syllabus.MATH-104-10
- Syllabus.MATH-104-10 (page number 10)

## 2.S - Criterion 2 - Summary

---

The institution acts with integrity; its conduct is ethical and responsible.

### Summary

---

Glen Oaks Community College (GOCC) is governed by a seven-member elected Board of Trustees (BOT). The BOT sets the vision, mission, and values, participates with college employees to develop/modify the strategic plan, oversees legal and fiduciary decisions, helps set institutional policy, and supports the president in advancing the college. During the last two years, Series 100-500 in the Policies and Procedures Manual were reviewed with many policies updated or added such as admissions, remote work, academic integrity, and Title IX policies. These changes reflected law changes or were due to continuous quality improvement either identified by best practices or through the college's shared governance processes.

Shared governance at GOCC includes all employee groups' service on multiple standing and ad hoc committees. Committees have contributed to ethical and responsible conduct by advancing priorities to value diversity (Justice, Equity, Diversity, and Inclusion Committee - JEDI), improving curriculum and ensuring transfer course alignment (Curriculum Committee), improving student learning outcomes and program effectiveness (Program Assessment and Review Committee), contributing to faculty development (High Quality Teaching and Learning Committee and Online Learning Advisory Team), and overseeing the strategic plan progress and obtaining employee feedback (College Council).

GOCC employees annually receive training on FERPA, Title IX, accessibility, and security topics. Employees are evaluated regularly based on the employee handbook or their unit's bargaining agreement. The college uses Maxient to receive and manage student complaints. Students can provide feedback in person or through the feedback/report a concern link on the college's website. Information is also communicated to students in the catalog and the student handbook.

The college presents itself clearly and completely through the website, college catalog, student handbook, and marketing materials. Examples include career information on program-specific webpages, transparency data and employee documents such as handbooks and collective bargaining agreements, and annual college reports and impact studies. Employees can submit a request for information or a concern to the College Council, a representative body of the college, and GOCC adopted an institutional review board policy and procedure in early 2024.

The BOT regularly receives updates from the president and administrative reports at monthly BOT meetings. GOCC annually allocates funds for BOT professional development and new BOT members are oriented by BOT officers and the president. Policies and procedures and BOT agendas and minutes are posted on the GOCC website.



GOCC has policies on academic freedom and freedom of expression. Faculty embrace academic freedom as they teach their classes and in assignments for students that demonstrate that they too are regularly allowed to explore and learn as they find interests. The JEDI committee is committed to advancing freedom of expression as demonstrated through campus activities, training, and upcoming certifications.

Finally, GOCC has resources that support students and faculty in the discovery and use of knowledge. Recently adopted, the institutional review board process governs research requests. The Learning Commons has access to and assists individuals in acquiring articles, books, videos, and more. Lastly, GOCC modified the academic integrity policy in 2024 to incorporate language for generative artificial intelligence and its use within classes.

## **Sources**

---

*There are no sources.*

# 3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

## 3.A - Core Component 3.A

---

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

---

Glen Oaks Community College (GOCC) offers seventeen certificates and twenty-two associate degrees. All programs are listed in the [catalog](#) and advertised on the [programs of study](#) portion of the college's website. Certificates are embedded into larger credit certificates or an associate degree – for example, the [Agricultural Equipment Technology certificate](#) is embedded into the [Agricultural Equipment Technology AAS degree](#) and the [Computer Information Systems AAS degree](#) includes five different options that include at least two smaller certificates in each track. Institutional program information is stored in a [program master](#) (ex: [Accounting Certificate](#), [Agricultural Equipment Technology AAS](#), [Criminal Justice AAS](#)) that contains proposal (for new programs only), learning outcomes, and courses sections. Institutional course information is stored in a [course master template](#) within a document management and electronic forms system called Etrieve. The template contains sections for general education alignment, fees, credit and contact hours, student learning outcomes, and requisites. Faculty set corequisite and prerequisites for courses and contribute to institutional requirements for course placement. As examples, math faculty reviewed and recommended [changes to SAT scores](#) for math course placement and other departments reviewed and proposed several prerequisite changes to [BIO-122](#), [BUS-105](#), [chemistry courses](#), [psychology courses](#), and [allied health courses](#) that were reviewed by faculty and the Curriculum Committee in 2022-2023.

Programs are reviewed every five years per the [Program Assessment and Review Handbook](#) to ensure that programs and courses align with transfer and employment needs. It also includes data and faculty analysis on student enrollment, program learning outcomes, course alignment within

the program, and faculty engagement. The [Program Assessment and Review Committee \(PARC\)](#) is a cross-functional committee that maintains program review and the ongoing assessment of student learning processes. PARC supports curricular and cocurricular departments in the program review processes and assessing student learning outcomes. It also creates subcommittees to review program review submissions and provide feedback regarding the status of the review and future action plans documented in the review. These reviews, described in more detail within Core Component 4.A, align with the Curriculum Committee's five-year course master review. Program-specific courses are reviewed by departmental faculty and then the Curriculum Committee during the program review process to ensure high-quality learning experiences for students. For example, the [Associate of Applied Science in Allied Health program](#) was reviewed in 2023-2024 which led to the review and approval of multiple [allied health course changes](#) during a Curriculum Committee meeting. Additional examples that were modified because of the program and course master review processes include [Automotive](#), [Criminal Justice and CADD](#), and [Electrical](#) courses. Elective or general education courses are reviewed according to the rotation specified in the [Department Assessment Process Timeline](#) within the Program Assessment and Review Handbook. In addition to faculty and shared governance feedback on courses and programs, advisory boards give feedback for curriculum improvement and alignment with industry - recent examples include [Business](#), [Education-Teacher Academy](#), and [Welding](#). While courses are reviewed systematically based on the five-year rotation outlined in the Program Assessment and Review Handbook, changes can occur yearly as needed. For example, recommendations for improvement can come from advisory board feedback or from faculty as they recognize the need to improve curricula. In 2022-2023 alone, GOCC had over 111 course modifications that spanned from description to topic and objectives to requisites changes and more.

The [process to create a curriculum](#) is described in the Curriculum Handbook and begins with faculty. Ideas often come to faculty from multiple sources including their interests, transfer partners, and business and industry. Recently approved programs include the Associate of Arts in Computer Science, Associate of Arts in Cybersecurity, and the Mechanized Irrigation Certificate which were reviewed and approved by the [Curriculum Committee](#), [Program Review Committee](#), and the [Board of Trustees](#). As the faculty builds the curriculum, GOCC departments and peer review help form the course or program before a review from the Curriculum Committee. New programs must be justified by a rationale and include information about anticipated enrollment numbers, staffing needs, and facility/equipment/technology needs. New courses must also be justified, which faculty or the respective dean articulate the need to the Curriculum Committee. If pertinent to the college's mission and demand, the course is reviewed by the Curriculum Committee and recommended to the vice president of academics for adoption. Recent examples include [ALH-106: Medication Aide](#), which was created in response to the State of Michigan's approval and need for certified medication aides, and [HUM-125: Introduction to Human Services](#), which was created in response to the need for a [Human Services meta major](#). To ensure alignment between courses and institutional student learning outcomes, faculty have mapped program-specific courses to program learning outcomes and institutional learning outcomes - recent examples include the [Associate of Arts](#), [Associate of Science](#), and [Cybersecurity Certificate](#)). This exercise, completed in the academic year 2022-2023, allowed faculty to adjust program sequences to ensure that students were learning the program's intended student learning outcomes at the right level (introduce, reinforce, master) at the right time. Program sequences,

such as the [Associate of Arts](#), [Associate of Science](#), and [Cybersecurity Certificate](#) sequences, are listed in the catalog for all programs.

Student learning goals are articulated from the course to the institutional level in multiple places. Course masters, such as [CIS-240](#), [MUS-150](#), [PHIL-210](#), and [PSY-101](#), document common course outcomes (CCOs) and the institutional learning outcomes (ILOs) that each CCO aligns with. CCO and ILO information is pulled automatically into all syllabi - for example [ACCT-112](#), [COM-110](#), [GEOG-142](#), and [NUR-109](#). When GOCC shifted to four ILOs, faculty were provided directions to [update course outcomes for new ILOs](#) which is the same process faculty use now to modify course curriculum. Program masters, such as [Network Administration Certificate](#), [Nursing](#), and [Business-Transfer](#), list program learning outcomes (PLOs). PLOs are also listed on each program's overview page within the catalog (examples: [Accounting](#), [Science](#), [Visual Arts: Emphasis in Graphic Design](#)). ILOs are GOCC's general education outcomes and are listed on the college's [institutional learning outcomes page](#). The ILOs are also program learning outcomes for the Associate of Arts and Associate of General Studies degrees. All faculty, regardless of location or modality, use Simple Syllabus to create their syllabi which automatically pulls course descriptions, student learning outcomes, and institutional policies. Instructional policies listed in all syllabi include attendance, academic integrity, incomplete grades, the sensitivity statement, Title IX, and the recently approved generative artificial intelligence statement. Sample syllabi include [WELD-105-C3](#) (CTE dual enrollment), [ENG-121-H4](#) (dual enrollment at a high school), [ENG-121-19](#) (on-campus), [ENG-121-15](#) (online), [EDU-100-10](#) (on-campus), [BIO-210-10](#) (hybrid), and [LNG-125-10](#) (online) show consistency with syllabi format, structure, and policies. The [Faculty Handbook](#), [dual enrollment memorandum of understandings](#) (MOUs), and [Career and Technical Education \(CTE\) MOU](#) further emphasize that GOCC courses are consistent regardless of location and modality.

In addition to the course master review process and the faculty evaluation process (described in Core Component 3C.), online courses are reviewed periodically for quality content and instructional design. Article XIII of the full-time faculty [collective bargaining agreement \(CBA\)](#) details online education, the process for creating a new or reviewing an existing online course, and related topics including assignment to teach an online course, professional development, and intellectual rights. As a result, the [Online Learning Advisory Team \(OLAT\)](#) created an [online course rubric](#) for reviewing online courses and manages the [online course review process](#) by reviewing several online courses each academic year. [Multiple courses were reviewed](#) in 2023-2024 including [ANTH-201](#), [ENG-233](#), and [PSY-260](#), which were part of a [contractual letter of agreement](#).

A large population of GOCC students are high school dual enrollment students. Dual enrollment options include traditional dual enrollment with students taking classes on-campus, online, or by a credentialed instructor teaching at a high school. Full-time faculty, adjunct faculty, and GOCC-credentialed high school teachers serve as dual enrollment faculty in nearby high schools. Students in the high school Career and Technical Education (CTE) program can also earn dual enrollment credits. The Early Middle College, a program that extends high school to a 13th year, allows students to earn a high school diploma and a GOCC degree or certificate simultaneously. Options are described in detail in the [High School Options Handbook](#), which includes information on expectations and academic standing, and parents and students must sign a student

and parent agreement acknowledging college-level content and expectations. Eligible DE and CTE students must follow all [dual enrollment procedures](#) and complete the [CTE-DE-HS Etrieve Form](#). Parents must also sign the [DE high school parent/student agreement](#). GOCC was approved by the Higher Learning Commission in 2023 for an additional location at [Sturgis High School](#).

Multiple policies govern GOCC's academic offerings, most of which are contained in Board Policy [Series 300 - Students](#) or [Series 400 - Instruction](#). Policies applicable to students are communicated through the [college catalog](#). These policies were reviewed, and many have been modified since 2022 to align with national best practices. For example, certificate and degree requirements were modified to create a consistent residency requirement that requires a minimum of 25% of the program's requirements to be completed at GOCC ([policy 331](#), [Curriculum Committee Minutes](#), [BOT Minutes](#)). Catalog rights and details for obtaining additional degrees or certificates ([policy 332](#)) were also reviewed with minor edits. The [Course Attendance Policy \(policy 321\)](#) was reviewed and edited along with the [Independent Study Policy \(policy 329\)](#) to incorporate feedback from advisors and faculty. [Transfer policies](#) were reviewed resulting in minor edits to [Agricultural Equipment Technology](#), [AA in Visual Arts](#), [AAS in Business](#), [Business Certificates](#), [AAS in Computer Information Systems](#), and [AAS in Allied Health programs](#). The [Credit for Prior Learning Policy \(policy 306\)](#) was expanded to include nationally recognized tests (AP, CLEP, DAN TES, etc.), industry certifications, and other life experiences that could equate to the knowledge, skills, and abilities learned in GOCC courses. While the process is new and evolving, students interested in having prior learning evaluated for GOCC credit(s) must complete a [Credit for Prior Learning form](#).

Beyond the associate degree, GOCC has [articulation agreements](#) that align GOCC associate degrees to bachelor's degrees. Most examples, unless it is an applied science associate degree, satisfy the Michigan Transfer Agreement (described in Core Component 3.B) which requires a minimum of thirty general education credits in six categories. GOCC also participates in the [Michigan Transfer Pathways](#), which aligns degree completion in multiple transfer and workforce pathways to four-year institutions in the state of Michigan. Academic personnel, faculty, and advisors review courses and programs when agreements are created or when students express an interest in transferring to a four-year institution where an agreement does not exist to ensure alignment of student learning outcomes. When mismatches are found, faculty and academic personnel review the curriculum and adjust as needed. During the 2022-2023 academic year, the [Curriculum Committee recognized](#) that multiple courses had credit hours that differed from transfer partner courses. After comparing the curriculum, faculty in ten [departments made changes](#) to their courses to better align these courses so that students didn't lose time or money.

In 2023, GOCC hosted reviewers from third-party accreditors in nursing ([ACEN](#)) and medical assisting ([MAERB](#)). The nursing program received initial accreditation approval, and the medical assisting program received continuing accreditation.

---

## Sources

- ACEN Certificate
- AdvisoryCommittee.Business.20240409

- AdvisoryCommittee.TeacherAcademy.20221101
- AdvisoryCommittee.Welding.20240314
- Agricultural Equipment Technology - AAS Program Template
- ALH.CAAHEP Approval Letter
- Articulation Agreements
- Associate of Arts PLO-ILO Mapping
- Associate of Business - Program Master
- Associate of Science - PLO-ILO Mapping
- BOT.Minutes.20200514
- BOT.Minutes.20230413
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 76)
- BOT.Policies and Procedures (page number 210)
- Catalog.Accounting
- Catalog.Agricultural Equipment Technology
- Catalog.Agricultural Equipment Technology.Certificate
- Catalog.Arts-AA
- Catalog.Computer Information Systems - AAS
- Catalog.Course Information.IndependentStudy
- Catalog.Credit for Prior Learning
- Catalog.Cybersecurity
- Catalog.DegreeRequirements
- Catalog.Degrees and Certificates
- Catalog.Earning Your Degree
- Catalog.Policy321.Attendance
- Catalog.Policy331.Degree Requirements
- Catalog.Science
- Catalog.Transfer
- Catalog.Visual Arts\_ Emphasis in Graphic Design
- CM.CIS-240
- CM.Form
- CM.MUS-150.24WN
- CM.PHIL-210.24WN
- CM.PSY-101
- Credit for Prior Learning Form
- CTE.MOU.2024-25
- CTE-DE.Three Rivers.MOU 23-26
- CTE-DE-HS Application Form
- Curriculum Handbook
- Curriculum Handbook (page number 6)
- Curriculum.Updating Course Outcomes
- CurriculumCommittee.Minutes.20200408
- CurriculumCommittee.Minutes.20221101
- CurriculumCommittee.Minutes.20230117
- CurriculumCommittee.Minutes.20230201
- CurriculumCommittee.Minutes.20230221

- CurriculumCommittee.Minutes.20230307
- CurriculumCommittee.Minutes.20231012
- CurriculumCommittee.Minutes.20231114
- CurriculumCommittee.Minutes.20240130
- CurriculumCommittee.Minutes.20240206
- CurriculumCommittee.Minutes.20240312
- CurriculumCommittee.Minutes.20240910
- Cybersecurity Cert - PLO-ILO Mapping
- DE.Parent Agreement.20240813
- DE.Parent Student Contract.2024
- Faculty Handbook
- Faculty Handbook (page number 14)
- Faculty.CBA.2024-2027
- Faculty.CBA.2024-2027 (page number 35)
- Faculty.CBA.2024-2027 (page number 55)
- Guided Pathways.Minutes.20230921
- High-School-Options-Handbook-23-26
- HLC.ALCV-SHS.2023
- Institutional Learning Outcomes
- MiTransferPathways
- OLAT.ANTH-201-10.Rubric
- OLAT.ENG-233-10.Rubric
- OLAT.Online Course Review Process
- OLAT.Online Course Rubric
- OLAT.PSY-260.Rubric
- OLAT.Various.24SM
- Online Learning Advisory Team
- Program Assessment and Review Committee
- Program Assessment and Review Handbook
- Program Assessment and Review Handbook (page number 18)
- Program Assessment and Review Handbook (page number 19)
- Program Master
- Program Master.Accounting
- Program Review ALH 2024
- ProgramMaster.AGT.AAS-2024
- ProgramMaster.Criminal Justice
- ProgramMaster.Network Administration Certificate
- ProgramMaster.Nursing
- ProgramReview.Minutes.20190425
- Syllabus.ACCT-112-11.24FL
- Syllabus.BIO-210-10.24FL
- Syllabus.COM-110-12.24FL
- Syllabus.EDU-100-10.24WN
- Syllabus.ENG-121-15.24FL
- Syllabus.ENG-121-19.24FL
- Syllabus.ENG-121-H4.24FL

- Syllabus.GEOG-142-10.24FL
- Syllabus.LNG-125-10.24FL
- Syllabus.NUR-109-11.24FL
- Syllabus.WELD-105-C3.23FL
- Website.Programs of Study



## 3.B - Core Component 3.B

---

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Argument

---

The [Curriculum Committee](#) is a cross-functional committee that reviews the rigor of courses and programs to ensure academic quality. The committee also reviews curriculum-related policies and procedures and makes recommendations on the adoption or modification of curriculum practices. To the extent possible, the committee helps implement curriculum policies and procedures. Committee members include faculty (including the chair), advisors, financial aid representatives, the college registrar, and administrators. It is the practice of GOCC that all curriculum is [faculty-led](#) and, as such, the committee supports faculty in the creation and improvement of courses and programs to ensure that courses are sufficient and appropriate for the various programs and meet the needs of students, transfer partners, and business and industry.

The Curriculum Committee has established a process by which all [courses are created and reviewed](#). New courses and course updates are proposed by faculty members in their subject areas with new courses first needing academic dean and vice president of academic's approvals. [New course proposals](#) and revisions to the existing course master are created in a document management and electronic forms system (Etrieve) and then sent to the curriculum committee chair for initial review. The chairperson reviews proposals for completeness which includes course outcomes, course topics, requisites, and course description along with credit and contact hour information. If the proposal is missing information or contains errors on the course master form, the course is returned to the faculty member for improvement. If the course master meets all the basic needs for a course, the chairperson sends the course master to the whole committee, which then reviews the course to ensure that the course meets the institution's needs. The committee considers the appropriateness or need of the course, the credit and contact hours, the student learning outcomes and whether they are measurable and tied to the program, general

education, or institutional learning outcomes, the appropriateness of prerequisites, and the rigor of topics and student learning outcomes against what the faculty presents during their presentation at the committee. This same process is applied to programs, which include additional elements in the proposal to determine need and applicability to business and industry. In summary, the Curriculum Committee focuses on the inputs of the GOCC curriculum and partners with the Program Assessment and Review Committee (PARC) which focuses on the outputs of the GOCC curriculum. Together, the two committees [review and improve](#) all GOCC curricula on a five-year rotation per the [timeline established](#) in the program assessment and review handbook.

GOCC's [institutional learning outcomes \(ILOs\)](#) articulate shared, college-wide expectations for all students. In line with GOCC's mission, vision, and values for student learning and development, it is the expectation that all certificate and degree programs teach and assess critical thinking, effective communication, information competency, and recognition of diverse perspectives in a manner appropriate to their field of study. These four ILOs, adopted in 2016 and [reconfirmed by the Curriculum](#) and [PARC](#) committees in the academic year 2023, form the foundation for the curriculum and serve as GOCC's general education framework. ILOs are articulated on the [institutional learning outcomes](#) webpage, in the [college catalog](#), in all syllabi (e.g., [BUS-104](#), [HIST-101](#), [MATH-101](#)), and in [GOCC classrooms](#).

ILOs are represented and [measured](#) within [all GOCC courses](#) and are GOCC's general education outcomes. While all courses map to GOCC's ILOs, GOCC uses courses that fulfill the [Michigan Transfer Agreement \(MTA\)](#) and a few additional courses approved by the Curriculum Committee that align with the MTA categories to measure general education learning outcomes (GELOs). The [MTA](#) was established in 2014 and adopted by participating Michigan institutions as a guarantee for a block of at least 30 college-level general education credits to transfer and fulfill a portion of a four-year institution's general education requirements. Hence, GOCC [adopted the MTA categories as its general education categories](#) and measures general education student learning using GOCC's ILO alignment with courses in these categories. General education/MTA categories are English Composition, Communication, Mathematics, Social Sciences, Humanities and Fine Arts, and Natural Science courses. As noted in Core Component 3.A, course masters list which ILOs each course fulfills, but also list which general education category the course fulfills (e.g., [AGT-102](#), [ALH-238](#), [PHIL-210](#), [SOC-120](#)). For example, MTA Category #5 is Humanities and Fine Arts which requires students to complete two courses in humanities and fine arts from two different disciplines. Courses in this category are listed in the [GOCC catalog](#) and include ART, COM, ENG, HIST, HUM, LNG, MUS, PHIL, and REL prefixes. Each course master within these prefixes lists humanities for both the MTA and general education categories.

Furthermore, each course lists which ILO it fulfills, and these courses are used to measure student learning for that specific ILO and the effectiveness of GOCC's general education curriculum. For example, [ART-100](#) meets ILOs #1 (think critically), #2 (communicate effectively), and #4 (recognize diverse perspectives). As PARC measures ILOs, they measure ILOs for all courses but then separate the data to only look at [courses in general education categories](#). The Curriculum Committee reviewed and updated the [list of general education courses](#) at the [March 2023 meeting](#). Discussions were informed by the MTA categories, MTA

participation [guidelines](#), and courses that commonly transfer to four-year institutions. As a result of this analysis, courses were added to the [general education list](#) including options that would work for [multiple MTA categories](#) (such as COM for communications or humanities and PHIL for humanities or social sciences) and, as noted in Core Component 3.A, several general education courses were [modified from 4- to 3-credit hours](#) to align with transfer partner curricula. Each semester, faculty submit [plans for assessing common course outcomes](#) used to measure program, general education, and institutional learning outcomes. At the end of each semester, faculty [submit data](#) based on their plans which is used to calculate overall PLO, GELO, and ILO results.

The Curriculum Committee also reviewed and recommended changes to academic policies. The [attendance policy](#) was modified to include verbiage about attendance being expected, the [academic integrity policy](#) was modified to include additional information about generative artificial intelligence (AI), and a section solely on [generative AI](#) was added to all syllabi with a textbox for faculty to enter their own section-specific AI policy.

Faculty engage students in collecting, analyzing, and communicating information; mastering modes of intellectual inquiry or creative work; and developing skills adaptable to changing environments through class activities and assignments. While these directly relate to think critically and recognize diverse perspectives ILOs, selected examples of class activities or students' work include:

- ART-220, ART-221, and ART-240, where student art projects including critiques, interpretations, and reflections of human works of art within and outside the class such as the [field trip](#) to the [Chicago Art Institute](#).
- AGT-102, where [Agricultural Equipment Technology](#) students work with the professor to [plan, plant, and harvest the college farm](#).
- ART-104 and ART-105, where students and faculty engage in [creative studio artwork](#).
- ALH courses, where faculty volunteers delivered specialized [training in BLS/CPR/AED](#) techniques and procedures to allied health students.
- COM-150, where students deliver [speeches](#) on the Concourse within their Public Speaking class.

GOCC programs and courses recognize human and cultural diversity. Beginning at the ILO level, students recognize diverse perspectives and their own and others' worldviews ([ILO #4](#)). This occurs in multiple courses including [BIO-210](#) and [NUR-111](#) that use online discussions and clinical evaluations, respectively, to assess student achievement of this outcome. [Institutional data](#) shows that about 86% of students met this ILO exceeding the benchmark faculty set of 78%. Additional examples of thinking about, exploring, and expressing the meaning found in the world include:

- [ANTH-201](#), where students describe, analyze, and apply methods of inquiry used by anthropologists in researching and explaining socio-cultural phenomena.
- [ART-100](#), where students evaluate the cultural impact of art.
- [CRJ-110](#), where students debate democracy, including the use of authority, power, persuasion, force, and discretion.

- [ENG-201](#), where students recognize diverse perspectives through reading, analyzing, and discussing literature written by women.
- NUR-101, where students develop presentations on [various cultures](#) and incorporate appropriate client-centered care.
- [REL-231](#), where students compare the major spiritual concepts of the five religions.

GOCC further values human and cultural diversity through committees and student organizations. The Justice, Equity, Diversity, and Inclusion (JEDI) committee offered [Inclusion Advocate training](#) to faculty and staff for search committee members and [adopted](#) the [Diversity Movement Calendar](#). Student clubs and organizations are dedicated to student interests. The [handbook](#) for student [clubs and organizations](#) provides a mission statement, learning outcomes, and guidance to students in developing and maintaining student organizations. [Current clubs](#) include Agriculture, Tri Alpha Honor Society for First Generation Students, the American Association for Women in Community Colleges, Computer Gaming, Hispanic Student Alliance, Phi Theta Kappa, Rainbows and Allies (LGBTQ+), Student Government, Nursing Service Club, Study Abroad, Visual Arts, and Welding. Each of these clubs offers students a chance to meet and interact with other students from different backgrounds, interests, and beliefs. Student clubs are also part of the program review process, which will be part of the Student Services and Campus Life [cocurricular 2024-2025 program review](#). Cocurricular reviews include the analysis of program learning outcomes (PLOs) specific to cocurricular programs that align with ILOs and analyze set targets and actual results (Student Services assessment for [2021-2022](#) and [2022-2023](#)). And finally, the [Learning Commons](#) is hosting the [Unify Challenge](#), a [guided conversation](#) with other college and university students to help students share perspectives across differences and strengthen their civic engagement, again in 2024.

Students and faculty engage in scholarship, creative work, and the discovery of knowledge appropriate to a rural community college's mission. Science students explore topics in a laboratory setting that helps them discover valuable information. Examples include [biology classes](#) where students present their research and experiment findings aligned with current biological issues and [chemistry labs](#) where students determine the nature of substances they use in research and experimentation lab assignments. Furthermore, faculty in disciplines including COM, ENG, HIST, PHIL, and PSY have adopted open educational resources for their classes or are doing so. Students in career and technical education fields contribute to creative work that benefits the college or community. Examples include [welding students](#) who created items to sell and raise funds for the St. Joseph County Animal Control and Graphic design students who created a new logo for [GOCC's eSports team](#) and the [St. Joseph County Adult Education program](#).

GOCC is home to the Flora Kirsch Beck Art Gallery which annually showcases the artistic talents of community members, faculty, employees, and students. The gallery is supported by an endowment and programming is determined by GOCC's art professor. Examples of 2023-2024 showcases include "[The Arts of Healing: My Journey](#)" from a local artist who also led attendees in a public lecture and painting class, "[A Retrospective of 22 Years at the Oaks](#)" by a GOCC professor, a student showcase, "[Echos of the Past](#)," and "[Coiler Alert](#)" by a GOCC Learning Commons staff member.

## Sources

---

- AGT.Article-Small-Town Innovation
- AGT.Planting
- ALH.SocialMedia-BLS-CPR-AED Training
- ART.Article-Suzy Garner\_ Artfully Growing Old
- ART.CIA-fieldtrip
- ART.eSports logo
- ART.FieldTrip
- ART.GraphicDesign-ABE logo
- Assessment.GenEd.SLO-data-2024
- Assessment.ILO4.BIO-210
- Assessment.ILO4.NUR-111
- Assessment.Plan.Math-117
- BIO.StudentResearch
- Catalog.Arts-AA
- Catalog.Institutional Learning Outcomes
- Catalog.MTA and General Education Courses
- Catalog.Transfer
- CHEM.Lab-Concrete
- CM.AGT-102
- CM.ALH-238
- CM.ANTH-201
- CM.ART-100
- CM.CRJU-110
- CM.ENG-201
- CM.Form
- CM.PHIL-210
- CM.REL-231
- CM.SOC-120
- COM.SocialMedia-Student speeches
- Committees.Curriculum Committee
- Curriculum Handbook
- Curriculum Handbook (page number 4)
- Curriculum Handbook (page number 6)
- Curriculum.Course Credit Changes.2024
- CurriculumCommittee.Minutes.20230321
- CurriculumCommittee.Minutes.20230926
- Diversity Holiday Calendar 2024
- Gallery.Golden
- Gallery.Northrop
- Gallery.Students
- Gallery.Walker
- Handbook for Clubs and Orgs 2024 2025
- HR.Inclusion Advocate Training
- ILO metrics 22WN thru 24SM (CCOs 1 to 6)

- ILO.Classrooms
- Institutional Learning Outcomes
- JEDI.Agenda.20231004
- MTA.Guidelines.2019
- NUR-101.Rubric.Cultural-Presentations
- PARC.Minutes.20230911
- Program Assessment and Review Handbook
- Program Assessment and Review Handbook (page number 18)
- Program Assessment and Review Handbook (page number 19)
- SLOs.Student Services.2021-2022
- SLOs.Student Services.2022-2023
- Syllabus COM-150-10
- Syllabus PHIL-230-10
- Syllabus.BUS-104-10.24FL
- Syllabus.CHEM-133-10.24FL
- Syllabus.HIST-101-H1.24FL
- Syllabus.MATH-101-11.24FL
- Unify America Challenge.Email.2024
- Unify America Challenge.Poster.2024
- Webpage.Michigan Transfer Network
- Website.Clubs and Organizations
- Website.Institutional Learning Outcomes
- Website.Learning Commons
- WELD.AnimalControl

## 3.C - Core Component 3.C

---

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

---

GOCC primarily serves [St. Joseph County](#), which is home to approximately 60,878 people. The areas surrounding the college are conservative, rural, and agricultural. The county's population is predominately white (93.2%) with approximately 9.6% of residents who identify as Hispanic or Latino. [Recent data](#) shows that of the twenty-four full-time instructional staff at GOCC, 100% were white, with 54% females and 46% males. The race/ethnicity makeup of non-instructional staff (n=82) reflects county census data (91.4% White, 2.4% Black, 2.4% Hispanic/Latino, and 3.6% Two or More Races). The [fall 2023 student body](#) was more racially diverse than county data with 72.1% identifying as White, 14.4% Hispanic/Latino, and 4% Black.

In the fall of 2023, 68% of students attended college part-time. Forty-eight (48%) were dual-enrolled high school students. Eighty (80%) were in-district residents, and 48.9% were eligible for Pell Grants. According to the [2020 GOCC Student Financial Wellness Survey](#), a survey that documents the financial issues that may impact student success, 64% of students worry about finances with over half of the respondents stating they would have trouble obtaining \$500 in cash or credit in an emergency. Thirty-eight percent (38%) of student respondents reported that they supported their family financially.



The college has dedicated resources to support student diversity and has strategic initiatives and shared governance structures to advance diversity at GOCC. Examples include the [Strategic Plan's](#) pillar two, creating a [diversity plan](#), the [Justice Equity Diversity and Inclusion committee](#), training through [human resources and the JEDI](#) committee, and student clubs such as [Rainbows and Allies](#), the [Hispanic Student Alliance](#), and [Delight Women's Ministry](#).

GOCC currently has twenty-three full-time, eleven part-time, and forty-three adjunct (Edustaff contractual instruction) faculty. While teaching schedules change, full-time faculty teach most sections. For example, in the Winter 2024 semester, full-time faculty taught 202 out of 305 total sections or 66.25% of the total sections. On a contact hour basis, full-time faculty taught 648.02 contact hours out of 892.42 possible which was 72.6% of the contact hours. GOCC is proud of these statistics as it is often difficult to find qualified faculty in the rural communities that the college serves. Furthermore, as seen in the [full-time faculty roster](#), many faculty have been at GOCC for years. This longevity provides the college with a wealth of experience related to curriculum, student performance and assessment, and academic credentials and expectations for instructional staff.

Full-time faculty are engrained in the [shared governance](#) committee structure of the college. In addition to serving as active members, full-time faculty currently chair the [College Council](#), [Curriculum Committee](#), [High Quality Teaching & Learning Committee](#), [Online Learning Advisory Team](#), [Professional Development Committee](#), and the [Program and Assessment Review Committee](#). New release time faculty coordinator positions have also been created for [adjunct and instructional support](#), [curriculum improvement and implementation](#), and [program review and assessment](#). These new positions were created to support faculty and provide dedicated faculty leadership within teaching and learning areas.

Departmental faculty also work collaboratively to improve systems or solve problems. Examples of this include the development of [math pathways](#) in [quantitative reasoning](#), [algebra](#), and [statistics](#). Math faculty created new corequisite courses that eliminated standalone developmental education courses and paired a developmental course with a college-level course so that students get the just-in-time support needed to be successful in the college-level course. Additionally, the nursing faculty developed a clinical skill refresher for students entering their second year of the nursing program. Because students attend clinical rotations on the first day of classes, faculty wanted to ensure students were prepared and confident in their skills. The [Nursing Re-Bootcamp](#), held in the summer before the start of the semester, reviewed various skills and provided students with time to practice skills. Ninety-five percent (95%) of the Nursing class attended the voluntary re-boot camp and all five full-time and three part-time nursing faculty provided training at skills stations.

GOCC has policies in place within the [Faculty Handbook](#) to ensure that all instructors, regardless of location or modality, are qualified to teach in their subject area. [Job descriptions](#) for new hires include minimum and preferred qualifications. Academic deans or the vice president of academics (VPA) work with human resources to ensure that only faculty who meet minimum qualifications are hired. High school-employed teachers interested in teaching for GOCC apply online as do all other instructors and their materials are reviewed by the appropriate academic dean or the VPA for potential dual enrollment or adjunct teaching. Once a new faculty member



is hired, their [transcripts and application materials](#) are stored in Etrieve, a document management and electronic forms system. The Office of Academics enters credentials and all approved courses that the instructor can teach into [Strategic Planning Online](#) (SPOL) which allows academic deans to search by course which instructors are credentialed and might be able to teach the course.

Faculty are regularly evaluated by students and administrators. GOCC utilizes [IASystems](#), a product developed by the University of Washington, for students to evaluate the instructor and course experience. All student evaluations have been electronic since the COVID-19 pandemic. Clinical courses in nursing have an [adapted survey](#) within IASystems that aligns best with this modality. All courses, regardless of modality, location, and instructor are evaluated by students using this tool which includes questions about interaction, content, and instruction. Furthermore, all faculty are observed by administrators using the [Classroom Faculty Observation](#) form. New full-time faculty are observed at least once a semester for the first four years of probation and part-time [faculty are observed](#) during their first semester and afterward at least every three semesters. Faculty with continuing contact are observed twice every three years. Per the CBA, probationary full-time faculty have [performance appraisals](#) completed twice a year and continuing contract faculty are twice every three years. Appraisal [timelines](#) are documented in the Academics Office and appraisals include class observation reports, compliance items such as submitting syllabi, office hours, assessment plans and data, and other areas outlined in the [CBA](#). Full-time probationary faculty who complete the minimum requirements for a [continuing contract](#) may apply for a continuing contract.

Faculty are supported in their professional growth with institutional and grant funds. As outlined in the CBA, faculty shall attend [12 hours of professional development](#) in any three-year period. GOCC provides a minimum of \$1,000 per faculty over each three-year period for professional development. In addition, faculty can apply for tuition reimbursement as outlined in the [Employee Handbook](#), and the college regularly uses federal Perkins funds to support faculty professional development. Faculty interested in a professional development opportunity [submit an electronic request](#) for professional development which is routed to the [Professional Development Committee](#). During the [2023-2024](#) academic year, nine faculty members were approved for ten professional development requests costing approximately \$14,000 total, and a team of 10 was sent by the college to a state [career and technical education conference](#) that totaled about \$17,000. Thirteen requests were made and approved in [2022-2023](#) totaling \$18,759.73.

In addition to external professional development opportunities, internal opportunities are offered through collaborations with the High-Quality Teaching and Learning Committee, Online Learning Advisory Team, Program Assessment and Review Committee, and Academics Office. Examples of monthly faculty forums or in-service meetings specific to professional development topics include safety, [artificial intelligence](#), [academic freedom](#), and [ILO#2 Communicate Effectively](#). Both faculty forums and in-service meetings are contractually required of full-time faculty; however, all faculty and staff can attend. Faculty who teach online periodically have their online courses reviewed against an [online course rubric](#) designed to examine content quality and instructional design. These reviews are intended to support faculty with creating quality online courses and inform OLAT on additional professional development topics that could

benefit faculty. These more recent professional development opportunities followed a period from 2015-2020, in which forty-six full-time and adjunct faculty completed a semester long course developed by a college-employed instructional designer and funded by a SIP-Title III grant, aimed at enhancing the quality of instruction and student experience, particularly in online education.

Faculty are accessible for student inquiry in person and live via Zoom or Microsoft Teams. Full-time faculty are required by the CBA to post and hold a [minimum of five office hours](#) weekly over at least two days. As student needs have changed, faculty may hold up to three of these hours virtually. Annual faculty (faculty teaching 26-29 contact hours annually) must hold three office hours over two days and [adjunct faculty](#) are recommended to have at least one office hour per week per section. Faculty list their office hours in their [syllabi](#), post them on their office doors, and communicate them electronically to students and the Academics Office. Faculty are required to use the college's calendar system (currently Google Calendar) to [post their office hours](#). Faculty can meet students online or in any on-campus location. GOCC currently has [two dedicated spaces](#) for adjunct faculty to utilize when on campus and not teaching and faculty can always use the concourse or [Learning Commons](#).

GOCC is committed to employee professional development. As outlined in the Employee Handbook, employees receive [GOCC tuition waivers](#) dependent on their employment status. Full-time employees are also eligible for \$5,250 [tuition reimbursement](#) per year for education related to their current job or deemed to increase their knowledge, skills, and abilities within the college.

In addition to providing tuition reimbursement and waivers, the college uses institutional and grant funds to support employees' professional development. Professional development funds are either in a centralized fund (such as in the faculty professional development fund or in a vice president's fund for allocation) or are in individual [departmental funds](#). In Fall 2024 the executive director of academic services/registrar completed [CourseLeaf/Leepfrog training](#) for the college's online academic catalog. In 2021, the executive assistant to the registrar completed [Degree Audit training](#) through Ellucian Colleague (GOCC's student information system) to cross-train within the Registration and Records Department. Through Aim to Complete, an adult student success grant, all academic advisors completed coursework in the [appreciative advising framework](#) and were certified in the [Strong Interest Inventory](#) for career counseling. Learning Commons staff are required to complete at least 20 hours of professional development to stay current or to develop their skills. For example, the assistant director of the Learning Commons, who oversees tutoring and testing services, attended [numerous virtual workshops](#) on topics such as navigating digital inclusivity, supporting e-learners, and artificial intelligence and libraries. Additionally, the director of housing operations and residential life attended the National Conference on [Race and Ethnicity in Higher Education](#) and the Depression on College Campuses Conference: [Student Mental Health in a Hybrid World](#) to better understand and serve students in the residence hall. Financial aid staff receive annual training through the [Michigan Student Financial Aid Association](#) and the National Association of Student Financial Aid Administrators to stay current with changing federal legislation and state and federal aid programs. In alignment with its mission, the college believes it important to offer professional development opportunities that extend beyond employees' specific fields or areas of expertise. The cultivation of leadership

skills is encouraged by nominating at least one employee annually to participate in the St. Joseph County Leadership Academy and Michigan Community College Association Leadership Academy.

## Sources

---

- AllCollege.20220829.Agenda-DEI
- Budget.PD-Conference-Expenses.FY24
- CCLP Fall 24 Roster - Registrar Training
- Classroom Faculty Observation
- CM.MATH-084
- CM.MATH-101
- Committees.College Council
- Committees.Curriculum Committee
- Committees.HQTL
- Committees.OLAT
- Committees.PARC
- Committees.PD
- CurriculumCommittee.Minutes.20230321
- Degree Audit Training for Exec Assistant to the Registrar
- Employee Handbook
- Employee Handbook (page number 64)
- Employee Handbook (page number 65)
- Faculty Handbook
- Faculty Handbook (page number 10)
- Faculty Handbook (page number 16)
- Faculty Handbook (page number 23)
- Faculty Handbook (page number 32)
- Faculty.CBA.2024-2027
- Faculty.CBA.2024-2027 (page number 15)
- Faculty.CBA.2024-2027 (page number 16)
- Faculty.CBA.2024-2027 (page number 50)
- Faculty.CBA.2024-2027 (page number 54)
- Faculty.ContinuingContract
- Faculty.EvaluationTimeline
- Faculty.PerformanceAppraisal
- FacultyForum.AcademicFreedom.20240214
- FacultyForum.AI.20240313
- FacultyForum.ILO2.202310102
- Fall Enrollment Profile 2019-23 Compiled
- FAU Appreciative Advising invoice
- HR.Faculty Application-Transcripts
- IASystem.PTFaculty Clinical Evaluation
- IASystems.Sample
- IPEDS.HR Component.2022

- JD.Coordinator Curriculum Improvement and Implementation
- JD.Coordinator of Adjuncts and Instructional Support
- JD.Coordinator Program Review and Assessment
- JD.Faculty-Nursing.2022
- JEDI.Goals-Action Items.2023-2024
- JEDI.Minutes.202204221
- MATH pathways development email
- MSFAA and NASFAA Registration
- Nursing.Re-BootCamp.Objectives
- OLAT.Online Course Rubric
- PD.Housing.MentalHealth
- PD.HousingCoordinator
- PD.LC-AssociateDirector.2023-2024
- PD.Perkins
- Professional Development 2022-2023
- Professional Development 2023-2024
- Rainbows and Allies club info on web
- Request for Faculty Development
- SPOL.Credential-Report-Sample
- StrategicPlan.2023-2026
- StudentClub.Delight Women Ministry
- StudentClub.HSA
- StudentServices.Strong Interest Inventory.Invoice
- Survey.Trellis-Summary.2021
- Syllabus.BIO-210-10.24FL
- USCensusBureau-QuickFacts.SJC.2023
- Website.Learning Commons
- Website.Shared Governance

## 3.D - Core Component 3.D

---

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

### Argument

---

GOCC is committed to providing academic, advising, basic needs, mental health, and placement services to support teaching and learning. The Student Services one-stop-shop assists students with applying for admissions and financial aid, completing course placement requirements, requesting official transcripts, completing new student orientation, and applying for student housing. From the point of application, the Admissions Office [communicates with students](#) and ensures students complete all processes, including mandatory [new student orientation](#). The [hybrid orientation](#) includes an online (in Canvas) experience to introduce students to their rights and responsibilities, technology, financial aid, advising and registration, and many other services or programs available to them. After completing an online orientation, the Admissions staff arranges an on-campus orientation where new students meet their assigned academic advisors, meet with financial aid, sign up for a payment plan as needed, and complete any other necessary paperwork.

GOCC's [financial aid](#) department consists of three individuals who support scheduled and walk-in appointments. They help students navigate various funding sources including scholarships, Pell grants, loans, and statewide programs including Reconnect, Reconnect Expansion, the Michigan Achievement Scholarship, and new for 2024, the Michigan Community College Guarantee.

General academic advising is available to all students, and students must meet with advisors each semester to ensure students are on the path to completion. All four advisors meet with students initially to determine student goals and help them develop their academic plans. All advisors proactively monitor student success using [Watermark](#), a student success and engagement software. Advisors monitor attendance, respond to faculty or automated alerts, and track grades. The system also serves as a communication tool (text and email) for advisors and students. In addition to course registration and non-academic support services, advisors provide [career](#)

[counseling](#) to students. In the summer of 2024, advisors were trained in the [appreciative advising](#) framework to enhance holistic advising and student support services. In addition, staff in other areas, such as athletics, receive watermark student alerts so that they too can support students and proactively ensure long-term success.

In addition to general advising, GOCC provides academic and personal support to specific cohorts of students. Three advisors in the TRIO student support services department assist students who are first-generation college students, meet income eligibility requirements, or have a documented disability. Funded through Title IV, this program provides priority registration, individualized academic advising and planning, workshops and cultural events for students, and assists with personal support, scholarships, and career advising. The advisor in the [Occupational Student Success Program \(OSSP\)](#) provides advising and financial assistance for special population students in an occupational program. This includes students who are non-traditional in their programs of study, individuals with disabilities, out-of-workforce individuals, single parents, etc. Textbook costs, tuition, childcare, tutoring, and transportation are examples of financial support OSSP students can receive. GOCC is a [veteran-friendly school](#) and the director of advising supports veteran students with enrolling in classes, navigating college and career options, and communicating with the Veterans Administration. Students with disabilities are served by the [disability support services](#) coordinator who meets with students to collect medical documentation, discuss accommodations, and ensure instructors follow the determined accommodations. Finally, the health sciences departments support students interested in an allied health or nursing career path. The director of allied health and the dean of health and natural sciences meet with each prospective student to discuss program prerequisites and requirements, career options, and student expectations. The dean also supports students in preparing for the nursing admissions test and [advises students](#) upon their completion of the test for their next steps in that or another program.

GOCC has a licensed professional counselor and a limited licensed social worker on staff who supports students through [mental health counseling](#). They provide campus and community resources and make referrals to community services as needed. Students may also utilize free online mental health counseling through Uwill – virtual teletherapy that provides crisis response 24/7/365.

GOCC is committed to student success beyond entry and through graduation. Supporting students academically, the [Learning Commons](#) houses the E.J. Shaheen Library, Testing Center, and Tutoring Center. The library has a large physical and electronic [collection](#) with access to resources can be borrowed from all over the world through WorldCat [inter-library loan](#). The library also provides students access to computers, study rooms, a one-button recording studio, study spaces, a maker space, and various games and activities. Students can check out laptops and Wi-Fi hotspots for use during an academic semester. The library hosts multiple faculty resources including e-books, movies, and audio/visual equipment, and provides library instruction for classes and students as needed. Free in-person and online tutoring is available for all students. Students can [request a tutor](#) through Accudemia, an all-in-one tutoring platform. Per request, students may also meet virtually on Zoom with a tutor. The Learning Commons employs professional tutors who are often faculty members or current students. For those who prefer online tutoring, one-on-one virtual tutoring is available on Canvas through [NetTutor](#). The

[Testing Center](#), located in the Learning Commons, provides faculty with makeup testing options, students with placement and certification testing, and community members with Pearson VUE testing.

GOCC has adopted a guided self-placement model for [English](#) and math courses. Dual enrollment and nursing students must still complete the placement test or submit qualifying ACT or SAT scores; however, all other students, with support from advising, can determine the appropriate English or math course to aid their success. All developmental courses are now corequisite courses that cannot be taken independently but are directly linked with a college-level course. Students who must take the placement test and test into a developmental course, or a student who elects to take a developmental course, must also take the appropriate college-level course aligned with their major. This corequisite model ensures that students receive just-in-time support for the college-level course within the corequisite developmental course. Corequisite courses for math were created in 2023 and have been operational since the fall of 2023. For example, [MATH-081](#): Quantitative Reasoning Fundamentals is linked with [MATH-104](#): Intermediate Algebra, and [MATH-084](#): Beginning Algebra is linked with [MATH-101](#): Quantitative Reasoning or [MATH-201](#): Introduction to Statistics (depending on the student's program of study math requirements). The corequisite course for English, [ENG-073](#): Essential College Writing I is linked to [ENG-121](#): English Composition I, and has been in effect since 2015.

Advising regularly supports students in their transfer preparation, and departments such as [Agricultural Equipment Technology](#), [Allied Health](#), and [Nursing](#) place students into clinical or internship opportunities that often end with student employment. Faculty and non-student services department staff regularly promote and encourage students to use support services. For example, based on faculty feedback from the winter 2023 faculty in-service, student support services are now [listed on each syllabus](#). Furthermore, faculty regularly utilize Watermark to submit concerns about students who have not attended regularly, whose class participation has changed, or if a student is not performing as well as expected. Academics and other departments [use Watermark](#) to contact students about various items including class evaluations and cancellations. In 2023, GOCC received a \$2M grant and partnered with a [transfer college](#) to support nursing graduates with transferring into a bachelor's program. In 2024, the college received a grant to create seamless admission processes, career advising, and [transfer pathways](#) to a four-year college. This model will consist of the two colleges sharing services with the intent that these practices will be duplicated across other transfer institutions in the years ahead.

GOCC has a total of [thirty-six classrooms](#). Classrooms on the [north side of campus](#) were updated in 2021-2022 to include new furniture, carpet, audio-visual equipment, and computers. The college recently procured a [USDA loan](#) to update the south side of campus which will renovate multiple classrooms and instructional spaces. The science wing is relatively new and includes classrooms, offices, and laboratories for biology and chemistry. In 2022, GOCC received [federal funding](#) to purchase and install infrastructure, cabling, and new streaming equipment in multiple classrooms. This grant allowed similar technologies to be installed at local high schools where instruction can be taught synchronously from GOCC to high school locations. In 2022-2023, the Learning Commons purchased [additional technologies](#) to support teaching and learning, including a [one-button-studio](#), Feature Films for Education, LibCal, [Vibe](#)



[Smartboard](#), and Panopto (a video capture platform). The college's learning management system is Canvas and the college is in the initial steps of migrating course and program masters from Etrieve to a curriculum management software [CIM from CourseLeaf](#). In addition to campus facilities, the Health Science Department partners with numerous healthcare facilities as clinical sites for Nursing and Allied Health programs and [Burnips Equipment Co.](#) (an HLC approved additional location) serves as an instructional space for Agricultural Equipment Technology students.

GOCC students receive financial support through multiple scholarship opportunities managed through the [GOCC Foundation](#). The 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 also provides emergency grants to students for expenses beyond tuition and fees that help with effective teaching and learning and supports the College with raising funds for initiatives such as an [irrigation center pivot](#) to create new programs and grow enrollment.

## Sources

---

- Admissions Getting Started Checklist
- Appreciative Advising class
- Articulation.Baker College
- BOT.Minutes.20221020
- BOT.Minutes.20221020 (page number 3)
- Burnips Equipment
- Catalog.Agricultural Equipment Technology
- Catalog.Allied Health
- Catalog.Nursing
- Center for Rural Sustainability
- Clinical Sites info from Nursing Handbook
- CM.ENG-073
- CM.ENG-121
- CM.MATH-081
- CM.MATH-084
- CM.MATH-101
- CM.MATH-104
- CM.MATH-201
- Earmark.Upton.2022
- English.Guided-Self-Placement
- Foundation.Scholarships
- Grant.IIA-Confirmation.2024
- IT.CIM.20240425
- LC.Articles Databases
- LC.FeatureFilms
- LC.Interlibrary loan
- LC.NetTutor
- LC.One-Button-Studio



- LC.Testing Center
- LC.VibeBoard
- New Student Orientation Canvas
- Nursing.Advising Forms
- Room Count and Capacity 2024
- Syllabus.COM-110-10.24FL
- Syllabus.COM-110-10.24FL (page number 9)
- Tutoring
- USDA Loan Application 2023
- Uwill.2024
- Watermark
- Watermark.Staff-Initiated-Alerts
- Website.Career Counseling
- Website.DisabilitySupport
- Website.Financial Aid Office
- Website.Learning Commons
- Website.mental health counseling
- Website.Orientation
- Website.OSSP
- Website.TRIO
- Website.VeteranServices

## 3.S - Criterion 3 - Summary

---

The institution provides quality education, wherever and however its offerings are delivered.

### Summary

---

Glen Oaks Community College provides a quality, rigorous education across all delivery modes and regardless of course location. This commitment to quality education is shown through the faculty evaluation process, program assessment and review process, curriculum creation and modification, and evaluation of student learning outcomes. The college ensures all faculty are qualified to teach in their subject areas; this information is in the faculty handbook and job descriptions. Faculty are evaluated by students and administrators and supported in their professional growth. GOCC provides professional development opportunities, both internal and external, through the High Quality Teaching and Learning Committee, Online Learning Advisory Team, Program Assessment and Review Committee, and the Academic Office.

Various policies govern the college's academic offerings and support services. Policies are updated periodically and incorporate faculty, staff, and leadership feedback before being approved by the Board of Trustees. GOCC is committed to providing support for teaching and learning through the departments within Student Services, programs that provide academic and personal support to specific cohorts of students, mental health counseling services, and library, testing, and tutoring services within the Learning Commons. The college utilizes Canvas as its learning management system and is transitioning from Etrieve to CourseLeaf for curriculum management software. Additionally, GOCC has procured funds to update multiple classrooms and instructional spaces. Through quality education and comprehensive support services, GOCC students are provided opportunities for growth and lifelong skills to work in diverse communities.

### Sources

---

*There are no sources.*

# 4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

## 4.A - Core Component 4.A

---

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

## Argument

---

### Program Review

Program reviews at Glen Oaks Community College (GOCC) have evolved over the past four years. During its last review by the Higher Learning Commission (HLC), GOCC was placed on interim monitoring due to the lack of an effective program review process. In response, three committees (Program Review, Student Learning Assessment, and Curriculum) were initially formed to develop and implement a solution. These efforts began before the COVID-19 pandemic. While these committees created and implemented a program review process that reviewed programs such as the AAS and AA in [Computer Information Systems](#) and associated certificates, additional items including increased faculty feedback were identified as critical for

improvement. Following the pandemic and a change in academic leadership, two of these committees—the Program Review Committee and the Student Learning Assessment Committee—were consolidated into the [Program Assessment and Review Committee \(PARC\)](#). This committee was charged with improving the outputs of teaching and learning - specifically, improving program review and student learning outcome (SLO) processes – and the third committee - the Curriculum Committee - was charged with improving the inputs of teaching and learning.

[PARC](#) is a faculty-led collaborative committee that includes academic leaders, staff, administrators, and students. The committee evaluates the quality of curricular and cocurricular programs and assists departments with program reviews and student learning assessment processes. The committee is chaired by a faculty member who was also assigned to a new extra-contractual faculty position - [coordinator of program review and assessment](#). This coordinator role was created to shepherd the program review processes and lead assessment initiatives at GOCC. Under the leadership of the coordinator and vice president of academics (VPA), the committee provides feedback on program reviews and student learning outcome (SLO) assessments and collaborates with other committees to improve student learning outcomes at all levels. Student learning assessment follows a [systematic 5-year cycle](#) to ensure that outcomes at the course, program, and institutional levels are meaningful, sustainable, and continually improved.

In the winter 2023 semester, PARC introduced and piloted a [new review process](#) outlined in the [Program Assessment and Review Handbook](#). This process begins with an [orientation for faculty](#), followed by an advisory committee meeting and a comprehensive self-study. The [self-study](#) involves analyzing student data, conducting a SWOT analysis, and developing an action plan. Upon completion, the faculty share their self-study with a PARC subcommittee. The review concludes with an [executive summary](#) written by the PARC chair who submits it to the VPA for follow-up with faculty and academic deans on action plans or identified concerns.

The Program Assessment and Review Handbook outlines the review processes for both [curricular](#) and [cocurricular](#) programs, offering a transparent, step-by-step guide for these evaluations. The review process includes a five-year calendar rotation to ensure that [every academic program](#) undergoes a thorough review, while [cocurricular programs](#) follow a one-year review timeline. For curricular programs, the handbook specifies [completion dates](#) for each step such as orientation, holding advisory committee meetings, completing the self-study, etc.

Each academic program review begins with an orientation ([2023](#), [2024](#)) involving all faculty members—both full-time and part-time—who teach within the program. At this time, the Office of Institutional Planning, Assessment, and Research shares program data on retention, persistence, completion, and transfer data from the previous five years (examples of program data: [Nursing](#), [Electrical Technologies](#), and [Criminal Justice](#)) and clarifies any questions the faculty may have. Following the orientation, the faculty holds program advisory meetings, using a [standardized advisory agenda template](#) (examples of advisory board minutes: [Agricultural Technologies](#), [Welding](#), and [Automotive Technician](#)). Once completed, the self-study is presented to PARC, where it is evaluated using a [Program Assessment and Review Rubric](#) developed by PARC. The self-study is either approved or returned for revisions (as documented

in the [January 24, 2024](#), sub-committee minutes). Each review concludes with an Executive Summary, examples of which are provided below.

Throughout the review process, PARC actively supports faculty in the creation and assessment of student learning outcomes (SLOs) and provides relevant data on students' progress. Faculty analyze this data, perform a SWOT analysis, develop action plans, and consider budgetary and marketing needs using the [Program Review Self Study form](#). PARC offers comprehensive support to faculty in all aspects of the self-study, with particular emphasis on creating and implementing actionable plans for improvement at the course, program, and institutional levels.

Since the inception of the new process, [Business](#), [Allied Health](#), and [Nursing](#) have completed the review. Programs including [Automotive](#) and [Electrical Technologies](#) have submitted the program review forms, but are in the revision stage based on PARC feedback ([Automotive](#), [Electrical](#)) to improve their action plans. Each completed review has concluded with an executive summary ([Business](#), [Allied Health](#), and [Nursing](#)) and a review by academic leadership to ensure that program needs are linked to the college's budget planning process. Program reviews for 2024-2025 include Student Services and Campus Life and the Associate of Arts (AA), Associate of Science (AS), and Associate of General Studies (AGS) degrees. Embedded within these degrees are departmental reviews in GOCC's General Education Departments – Communications, English, Mathematics, Social Sciences, Fine Arts and Humanities, and Natural Sciences.

The review process not only affirms best practices but also drives program changes and the formulation of actionable plans. For example, in response to their reviews, the Allied Health, [Business](#), and Nursing programs updated curricula. Several business courses were removed from the program due to industry demand; others were combined and prerequisites changed to improve transferability. As a direct outcome of the program review, all ALH courses were transitioned from 16-week to 8-week formats. Course content was [realigned to enhance the flow](#) within allied health programs, ensuring greater relevance to current industry trends and standards. These proposed improvements were [presented to the PARC](#), with feedback actively sought. During the Nursing Program Review, a gap was identified in the first-year program, highlighting the need for additional simulation learning opportunities. As a result, [two simulation scenarios](#) were added to the Medical-Surgical I Nursing course in the winter 2024 semester. Additionally, a [simulation room](#) was created, and a manikin was purchased to ensure first-year nursing students receive the same level of learning opportunities as their second-year counterparts. Starting in the fall 2024 semester, low-fidelity simulation will also be introduced in the Fundamentals of Nursing course.

Cocurricular program reviews measure the effectiveness of meeting the needs of students and the community. For review purposes, cocurricular departments include Student Services and Campus Life, Athletics, and the Learning Commons. The departments are reviewed according to a [one-year rotation](#), and their PLOs are reviewed every year. There are [seven cocurricular program learning outcomes](#) (PLOs) found in the cocurricular program review self-study, and they are reviewed annually and reported to PARC every five years. Each department or cocurricular area creates student learning outcomes ([2021-2022](#), [2022-2023](#)) that are [aligned to the seven PLOs](#). For example, at the conclusion of a [student conduct meeting](#), students must identify how their actions impacted the college community (SLO) which links to the PLO,

problem-solving academic and non-academic issues. This example links SLOs and PLOs to the critical thinking and effective communication institutional learning outcomes.

## **Evaluation of Credit**

GOCC students can earn credits for knowledge, skills, and abilities acquired outside of a formal program through the Credit for Prior Learning (CPL) policy. This policy, revised in the spring of 2023, is detailed in the [college catalog](#). The draft of the revised policy was initially presented to the Academic Council and was [approved by the Curriculum Committee](#) in the winter 2023 semester. Subsequently, the policy was submitted to and approved by the Board of Trustees in the [spring of 2023](#).

Under the [CPL policy](#), students can obtain prior learning credits through three avenues: credit by experience, certification, and college-level examinations. The specific requirements for each pathway are outlined in the catalog. Credit by experience refers to extensive industry or business training in a particular field, for which students must submit a portfolio with documentation. Credit by certification encompasses certificates, diplomas, or letters of completion from business and industry. Credit by examination includes recognized programs such as the Advanced Placement (AP) Program by the College Board, the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST), the International Baccalaureate (IB), and the Cambridge Assessment, and departmental created course-specific exams or demonstration of skills.

Students seeking prior learning credits must complete the [Credit for Prior Learning Form](#) and submit it, along with the necessary documentation, to the Office of Academics. The VPA reviews all submissions and either [grants or denies credit](#), explaining the decision. Submissions that include a portfolio review, a departmental test, or a demonstration of skill are reviewed by a departmental faculty within that discipline who then make a recommendation to approve or deny the granting of credit.

## **Transfer of Credit**

The Registration/Records Office evaluates transcripts using the [MiTransfer website](#) and the Colleague (GOCC's student information system) database as reference tools. If a course does not have an existing transfer equivalency on file, and the MiTransfer website does not provide sufficient information, the Registration/Records Office consults with the appropriate full-time faculty member from the relevant department. The faculty member reviews the course syllabus—obtained from the institution's website or directly from the student—and recommends an equivalent course at GOCC. [Transfer policies \(policy 305\)](#), including specific details on the acceptance of transfer credits, are accessible to students via the [Transfer Information section](#) on the college website.

## **Academic Rigor, Qualifications, and Expectations**

As described in Criterion 3, the faculty-led [Curriculum Committee](#) is responsible for supporting faculty in the development or modification of the curriculum and reviewing all new and

significant changes to the curriculum. The committee works closely with the PARC to ensure that courses and programs maintain relevancy, rigor, quality, and alignment with student, institutional, and community needs. Each academic program undergoes a review every five years, as outlined in the [Program Assessment and Review Handbook](#). Course prerequisites and corequisites are systematically evaluated when developing a new program and during the five-year reviews of existing programs. The Curriculum Committee uses a [course master review rubric](#) to guide and document the evaluation of each course's expected student learning outcomes (SLOs), assessment methods, and level of rigor. While evaluations typically occur during program reviews, substantive changes to course curricula can be made at any time through the Curriculum Committee. Although the [VPA is the chief academic officer](#) and a non-voting member of the Curriculum Committee and the PARC, this role holds the authority to ensure the quality and rigor of all GOCC courses and programs.

When faculty members propose new courses or changes to an existing course, they submit their proposals online in a document management and electronic forms system. For example, a course master draft for [PHIL-210](#) was submitted and processed in early 2024 to reflect a decrease in credit hours and updated learning outcomes. The Curriculum Committee then reviews all recommendations, ensuring that courses are appropriate for their intended academic level and meet the credit hour requirements based on the Carnegie Unit standard (55 minutes/week or 825 minutes a semester equals [one contact hour](#)). The committee also scrutinizes [institutional learning outcomes \(ILOs\)](#), common course outcomes (CCOs), student learning outcomes (SLOs), and program learning outcomes (PLOs) to ensure the new course is well-integrated into its respective program. Upon submission of the PHIL-210 course master form cited above, the Curriculum Committee met later that month and [approved all changes](#) as requested.

To ensure that all courses align with GOCC's policies and best practices, the college adopted Simple Syllabus, a software program that standardizes all syllabi into a [common template](#). Implemented and required as of the winter 2020 semester for all courses, Simple Syllabus automatically populates sections with the course description, common course objectives, ILOs, the ADA statement, the Sensitivity Statement, AI statement, and policies on incompletes, withdrawals, and attendance. Faculty must fill in additional details, such as their specific grading scale, grading methods, course calendar, textbook information, office hours, section-specific outcomes, and late policies.

The Online Learning Advisory Team (OLAT) oversees the approval of all new and ongoing online courses. This process involves using a [rubric](#) developed by OLAT with input from faculty and administration, which sets standards for accessibility and quality. This committee manages the [online course review process](#) by reviewing several online courses each academic year (recent examples include [ANTH-201](#), [ENG-233](#), [PSY-260](#), and [multiple other courses](#) during the summer of 2024).

GOCC ensures that all faculty members are [appropriately credentialed](#) for the courses they teach. This policy was updated in the fall 2024 semester based on faculty feedback at the in-service and September faculty forum due to changes with the HLC's assumed practices. The institution utilizes [SPOL's credential module](#) to organize, track, and document each faculty member's educational credentials and ongoing professional development. Faculty credentialing



requirements align with HLC standards and apply uniformly to full-time, adjunct, and dual-enrolled adjunct faculty, regardless of whether they teach in high schools, online, or hybrid formats. All faculty must meet specific qualifications to teach GOCC courses. For transferable courses, faculty typically hold a master's degree with at least eighteen graduate credits in the relevant discipline. For terminal or applied degrees, faculty possess the necessary credentials, certifications, or years of tested industry experience.

New full-time instructors undergo a comprehensive onboarding process, [new faculty orientation](#) and additional professional development opportunities are available through the [full-time faculty collective bargaining agreement](#). Adjunct faculty are onboarded through Edustaff, complete Edustaff training modules, and are encouraged to participate in GOCC's onboarding process and professional development programs. All faculty are required to complete the same training as other employees, such as FERPA, Title IX, and active shooter modules. In 2022, GOCC introduced the role of [coordinator for adjunct and instructional support](#) to provide enhanced support and ensure teaching quality during onboarding and throughout subsequent semesters. All new instructors are required to attend new faculty orientation. This orientation uses McKeachie's *Teaching Tips* as the textbook and Canvas for discussions and assignments. There are seven two-hour face-to-face meetings over a year. Additionally, a [Faculty Resources](#) course is available for new and continuing faculty members in Canvas with additional resources and professional development. Training specific to teaching at alternate locations is provided by GOCC dual enrollment staff in conjunction with high school partners or directly by that location such as [clinical faculty in healthcare facilities](#).

To continuously monitor instructional effectiveness, new full-time faculty are observed by the appropriate academic dean or the VPA. The coordinator for adjunct and instructional support or an academic dean observes part-time instructor classes and provides an evaluation using the [Classroom Faculty Observation Form](#). All [full-time faculty are required](#), and part-time instructors are encouraged, to attend two in-service training sessions and six forums annually, as stated in the full-time faculty collective bargaining agreement. Topics and facilitators for these sessions are selected by the faculty-led High-Quality Teaching and Learning (HQTL) Committee. Recent examples include the 2023-2024 in-services on [safety and communication](#) and [forums](#) on communication, [academic freedom](#), and artificial intelligence topics.

Likewise, academic rigor and the assessment of student learning remain consistent across all student groups, whether they are traditional, dual-enrolled, attending classes on campus, or taking courses online. To ensure that all courses meet the same high standards regardless of context, GOCC annually analyzes [course pass rates](#) by faculty type (full-time vs. adjunct), location (on-campus vs. high school), modality (face-to-face vs. online vs. hybrid), student type (dual-enrolled vs. traditional), and student characteristics (gender, race/ethnicity, age range).

Over the past five academic years, course pass rates in face-to-face sections have exceeded those in distance learning courses by 6.0%, aligning with the national trend of a 5-10% difference. The variation in course pass rates between full-time faculty and adjunct instructors is within 3%. When disaggregated by student type, dual-enrolled high school students have excelled, achieving a 93.2% pass rate over the past five years, compared to 83.7% for their traditional-age counterparts. For transparency, summaries of these course pass rates are published on the



[Student Outcomes webpage](#). GOCC acknowledges that course pass rates are an indirect measure of student learning, with direct measures discussed in greater detail in Core Component 4.B.

GOCC provides a range of accessible learning resources to support all students. GOCC students have access to [free tutoring](#), available both in person and online through NetTutor. A clear link to NetTutor is provided in all courses [within Canvas](#). Students interested in either virtual or in-person tutoring complete a [Tutor Request Form](#). Additionally, many courses use Open Educational Resources (OERs) to help reduce the cost of education. GOCC also offers access to [essential academic technology](#), including laptops, hotspots, and free printing services.

To ensure online courses are accessible to all students, GOCC incorporates UDOIT Cloud, the Universal Design Online Content Inspection Tool, within Canvas courses. This tool helps ensure course content is accessible for students with visual impairments or those who prefer to have materials read aloud. [Training for ADA digital compliance](#) is available for all faculty. A full-time [disability support coordinator/advisor](#) is available to assist students requiring accommodation, and GOCC includes a disabilities statement [in all syllabi](#) created with Simple Syllabus, as well as in the college catalog.

### **Specialized Accreditation**

The [Medical Assistant](#) program recently received continued national accreditation and the [Nursing](#) program earned initial national accreditation. Both programs underwent a rigorous process that included submitting comprehensive self-studies detailing their program specifics and hosting on-site reviews by accrediting bodies to verify the accuracy of the information provided. These specialized accreditations were aligned with the college's 5-year program review cycle.

The Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) based on the recommendation of the Medical Assisting Education Review Board (MAERB). The program was reapproved in September 2023 by [CAAHEP](#) with its next comprehensive evaluation scheduled for 2030.

The Nursing program is fully approved by the Michigan Board of Nursing (BON). The program's comprehensive self-study was approved in September 2022 by the [BON](#), and its Educational Program Report, originally [approved in September 2018](#) will require a new submission in 2026, with the next self-study due in 2030. In addition, the Nursing program received its initial accreditation from the [Accreditation Commission for Education in Nursing](#) (ACEN) in March 2022. This accreditation is valid for five years. The most recent [ACEN Annual Report](#) was submitted in October 2023 and approved the following January.

### **Success of Graduates**

GOCC evaluates the success of its graduates across all academic programs through multiple methods. One key tool is the [graduate survey](#), conducted each fall, which gathers information on graduates' employment status and perceptions of how well their education addressed the institutional learning outcomes (ILOs). Although response rates to the Graduate Survey have historically been lower than desired, recent methodological changes have improved the return

rate from 15.8% in 2021-22 to 26.2% in 2022-23. In addition to survey items related to satisfaction, the Graduate Survey collects wage/salary data, which the college uses to calculate a mean hourly wage by program of study. For example, in 2022-23, Graduate Survey respondents earning an AAS in Nursing reported a mean hourly wage of \$36, whereas those earning an Associate of Arts reported a mean hourly wage of \$18. Written comments obtained from respondents are [shared with college leadership](#) each year to share with their departments as appropriate (redacting individual names to protect privacy when necessary).

Graduate surveys are also conducted for specific programs. For instance, the Nursing program evaluates its graduates three months post-graduation to determine employment rates, with data available from [2023 and 2024](#). Similarly, the Department of Allied Health conducts [employer and graduate surveys](#) of its Medical Assistants six months after graduation. Additionally, students [complete a survey](#) evaluating program resources, and practicum supervisors at affiliated facilities provide feedback on how well the program has prepared students for the workforce through a [practicum supervisor survey](#).

In July 2020, GOCC conducted an [employer survey](#) targeting local businesses, but it received only one response. Thankfully, meaningful feedback is regularly obtained through program advisory board sessions, where local employers provide direct input on the preparedness of GOCC graduates. Advisory board meetings for transfer programs include representatives from institutions that frequently receive GOCC students, ensuring alignment with transfer requirements. Transfer programs and courses are designed to meet the standards of the Michigan Transfer Agreement. Based on feedback from an advisory board meeting, GOCC's Curriculum Committee approved changing the designation of the most transferable program from an Associate of General Studies to an Associate of Arts, better aligning it with the expectations of transfer institutions. Sample advisory board minute meetings include [Automotive](#), [Computer Science](#), and [Cybersecurity](#) programs.

An indirect measure of graduate success includes an annual [stakeholder survey](#) that captures perceptions from local employers, business and community leaders, and alumni on how well GOCC students meet the college's four ILOs. Results of this survey directly inform the annual retreat in which the institution's Strategic Plan is evaluated and revised by the Board of Trustees, President's Council, and members of the College Council.

## Sources

---

- ACEN Accreditation Letter
- ACEN Annual Report Submission Confirmation
- ACEN Certificate
- ACEN Nursing Self Study 2022
- ADA statement on syllabi
- AdvisoryBoard.Agenda-Template
- AdvisoryCommittee.Computer Science.Minutes20240307
- AdvisoryCommittee.Cybersecurity.Minutes.20201020
- AdvisoryCommittee.Minutes.Agriscience20230316

- AdvisoryCommittee.Minutes.Auto20221019
- AdvisoryCommittee.Welding.20240314
- ALH Course Revision Planning Documents
- ALH.CAAHEP Approval Letter
- ALH-Proposed Changes to Allied Health Programs
- Assessment.StudentConduct
- BOT.Minutes.20230413
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 87)
- BOT.Policies and Procedures (page number 88)
- Canvas Net Tutor
- Canvas.FacultyResources
- Catalog.Contact and Credit Hours
- Catalog.Credit for Prior Learning
- Classroom Faculty Observation
- CM.PHIL-210
- Committees.2023-24
- Committees.Curriculum Committee
- Committees.PARC
- Course Pass Rate - Sample of Data Available
- Credit for Prior Learning Approved Example
- Credit for Prior Learning Form
- Curriculum Handbook
- Curriculum Rubric
- CurriculumCommittee.Minutes.20230307
- CurriculumCommittee.Minutes.20240130
- Employer Survey
- Faculty Handbook
- Faculty Handbook (page number 16)
- Faculty.CBA.2024-2027
- Faculty.CBA.2024-2027 (page number 13)
- Faculty.CBA.2024-2027 (page number 16)
- FacultyForum.2023-2024Schedule
- FacultyForum.AcademicFreedom.20240214
- FacultyForum.Presentation.20230912
- Institutional Learning Outcomes
- IT.Faculty Staff Training.Webpage
- JD.Coordinator of Adjuncts and Instructional Support
- JD.Coordinator Program Review and Assessment
- JD.VP-of-Academics
- LC.NetTutor
- Library Services
- MA Practicum Site Supervisor Survey
- MAERB Self Study
- NewFacultyOrientation
- Nursing.ClinicalStudentEval.2022

- Nursing.ClinicalTraining
- Nursing.Employment Rates.2023-2024
- Nursing.MBON
- Nursing.Sim-Lab-Reno.Receipt
- Nursing.SimulationLOs
- OLAT.ANTH-201-10.Rubric
- OLAT.ENG-233-10.Rubric
- OLAT.Online Course Review Process
- OLAT.Online Course Rubric
- OLAT.PSY-260.Rubric
- OLAT.Various.24SM
- PARC.ExecutiveSummary.ALH
- PARC.ExecutiveSummary.Business
- PARC.ExecutiveSummary.Nursing
- PARC.Minutes.20240124-ALHProgramReview
- PARC.Orientation.20230825
- PARC.Orientation.20240823
- PARC.ReviewProcess.23WN
- Program Assessment and Review Handbook
- Program Assessment and Review Handbook (page number 5)
- Program Assessment and Review Handbook (page number 9)
- Program Assessment and Review Handbook (page number 15)
- Program Assessment and Review Handbook (page number 18)
- Program Assessment and Review Handbook (page number 19)
- Program Assessment and Review Handbook (page number 20)
- Program Assessment and Review Handbook (page number 29)
- Program Assessment and Review Handbook (page number 30)
- Program Assessment Review Rubric
- Program Review ALH 2024
- Program Review Self Study Form
- ProgramReview.Automotive.2023
- ProgramReview.Automotive.2023-Feedback
- ProgramReview.Business.2023
- ProgramReview.CIS
- ProgramReview.Criminal Justice.Data2023
- ProgramReview.Electrical Technologies.Data2023
- ProgramReview.Electrical.2023-Feedback
- ProgramReview.ElectricalTechnologies.2023
- ProgramReview.Nursing.2023
- ProgramReview.Nursing.Data2023
- SLOs.Student Services.2021-2022
- SLOs.Student Services.2022-2023
- SPOL.Credentials-Courses-Sample
- Stakeholder Survey Results July 2023
- Survey.Graduate.2023
- Survey.Graduates.2021

- Syllabus.COM-110-10.24FL
- Tutor Request Form
- Tutoring
- Webpage.Michigan Transfer Network
- Website.DisabilitySupport
- Website.StudentDisclosure
- WebsiteTransfer and Articulation

## 4.B - Core Component 4.B

---

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

---

GOCC is committed to assessing student learning as a central element of its mission. Following participation in the Higher Learning Commission (HLC) Assessment Academy in 2015, the college recognized the need for robust systems to effectively evaluate student learning outcomes. Understanding the challenges involved and the necessity of faculty engagement, GOCC joined a second HLC Assessment Academy cohort in 2018. Despite the disruptions caused by the pandemic, the college made significant strides, laying a strong foundation for continued progress in several critical areas, as detailed in the 2020 [HLC Assessment Academy Final Report](#). GOCC encountered challenges such as false starts, leadership transitions, and software changes, but established a functional and sustainable assessment system.

Faculty are responsible for student learning assessment, which is a key expectation listed in the [job description](#). Student learning is assessed at [course, program, and institutional levels](#) and evaluated throughout the five-year program review cycle. Each program assesses program learning outcomes (PLOs), while each course within a program measures all common course outcomes (CCOs). Furthermore, all course outcomes are [aligned with one or more PLOs](#), and most [CCOs are linked](#) to one or more of the college's institutional learning outcomes (ILOs). To ensure alignment and proper sequencing of courses in each program, faculty mapped core program courses to PLOs at introductory, reinforced, and mastery levels and to ILOs. This activity helped faculty review courses and student learning outcomes and in some cases, such as [Business](#) and [Cybersecurity](#), were the foundation for changes to improve or realign curriculum.

Faculty, regardless of modality or location, submit assessment results for each course objective as part of the five-year plan. To support faculty in writing student learning outcomes (SLOs), [SMART goal training](#) was provided, and new faculty were provided assessment training during new faculty orientation. To ensure consistency in course content and outcomes, GOCC uses a [course master system](#), currently housed in Etrieve. The course master informs all instructors teaching a specific course of the required CCOs and their alignment with ILOs. For example, the course master for [PSY 210](#) shows the course description, common course outcomes (aligned with ILOs), prerequisites, etc. As described in Criterion 3, this information is also automatically

carried over in Simple Syllabus to all section syllabi so that students can see the [connection between CCOs and ILOs](#).

GOCC's assessment procedures are outlined in the [Program Assessment and Review Handbook](#) and consist of faculty assessing two CCOs in every section of each credit-bearing course each year. The Office of Institutional Planning, Assessment, and Research (PAR) assigns the [common course outcomes \(CCOs\) to be assessed](#) at the start of each semester, ensuring consistent and thorough evaluation throughout the five-year program review cycle. For example, CCOs #1 and #2 were assessed in 2021-2022, CCOs #3 and #4 in 2022-2023, CCOs #5 and #6 in 2023-2024, and CCO #7 and any remaining CCOs will be assessed in 2024-2025. This cycle [repeats](#) in the 2025-2026 academic year. At the beginning of each semester, faculty report their CCO [assessment plans](#) in Etrieve. At the end of the semester, faculty [report their CCO findings](#). Since faculty have the freedom to assess student learning in different ways, faculty teaching different sections of the same course often have different assessments in their course that contribute to student learning data for each CCO (e.g., earning a minimum score of 80% on Quiz #3 versus earning a minimum score of 85% on a critical thinking assignment for CCO #4).

If CCOs are assessed in year 1, faculty are expected to implement their plans and improve student learning in year 2. In year 3, the Office of PAR emails faculty their plans and results from year 1, and faculty summarize their results and close the loop on the [Assessment Plan Wrap-Up](#) form. Completed examples include [NUR-224](#), [PSY-210](#), and [CIS-101](#). If a learning outcome meets the established benchmarks, faculty confirm that actions are working and either adjust the benchmark to a higher value or reflect on additional items that can continue to advance student success and the student learning experience. When a learning outcome fails to meet the established benchmarks, faculty develop and implement an action plan. Faculty have a full year to enact this plan, after which they reassess student learning. The resulting data and qualitative insights are [incorporated into the program's five-year review](#), as outlined in the Program Assessment and Review Handbook. [Cocurricular programs](#) undergo a similar review process, also detailed in the Program Assessment and Review Handbook.

Student learning assessment extends beyond the required two CCOs per semester. For example, the nursing program uses a tool to assess student learning at [clinical sites](#), evaluating students' necessary skills and identifying opportunities for improvement. The director of allied health regularly reviews student learning outcomes, acting when appropriate and periodically reevaluating to ensure that thresholds are met and that all stakeholders are satisfied. [Allied health outcomes data](#), including retention, job placement, graduate satisfaction, credentialing exam participation, and pass rates, are maintained in Etrieve and the Health and Natural Sciences office. Allied Health outcomes are published on the [GOCC website](#).

Extending student learning beyond the classroom, cocurricular assessment occurs across several departments under Student Services and Campus Life, the Learning Commons, and Athletics. Each cocurricular area develops learning outcomes specific to operational needs and annually evaluates these outcomes. Outcomes are directly correlated to program learning outcomes and link to the college's institutional learning outcomes. In 2016, student services staff received [training on assessing cocurricular student learning outcomes](#). New employees hired after this were provided one-on-one instruction by the vice president of student services (VPSS). The

VPSS also provided department-wide refresher training sessions in [2018](#), [2022-2023](#), and in the [fall 2024](#) semester. In February 2024, the VPSS conducted assessment training for the [Athletic Department](#), which had recently been placed under the purview of the VPSS.

Following the assessment refresher training, staff participate in exercises to evaluate the relevancy of existing SLOs and PLOs. They also revisit the division's mission - to provide comprehensive support services to assist students in successfully navigating the college experience – to ensure this mission remains the focus or to modify it, as necessary. As evidenced by [2022-2023 Student Services student learning outcomes](#), each department within Student Services develops student learning outcomes and categorizes the SLOs under one of the [seven objectives](#) (program level outcomes). Each program level outcome links to one of the college's institutional learning outcomes and lists the measure, tool for measurement, responsible party, and a target and timeline to meet the outcome. To close the loop, the responsible party, on an annual basis, provides a [narrative for each outcome](#), noting whether the target was met, why it may not have been met, and an action plan. Individual departments also determine whether to sunset a particular outcome and focus on another opportunity for cocurricular assessment.

The TRIO SSS program provides an example of closing the loop in cocurricular assessment. In [2023-24](#), the program conducted an assessment focused on learning objectives related to visits to [four-year colleges](#). One specific objective was for students to know the transfer institution scholarship deadlines of the campuses they visited. After the first visit to a university, none of the participating students could recall the scholarship deadline by the end of the tour. In response, TRIO staff took targeted action to emphasize these critical details more effectively during future visits. This intervention proved successful, as all students who attended the subsequent visit to another university accurately cited the transfer scholarship deadline. Moving forward, TRIO staff will continue to implement this enhanced focus during campus visits.

Within the Learning Commons, which includes the library, tutoring services, and the testing center, [tutors](#) and [students](#) evaluate tutoring sessions for student learning and overall quality improvement. As a result of feedback, the [Learning Commons developed a plan](#) to create specific measurable student learning outcomes that would intentionally align with efforts in other areas. For example, SLO #4 – Students will improve their understanding of diversity-related issues aligns with [Strategic Goal #2](#), ILO #3, the [Academic Plan](#), and [JEDI Committee goals](#).

The Office of PAR uses Etrieve and SPOL software to analyze the student learning CCO, PLO, and ILO data reported by faculty. At the start of each semester, PAR staff send an [SLO Planning Form](#) to faculty for each course being taught. This serves as a reminder of the common course outcomes being assessed that academic year and emphasizes that assessment is intentional and not an afterthought. Near the end of the semester, PAR sends an [SLO Form for Data and Findings](#) to faculty, which includes a section to submit an action plan, if appropriate. Near the end of the semester, all forms are uploaded into SPOL, the college's assessment software. SPOL enables PAR staff to generate, manage, and track [assessment reports](#) that are particularly insightful to faculty and PARC during the program review process.

SPOL provides for the ability to disaggregate across several variables, therefore it enables the college to ensure that outcomes are met consistently [across faculty and different delivery](#)



[methods](#). This information is used by faculty during the program review process. Examples of PLO assessment data include [Computer Information Systems](#), [Accounting](#), and [CADD](#) programs. [Detailed assessment reports](#) are provided to faculty conducting program reviews by the Office of PAR.

GOCC evaluates its four institutional learning outcomes (ILOs) annually. Additionally, every five years, the Program Assessment and Review Committee (PARC) conducts a [comprehensive review of all ILOs](#) to ensure alignment with the needs of transfer institutions, industry, and the community. This data is compiled and provided to the committee from the Office of PAR. Based on data analysis and partner feedback, the ILOs are either reaffirmed or modified.

This [five-year cycle](#), outlined in Core Component 4.A, involves the PARC reviewing data for two ILOs over the first two years and the remaining two ILOs in the subsequent two years. Throughout each two-year cycle, PARC engages in an in-depth evaluation, beginning with a focus on inputs. This includes effectively communicating the ILOs and their associated student learning outcomes, providing resources to faculty on assessment methods, and employing [rubrics](#) to evaluate student learning. For the 2023-2024 academic year, PARC concentrated on enhancing faculty education related to the [Communication ILO and organizing forums](#) on various relevant topics. In the second year of each cycle, PARC focuses on assessment outputs. This includes analyzing faculty data for each ILO and developing plans to improve student learning outcomes. The same process is followed for the remaining two ILOs in the second two-year cycle. In the fifth year, PARC conducts a comprehensive review of all four ILOs, evaluating student data and relevance to the college's mission and goals. This culminates in a college-wide process to either reaffirm or revise the ILOs.

[ILO faculty target and student data](#) measured between 2021-22 and 2023-24 revealed that students are exceeding faculty-established targets of success on all four institutional learning outcomes. Based on the evaluation CCO #1 - #6 data, faculty established targets for the four ILOs: Critical thinking (faculty target was 79.8% vs. student data was 85.6%); Effective communication (79.2% vs. 86.4%); Information competency (80.1% vs. 86.4%); Diverse perspectives (78.3% vs. 86.6%). During the 2023-24 academic year, PARC established a [consistent 85% target value](#) across all courses, ILOs, and faculty; however, as data collection was already underway when the decision was made, data shared with programs and faculty did not reflect the change. During the September 2024 meeting, student data collection was completed and shared with the PARC committee in which the [faculty reaffirmed an 85% target](#) for all ILOs for 2025-26. Student data and this rate will be re-evaluated annually by PARC.

## Sources

---

- AAS in CIS PLO Summary
- Academic Plan 2022-2025
- Accounting PLO summary 2024
- ALH.StudentDatabase
- Assessment.Computer Support Technician PLO.2024

- Assessment.Plan.Math-117
- Assessment.Presentation.Program Development and Review Committee
- Assessment.Reporting.Math-117
- Assessment.SLO-EmailEmail.22FL
- Assessment.WrapUp.NUR-224
- Athletics Assessment Training 2024
- CADD PLO Summary 2024
- CIS 101 Assessment Close the Loop
- CM.Form
- CM.PSY 210
- CM.PSY 210 (page number 3)
- HLC.AssessmentAcademy.2020
- ILO metrics 22WN thru 24SM (CCOs 1 to 6)
- ILO metrics summary and by modality 22WN thru 24SM CCOs 1 to 6
- JD.Faculty-Nursing.2022
- JEDI.Goals.2023-2024
- Learning Commons Plan 2023-2026.pdf
- Levels of Assessment
- Mapping.Associate of Business
- Mapping.Cybersecurity AA
- NUR-111.Clinical Performance Evaluation
- PARC Effective Communication Forum Follow Up
- PARC.Minutes.20230911
- PARC.Minutes.20240917
- Program Assessment and Review Handbook
- Program Assessment and Review Handbook (page number 7)
- Program Assessment and Review Handbook (page number 11)
- Program Assessment and Review Handbook (page number 14)
- Program Assessment and Review Handbook (page number 20)
- Program Assessment and Review Handbook (page number 21)
- Program Assessment and Review Handbook (page number 29)
- PSY 210 Assessment Close the Loop
- PSY-210-CCO-03 Wrap Up
- Rubric Example
- SLO PLO ILO alignment
- SLOs.Student Services.2022-2023
- SLOs.StudentServices.2023-2024
- SPOL.Assessment-Report-Sample
- Staff Session Evaluation
- StrategicPlan.Pillar2
- Student Services Assessment Refresher 2022-2023
- Student Services Assessment Workshop 2018
- Student Services Assessment Workshop Fall 2024
- Student Services Division Objectives
- StudentServices.AssessmentTraining
- Syllabus COM-150-10

- TRIO.SLO.Example
- TRIO.Transfer Time Education
- Tutor Evaluation - Student
- Website.Medical Assistant Certificate

## 4.C - Core Component 4.C

---

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

---

GOCC has established clear metrics for retention, persistence, and completion. At the [program level](#), data on these metrics are systematically collected, analyzed, and integrated into curricular and cocurricular program reviews, during which [goals for improvement are set](#). At the institutional and course level for key gateway courses, this [data is evaluated annually](#) as part of the strategic planning process, which is detailed in Criterion 5.

Relevant to the mission and student population, retention is defined as the proportion of post-secondary students new to GOCC in any given fall term who (a) graduate before the next fall term, or (b) are still enrolled the following fall term. Rates are calculated by the curricular program in which the student was first enrolled. One-year retention is first to second fall term, two-year retention is first to third fall term, 3-year retention is first to fourth fall term. The origin of this definition was through a majority vote during a [PARC meeting in December 2023](#). GOCC defines persistence as the proportion of post-secondary students new to GOCC in any given fall term who complete a certificate/degree, transfer, or remain enrolled at GOCC for two years following initial enrollment. This definition is based on best practices of the AACC Voluntary Framework for Accountability (VFA) - Two Year Progress Measures. Current [program persistence rates](#) are based on the fall 2022 cohort. During the program review process, [faculty analyze student success, retention, and completion data](#). Student data was [always a part of the program review process](#); however, effective in 2022-2023, fields for faculty to establish benchmarks for student success, retention, and program completion were added to improve the review process and the use of the data.

Benchmarks are ambitious and faculty document details for how these benchmarks will be attained through an action plan. For example, the [Allied Health program](#) listed a program retention benchmark of increasing retention by 20%. Actions were listed to achieve this goal, and some were already being incorporated at the time of the review submission to improve retention and achieve this goal for fall 2028 including eliminating unnecessary courses, shifting the format from 16- to 8-week courses, and hiring a full-time allied health faculty member. The [Business program](#) listed a program completion benchmark of increasing program completion by 10%. Actions listed to achieve this goal include offering different modes of delivery for business courses, better marketing the program and students' ability to complete the degree online and using Watermark to submit early alerts when students miss classes, have missing work, or are not responding to or communicating with the instructor.

GOCC collects, reports, and disseminates outcome data at the institutional level. GOCC relies on the IPEDS 150% Graduation Rate Survey, the standard federal metrics that allow for ease in internal and external benchmarking. In 2022, GOCC had the highest IPEDS 150% graduation rate of the twenty-eight community colleges in Michigan at 40%. In 2023, at 36%, GOCC's [IPEDS graduation rate](#) exceeded the state average of 24%. [IPEDS Outcomes Measures](#) (OM) track award completion rates at 4-, 6-, and 8-year intervals, disaggregating by enrollment status, Pell eligibility, and whether the student was a first-time attendee at GOCC. The current 30% 6-year IPEDS OM rate is an important benchmark to monitor, but more even aligned with the institution's mission is the VFA.

The [VFA Key Performance Indicators Report](#) includes longitudinal persistence and retention metrics with national benchmarks. In 2024, GOCC excelled in comparison to other VFA colleges in students earning both 6+, 12+, and 15+ credits in their first term, and 24+ credits in their first year, but fell short in comparison to peers in earning 30+ credits by the end of the first year. This may be due to historically low summer enrollments at the college, a point of discussion for the Strategic Enrollment Management Committee.

From 2015-2020, the college received a [Strengthening Institutions Program \(SIP\) Title III Grant](#) focused on improving retention and completion. Every student success metric exceeded the 5-year target, as indicated in a [presentation shared with the Board of Trustees](#). Most notably, the completion rate of first-time, full-time students increased from 22.7% to 30.1%. Title III funded projects included faculty professional development via a multiday on-site [On Course Workshop](#) with Dr. Skip Downing and an online improvement course developed by an [on-staff instructional designer](#), updated [classrooms furnishing](#) to encourage increased engaged teaching and learning, [student coaching](#), additional [institutional research staff](#), introduction of Simple Syllabus, initial purchase of student laptops and hotspot inventory, and new equipment for [science laboratories](#).

GOCC's TRIO SSS program is a highly successful non-academic strategy to improve student outcomes. The program's most recent [student retention and completion rates](#) demonstrate an 8% positive difference in fall-to-winter retention between students who are eligible for SSS, but not served, and those who are served by the program. Of those served by TRIO, 56% complete a degree or certificate, whereas those who are eligible, but not served, complete at a rate of 28%. Even more notable, students served by TRIO – those with documented barriers to success –

exceed the completion and transfer rate of non-eligible students by 10%. The success of this program is attributed to its intentional approach to student support and advising. At intake, TRIO students complete a [student success plan](#) which includes GOCC and TRIO resources they are interested in utilizing. TRIO advisors use that data to guide in-person and online programming each semester, including [workshop topics](#), and educational experiences, thus improving the options offered to students.

In 2020, [VFA data](#) revealed that only 17.6% of students who entered the college testing at a pre-college level in math completed a college-level math course. This low success rate indicated a need for targeted interventions to address gaps in student progression, leading to the development of [Strategic Plan Goal #1](#) Objective #1 later that year, which focused on improving student outcomes in this gateway course. [VFA data in 2022](#) showed that students were not completing the math sequence at the desired rate. In response to this challenge, faculty implemented a corequisite math model beginning in 2023. Students placing into or electing to take a developmental math course would now take a college-level math course along with a required corequisite developmental math course in one of three tracks ([algebra](#), [quantitative reasoning](#), or [statistics](#)) that would provide just-in-time support for the college-level math topics within the corequisite course. Students can no longer take a standalone developmental education course. Math faculty also created a [quantitative reasoning pathway](#) for programs that did not require algebra or statistics in their majors. This intervention resulted in a significant improvement in college-level math completion rates. As reported in 2024, the percentage of students completing a college-level math course after testing at the pre-college level [increased to 35.5%](#), effectively doubling the previous success rate. This improvement demonstrates the efficacy of the corequisite model and aligns with the college's strategic goal to improve progression through this key gateway course.

The college employs VFA data to benchmark key performance metrics, aligning these benchmarks with its mission of promoting student success and equity. By integrating VFA data into decision-making processes, the institution ensures that strategies are data-driven and focused on outcomes. The college closely monitors internal data alongside VFA metrics to guide the development and tracking of measurable objectives within its strategic plan, supporting continuous improvement and accountability in fulfilling its mission.

## Sources

---

- AS program review data
- BOT.Presentation-Strategic Plan.202007
- BOT.Presentation-Strategic Plan.202010
- BOT.Presentation-TitleIII.20201210
- CM.MATH-081
- CM.MATH-084
- CM.MATH-101
- Grant.Title III.FurnitureInvoices
- Grant.TitleIII.InstDesign
- Grant.TitleIII.Proposal

- IPEDS.GradRate.2024
- IPEDS.OutcomeMeasures.2024
- IR.DevEd-MATH-Data.2022
- IR.VFA-KPI-Math.2024
- JD.IRAssistant
- Microscope Receipt
- PARC.Minutes.20230911
- PD.OnCourse-SkipDowning.2017
- Program Persistence Rates 22FL cohort
- Program Review ALH 2024
- Program Review Self Study Form
- ProgramReview.Automotive.2022
- ProgramReview.Business.2023
- StrategicPlan.Pillar1
- Student Success Coach position description
- TRIO.Annual Student Success Plan
- TRIO.Financial Literacy-101
- TRIO.Retention-Completion-Rates

## 4.S - Criterion 4 - Summary

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

---

Glen Oaks Community College (GOCC) has significantly enhanced its program review processes. After being placed on interim monitoring by the Higher Learning Commission due to an insufficient review system, GOCC formed several committees to develop and implement an improved approach. The Program Assessment and Review Committee (PARC) introduced a new five-year review process for curricular and cocurricular programs. PARC is faculty-led and provides comprehensive support in assessing student learning data, conducting SWOT analyses, and implementing actionable improvement plans. The review system has already led to significant curricular updates, such as revisions in the Business and Allied Health programs and the addition of simulation learning opportunities in the Nursing program. Through these enhancements, GOCC ensures its programs meet institutional goals and align with industry and educational standards.

The college is dedicated to assessing student learning, a critical aspect of its mission, through faculty-led evaluations at the course, program, and institutional levels. After recognizing the need for a more robust assessment system during its earlier participation in the Higher Learning Commission Assessment Academy, GOCC joined a second cohort in 2018, overcoming challenges related to leadership transitions and software changes. Faculty assess student learning through common course outcomes (CCOs) and program-level outcomes (PLOs), supported by training and guided by tools such as the course and program master forms. CCOs are aligned to PLOs at introduce, reinforce, and mastery levels and to institutional level outcomes (ILOs). CCO assessment data measures ILO and general education learning outcomes within the program review. The Office of Institutional Planning, Assessment, and Research and the PARC support faculty with assessing student learning, analyzing annual and five-year program review data, communicating assessment and program review information, and setting plans to improve student outcomes. GOCC also implements cocurricular assessment with learning outcomes aligned to institutional-level outcomes. The college uses Etrieve and SPOL software to track and analyze assessment data, ensuring continuous quality improvement. Recent data show that students have exceeded faculty-established benchmarks in all four ILOs.

GOCC systematically collects and analyzes retention, persistence, and completion data at the program and institutional levels, integrating these metrics into program reviews and strategic planning. Benchmarks for improvement are set during the program review process, with action plans implemented to meet these goals. GOCC utilizes data from IPEDS and the Voluntary Framework for Accountability to benchmark its performance, with notable improvements, particularly in college-level math completion rates.



## Sources

---

*There are no sources.*

# 5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

## 5.A - Core Component 5.A

---

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

## Argument

---

The cornerstone of Glen Oaks Community College's (GOCC) success is its commitment to the shared governance principles of transparency, trust, and inclusiveness. The GOCC [Board of Trustees](#) (BOT) remains informed about the college and is judiciously involved in its governance. The BOT holds regular monthly meetings and, when appropriate, additional special meetings to address time-sensitive issues. The standard BOT agenda, as outlined in [policy 120](#) includes a visitor comment agenda item to allow for public input, including employees and students. Status reports from members of the [President's Cabinet](#) and [Council](#), the president, and the trustees are also part of the agenda. Others are invited to share relevant and timely information through monthly focus topic presentations. Recent focus topic presentations include [Accreditation Overview](#) (February 2023), [TRIO SSS Program Overview and Student Outcomes](#) (February 2024), and [GOCC Economic Impact Study](#) (March 2024). In addition to their regular appointments, BOT members are assigned to standing committees and subcommittees. Three trustees serve on the Audit and Finance subcommittee; along with the president and chief financial officer, they are tasked with regularly reviewing the institution's budget and audit findings. Two trustees, one as chair, served on the [Presidential Search Steering Committee](#) in 2024. To facilitate collaborative communication, one GOCC Board member also serves on the [GOCC Foundation Board](#). In early 2023, with the support of the American

Associate of Community Colleges, the Board engaged in a [self-evaluation](#) in the interest of ongoing improvement.

The responsibility of shared governance is entrusted by the BOT to the president, who then empowers administration, faculty, staff, and students through committees, councils, and departments. The [President's Cabinet](#) oversees administrative decision-making and shared governance at the executive level. The Cabinet meets at least [monthly](#) with a focus on strategic planning, pivotal operational decisions, policies and procedures, and recommendations brought forward through the shared governance process.

The [College Council](#) is a representative body that meets monthly and consists of students and elected or appointed members from each employee group - the [President's Council](#), faculty, administration, and support staff. The [College Council Constitution](#) outlines the bylaws of the Council. The primary role of the College Council is to develop, align, and integrate planning processes to facilitate positive change in the institution and to model continuous quality and improvement. The College Council assists with developing and [monitoring the Strategic Plan](#), creating and overseeing core strategy teams to address specific needs, monitoring institutional effectiveness, and serving as a communication and recommendation forum. An established process is in place for all members of the college community to submit questions, suggestions, concerns, or topics for discussion via the [College Council Submission Form](#). Outcomes of all submissions are regularly communicated through [College Council meeting minutes](#).

GOCC has a well-established framework for shared governance and the respectful exchange of ideas, the foundation of which is its [committee structure](#), with faculty participation defined in [Standing Committee Responsibilities \(policy 452\)](#). Administrative and support staff are assigned to standing committees as outlined in individual job descriptions, but often serve as members either at the request of the committee or direct supervisor. Each committee has a stated [purpose, reporting and recommendation line, and representative membership](#). To facilitate positive momentum, committee chairpersons are encouraged to use the [standardized agenda](#) and [minute templates](#).

Committees and departments advance the college's mission and use data to reach informed decisions that are in the best interests of students and the institution. In addition to the examples in other core components, the college used data to craft multiple objectives in the [Strategic Plan](#) (Objective 1.1 about college-level math completion, Objective 1.3 about faculty feedback on the Student Satisfaction Inventory, Objective 2.1 about the PACE survey and diversity, and Objective 4.6 about increasing Going-Pro Talent Fund training). Feedback from employees regarding concerns about salaries and inflation that was expressed during [College Council meetings](#) ultimately resulted in the [formation of a subcommittee](#) which in turn surveyed employees and formulated recommendations. These recommendations were shared with the President's Cabinet and as a result, the college issued a [request for proposals](#) that eventually led to a [compensation study](#). This original discussion, which started in the College Council, resulted in GOCC creating salary bands for employee groups and [modifying position salaries](#) to align with information obtained through the compensation study. While this is a recent example (2024), additional selected examples show GOCC's commitment to making decisions based on data:

- Student data from the [Survey for Entering Student Engagement \(SENSE\)](#) revealed a gap in the Engaged Learning category. The Strategic Enrollment Management Committee recommended additional [faculty professional development](#). As a result, the Academics Division created three new academy coordinator positions to develop academies for faculty to participate in [assessment](#), [pedagogy](#), and [technology](#) professional development.
- Also due to [SENSE student feedback](#) (question 18), GOCC implemented mandatory academic advising in winter 2021. Using the Student Planning module in Ellucian Colleague, academic advisors now build academic plans with students to keep them on their program pathway to completion. Students meet with their advisor initially at new student orientation. During subsequent semesters, students must have their academic advisor approve their academic plan before registering for courses. This plan approval also serves as a touchpoint for advisors to discuss potential barriers to student success.
- In [April 2022](#), the Justice, Equity, Diversity, and Inclusion (JEDI) Committee reviewed the initial results of the HEDS survey and used that information to form strategies and guide decisions including the recommendation that a member of the JEDI Committee also sit on the Accessibility Committee and educating all students, faculty and staff on [how to report concerns](#) like discrimination/harassment (a document that is given to all new hires, and posted in various areas of the college including student housing).
- During the [June 2023 JEDI committee meeting](#), feedback from the [2023 Stakeholder Survey](#) was reviewed relative to the community's satisfaction with the college's DEI efforts. This information helped shape the committee's efforts to include [goals and actions](#), accountability through [tracking](#), and an [annual report](#).
- In 2024, the college submitted a [TRIO Student Support Services grant renewal application](#), citing that 82% of enrolled students met the low-income, first-generation, or disabled eligibility requirements to receive student support services. The decision to renew the application was based not only on need but also on the [successful performance metrics](#) of the program (i.e., 56% of TRIO students completed a program or certificate; whereas only 28% of students who were eligible but unserved completed).
- Due to community demand, the [motorcycle safety](#) course was increased from 16 courses in 2023 to 50 in 2024.
- The focus of the 2018 all-college meeting was on [student retention](#). This presentation and conversations led to an increased emphasis on retention efforts, as opposed to recruitment, as a means of reversing enrollment trends.
- [Surveys](#) conducted after new student orientation were utilized to track student learning outcomes for various departments; [SLOs were then reinforced](#) or restructured to enhance student learning during future orientations.
- The Guided Pathways Committee utilized [student intake information](#) from new student orientations to create [meta-majors](#) for the college.
- IT and Marketing utilized user experience data to drive decisions. Recent examples include the analysis of chatbot usage on the college's website which revealed that costs outweighed benefits as interactions were non-serious and costly (approximately \$19 per interaction) and the decision to redesign the GOCC website, which was driven by employee and student feedback as well as recommendations from the [Guided Pathways committee](#). Website heat map data showed that visitors only [focused on specific areas](#).

- Feedback from the [dual enrollment advisory committee](#) revealed the need for additional dual enrollment student support. This feedback ultimately led to the hiring of a new [early middle college and dual enrollment mentor](#).

GOCC embraces faculty leadership and shared governance with oversight of academic requirements. Full-time faculty members lead curriculum, program assessment and review, online learning, and high-quality teaching and learning [committees](#). As described in Criterion 3, the Curriculum Committee reviews curriculum-related policies and procedures and makes recommendations on the adoption or modification of curriculum practices. The Curriculum Committee was instrumental in the creation of new or the modification of current policies and procedures including [credit for prior learning](#), the [academic forgiveness program](#), catalog rights, and placement evaluation. The Curriculum Committee is the shared governance body that also recommends the [adoption of new or deactivation of existing curricula](#). Deactivation of programs or modifications of programs often comes from faculty as a response to the program review process or third-party accreditation bodies, an example of which includes [nursing course changes](#) based on ACEN feedback. The program assessment and review committee established the program review process and timeline and combined curricular and cocurricular reviews into a single process under the committee's direction. The online learning advisory team created the [rubric to review online courses](#) and the [process and timeline](#) for which each will be reviewed. The committee has several [subcommittees](#) that review courses each term and then report their findings to the chair for recommendations to the vice president of academics. Faculty contributed updates to the [Faculty Handbook](#) in 2023 at a [faculty forum](#) and in 2024 at the [faculty in-service](#).

## Sources

---

- Academy Coordinator - Assessment
- Academy Coordinator - Teaching
- Academy Coordinator - Technology
- Advising.AcademicPlan-Sample
- Agenda Template
- AllCollege.20190205.Retention
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 16)
- BOT.Policies and Procedures (page number 223)
- BOT.Presentation-Accreditation.20230209
- BOT.Presentation-EconomicImpact.21-22
- BOT.Presentation-TRIO.20240224
- BOT.SelfEval.202307
- College Council Constitution
- College Council Submission Form - Draft
- CollegeCouncil.Minutes.2023-2024
- CollegeCouncil.Minutes.2023-2024 (page number 2)
- CollegeCouncil.Minutes.2023-2024 (page number 24)
- Committees.2023-24
- Committees.Curriculum Committee

- Curriculum Handbook
- Curriculum Handbook (page number 5)
- CurriculumCommittee.Minutes.20230307
- CurriculumCommittee.Minutes.20230926
- DEAdvisoryCommittee.Agenda.20240201
- Economic Impact Study 2024
- Faculty Handbook
- FacultyForum.Presentation.20230912
- FacultyIn-Service.Agenda.24FL
- Grant.TRIO.20240702
- Guided Pathways.Agenda.20240403
- Guided Pathways.Minutes.20231116
- How to Report a Concern
- HR.CompensationStudy.Presentation
- HR.CompensationStudy.PressRelease
- HR.CompensationStudy.RFP.2023
- JEDI.Annual Report.2023-2024
- JEDI.Goals.2023-2024
- JEDI.Goals.Tracking
- JEDI.Minutes.202204221
- JEDI.Minutes.20230614
- Minutes Template
- OLAT.Online Course Review Process
- OLAT.Online Course Rubric
- OLAT.Review Teams
- PresidentCabinet.Minutes.20240228
- PresidentCabinet.Minutes.20240401
- PresidentCouncil.Agenda.20240821
- PresidentCouncil.Minutes.20240320
- SEM Plan 2023-2025
- SEM Plan 2023-2025 (page number 11)
- SENSE.2022
- SLO narrative for Admissions
- Stakeholder Survey Results July 2023
- StrategicPlan.2023-2026
- StrategicPlan.Oversight
- Student Intake Results Fall 23
- Survey.Post-NSO
- Website.Board of Trustees
- Website.College Council
- Website.Foundation Members
- Website.MotorcycleSafety
- Website.PresidentsCabinet
- Website.PresidentsCouncil
- Website.PresidentSearch

## 5.B - Core Component 5.B

---

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

---

GOCC has a total of eighty-eight full-time and twelve part-time employees. The college is relatively flat in its [administrative structures](#), and individuals wear multiple hats. Qualifications for GOCC staff are appropriate to the position and its essential functions. Minimum qualifications are listed on all [job descriptions](#) and most include related experience and education appropriate to the role. Employees are listed in the [college catalog](#) by employee group along with their credentials. The college takes pride in being able to attract and retain highly qualified and diverse employees. A [strategic priority](#) (objective 2.2) is having well-trained, qualified, quality employees. Accordingly, employee salaries, wages, and benefits are [65% of the college's annual operating budget](#). Benefits for full-time employees include generous health, dental, vision, and retirement plans. The college gives a liberal tuition waiver benefit to all full-time and regular part-time employees (as well as their dependent family members) to enroll in GOCC courses. Additionally, the college offers all full-time and regular part-time employees tuition reimbursement benefits (policies [507](#) and [509](#)) to aid employees with the attainment of a degree beyond an associate's degree. From 2017-2024, the college distributed an average of \$13,590.97 per year in [tuition reimbursement](#) to employees working towards a degree. Over the same timeframe, the college invested an [average of \\$5,794.57 per fiscal year](#) in tuition waivers for college employees enrolled in GOCC courses.

Upon hire, new employees complete an onboarding appointment with Human Resources (HR). During this session, HR covers general employment information including benefits and perks, employee handbook/union contracts, and general employment procedures. A more complete college and department-specific orientation is completed by the employee's supervisor. The [Department Onboarding checklist](#) is sent to the hiring manager in Microsoft Word format so that additional department-specific items can be added. Managers are expected to [return the completed form](#) within two weeks of hire. Newly hired faculty attend a year-long [new faculty orientation](#) and are expected to engage online within the college's learning management system (Canvas) in a [Faculty Resources course](#). Continuing contract full-time [faculty are evaluated](#) twice every three years, probationary faculty annually, and adjunct faculty in the first term and then every third term thereafter. New full-time faculty must also satisfy the [continuing contract requirements](#) before applying for and advancing to a continuing contract. New administrative



and support staff are reviewed at sixty days, six months, and then annually for the first three years of employment then (at minimum) once every three years. The [evaluation processes](#) emphasize setting goals and encouraging ongoing professional development.

The college's infrastructure supports its operational needs and programs. GOCC maintains approximately 92,000 sq ft on a 277-acre campus. Approximately 165 acres are wooded with wetlands, walking trails, and a frisbee golf course, and sixty-six acres are farmland that is planned, planted, maintained, and harvested by students. The fiscal year 2025 (FY25) annual budget set aside \$1.6M for depreciation and the college has been very creative in obtaining funds from state and federal agencies to fund campus improvements. In 2019, GOCC completed a [Facilities Assessment](#) which focused on the campus's four wings and created an action plan with four priority levels. Aligned with this assessment, GOCC has engaged in two major facility renovations ([concourse and E and F wings](#)). The college is currently working on updating the [south side of campus](#) – specifically, B and D wings. Additional upgrades to infrastructure include:

- Instructional technology: A [one-button recording studio](#) was purchased and installed in the Learning Commons, new technology including cameras and confidence monitors was installed in multiple classrooms, and video recording software (Panopto) were purchased and rolled out for faculty use.
- [Cabling and Wi-Fi](#): The fiber structure was completed in its entirety, including some redundant strands, and new copper cabling was installed in the E-Wing, in part of the A-wing, and is scheduled in 2024-2025 for B-, D-, and F-wings. Also, during 2024-2025, the college will undertake phase 1 of its transition to Wi-Fi 7.
- Student spaces: Study rooms were added to the [Concourse](#) and the [Learning Commons](#) was completely overhauled to include study spaces, a new testing center, and spaces for students and employees to be creative.
- Nursing: First-year labs were renovated to create a [simulation room](#) for students to complete simulation-based learning using funds from the ADN to BSN grant.
- Allied Health: New labs and classrooms will be created starting in the fall of 2024 as part of the [southside renovation project](#).
- Electrical Technologies: Lab space was updated in the fall of 2023 to include power for each workstation, the purchase of new trainers, and the addition of space for students to construct walls that represent a house for them to wire.
- Watermark Student Success and Engagement Software: An early alert system and communication tool for students, faculty, and academic advisors was implemented. The college is adding a module to streamline communications and create pipelines with prospective students and applicants.
- Welding: Additional welding booths were added.
- Automotive: An additional automotive service bay with a lift was added.
- Graphic Design: The lab was moved, and the space was redesigned.
- ESports: A shared space for CADD and eSports was created with high-powered computers and gaming chairs.

GOCC is appropriately resourced to meet institutional goals and the college's mission, and all institutional plans are realistic to organizational resources and opportunities. The [Strategic Plan](#)



consists of four pillars that each have multiple objectives. The Strategic Plan is updated annually at the [Board of Trustees retreat](#), in collaboration with college leadership and the College Council. The Office of Institutional Planning, Assessment, and Research provides an overview of the [current status of existing Strategic Plan](#) objectives, as well as quantitative and qualitative data collected for consideration and discussion. Objectives are reviewed, updated, revised, added, removed, etc., to reflect new and changing priorities. Emphasis is placed on identifying objectives that align with the institution's mission, the community's needs, and the ever-changing landscape of higher education. Objectives are created and are owned by various individuals or departments engaged in advancing the four pillars. For example, the IT department submitted the objective to shift the college's student information system to the cloud in alignment with pillar three – institutional stability and innovation, and the Athletics department analyzed student-athlete data recognizing a gap between student athletes' mean GPA and that of the overall student population and submitted an objective aligned with pillar one – students success. The College Council tracks the status of the Strategic Plan and invites objective owners monthly to [report on progress](#).

The Academics Division created the [2022-2025 Academic Plan](#). This aligns with the strategic plan and touches on policies and procedures, student success, the community, and supporting teaching and learning. Faculty and staff in and beyond the division contributed to this plan's creation and continue to work together to accomplish the actions against the [established benchmarks](#). Similarly, student services created and has evaluated college-centered outcomes since 2017, reviewing and modifying outcomes annually as needed. [College-centered outcomes](#) focus on recruitment, retention, transfer, process improvements, program growth, and community collaboration. Each outcome links to a strategic plan goal, and all members of student services contribute to achieving these departmental outcomes. For example, in efforts to provide early intervention for dual enrolled students and to improve communications with high school counselors on dual enrollment and early middle college students' academic progress, student services created the following college-centered outcome: By August 2024, all high school counselors will have access to view their respective dual enrollment/early middle college students' information in Watermark (early alert system). This outcome is linked to Strategic Plan Goal 3, increasing financial security and growth (retention). More importantly, it shows transparency and a willingness to collaborate with our high school partners. The completion of this outcome allows high school counselors, in addition to college staff, to have immediate feedback on high school students' academic progress. To achieve this outcome, the dual enrollment coordinator, early middle college project director, academic advisors, Watermark administrators, and IT staff collaborated to provide high school counselors access to their student records, thereby, improving communication and timely interventions for students.

Also aligned with the Strategic Plan, the [2023-2026 Strategic Enrollment Management \(SEM\) Plan](#) uses data-informed, comprehensive processes designed to align the institution's fiscal, academic, enrollment, and cocurricular resources with its changing environment to accomplish the institution's mission and ensure long-term enrollment success. The [SEM Plan](#) is driven by the college's mission, vision, and values and the [committee](#) consists of representatives from various departments across campus. The SEM team [evaluates the plan](#) annually to ensure objectives and strategies are relevant and continue to align with the strategic plan.

GOCC's budget process begins in December with the [Budget Office sending each department](#) its expenses from prior years along with a budget projection for the upcoming fiscal year. Departments propose changes by adding details to their budget worksheet and sending them to their supervisor for review and advancement. The CFO assists cost center managers with viewing or building budgets as needed and holds [annual budget development and review meetings](#). Each supervisor consolidates their department budgets and [forwards them to the CFO](#) by February who then consolidates all divisional budgets into an institutional budget. The CFO presents the budget in detail to the president before the President's Cabinet review and the [Cabinet discusses and prioritizes](#) budget items. The draft budget is then presented to the Board of Trustee's Audit and Finance Committee. The Audit and Finance Committee consists of the president, CFO and three trustees. The committee reviews the draft budget and tuition and fees and makes recommendations to the Board of Trustees. As an example, the BOT approved the FY25 budget that was recommended by the Audit and Finance Committee during the [June 2024 BOT meeting](#). The college is audited annually at the [end of the fiscal year](#) (July – June). The latest finalized audited financial statement was for [FY23](#) which was presented to the [Board in October 2023](#) and then posted on the GOCC website for [transparency reporting](#). GOCC employees are engaged in the audit upon request and usually consist of the Business Office, the GOCC Foundation, Financial Aid, Human Resources, and Information Technology departments. The CFO/controller prepares the audit documents and the management's discussion and analysis section in the audited financial statements.

Departmental budgets and the overall college budget are monitored throughout the year. Supervisors monitor their budgets regularly to make sure that expenses are correctly made and to ensure cost centers stay within fund allocations. The CFO reviews all budgets monthly and presents the status of the college's budget to the Board of Trustees during the monthly [Treasurer's Report](#).

Each department can request a purchase by submitting a [requisition](#) to their supervisor. When approved, the requisition is sent to the Accounts Payable department and the item(s) is purchased. Accounts Payable determines the best way to purchase the product and works with the department if a W9 is required for new vendors.

GOCC's [purchasing thresholds](#) include purchases: [under \\$2,500](#) which require documentation of competitive pricing such as website, catalog, or written quotations; \$2,500 to under \$5,000 which require written quotations; \$5,000 to under \$25,000 which require a minimum of 3 written quotations if approved by the division's vice president or the president; \$25,000 or more which may require competitive sealed bids if for tangible property; for professional services that requires a request for proposal that must be solicited instead of competitive sealed bids; and [\\$100,000 or over](#) which requires Board of Trustees approval unless the item was already authorized as a larger capital project.

GOCC's fiscal allocations ensure that its educational purposes are achieved. [Revenues](#) are primarily obtained from three sources: tuition and fees, state funding, and local property taxes. For FY23, property taxes were 41% of the revenue, state appropriations were 33%, and tuition and fees were 22%. Additional revenues are obtained from [grants](#) that the college pursues and

obtains. The CFO and President's Cabinet monitor revenues and expenses to ensure the college's educational purposes are achieved.

Tuition and Fees revenue has been dependent on enrollments. [Overall enrollment](#) has remained stable over the past four years, with only a slight net decrease of 2.2% in total headcount from 1,614 in 2019-20 to 1,579 in 2022-23, despite the challenges posed by the pandemic. In contrast, total credit hours saw a more significant decline over the same four-year period, with fiscal year equated student (FYES) dropping by 8.3%, from 746 to 684. Tuition and fee revenues have increased each fiscal year from FY21 through FY23. FY20 to FY21 tuition and fee revenues decreased due to the COVID-19 pandemic and the commitment GOCC made to leave tuition rates flat. However, GOCC tuition and fees revenue has increased by 2.31% from FY20 – FY23. While enrollment overall decreased, tuition and fees increased due to incremental tuition increases yearly to accommodate enrollment changes and inflation changes. Tuition is charged by the contact hour. GOCC has agreements with local school districts for [dual enrollment](#) and [CTE dual enrollment](#) costs. School districts pay \$20/contact hour for all CTE dual enrollment classes and dual enrollment classes taught in a high school by a credentialed high school instructor. The Academics Division manages course fees based on resources used in classes and annually modifies amounts for [Board approval](#). The college also receives [federal Perkins funding](#), which is primarily used for career and technical education (CTE) instructional equipment, faculty and staff professional development, and funds that are used to directly support non-traditional CTE students.

State funding, or state appropriations, comes from the Governor's Office. The budget is presented annually by June for the next fiscal year. The state's budget is from October – September. GOCC receives funding equally for 11 months out of the budget year, minus September. In [fiscal year 2025](#), GOCC will receive \$3,016,000 in state appropriations - a 2.5% increase from the [2024 allocation](#) of \$2,939,000. Over the past four years, State funding has increased annually except for [FY21](#) where funding remained flat. [FY22](#) state appropriations increased by 1.3%, [FY23](#) by 4.4%, and [FY24](#) by 4.9% which is an overall increase of \$287,800 since FY22.

GOCC receives property taxes from the county based on the taxable value determined by the state equalization office. Over the past four years, property tax revenue has increased an average of 4.53% or \$245,023.75. In [FY21](#), property taxes increased by 1.6% which provided an additional \$91,312 in revenue and [FY25](#) will yield an overall increase of 5.09% for a total revenue increase of \$352,154.

Fiscal allocations align with the college mission as the overall total percentage of the operating budget/expenditures are greater in instruction, academics, and student services. For example, in FY23, [instruction costs](#), including salaries and fringe benefits, totaled \$3,962,353 (26% of actual expenditures). The total in [FY22](#) was \$3,895,143 (24% of actual expenditures) and was \$4,167,533 in [FY21](#) (27% of actual expenditures). [Academic support costs](#), including salaries and fringe benefits, were \$1,232,939 in FY23 (8% of actual expenditures), \$1,098,022 in [FY22](#) (7% of actual expenditures), and \$1,203,796 in [FY21](#) (8% of actual expenditures). Student Services, including salaries and fringe benefits, totaled \$4,018,969.84 in [FY23](#) (26% of actual

expenditures), \$5,171,485.11 in [FY22](#) (32% of actual expenditures), and \$4,128,350.40 in [FY21](#) (27% of actual expenditures).

Other budget categories include information technology, institutional support, physical plant operations, and depreciation. In [FY23](#), these areas had an actual expense of \$6,060,992.56 (39% of the actual expenditures) and \$7,755,252.43 in [FY24](#) (50% of the overall budget). [FY25](#) is expected to be 48% of the overall budget for a total expense of \$7,823,371.32.

The budget has increased from total expenditures in FY23 of \$14,749,744.29 to FY25 of \$16,295,499.00. This is a total increase of \$1,545,754.71.

## Sources

---

- Academic Plan 2022-2025
- Academic Plan Tracker
- ACS-6 Enrollment Data Four-Year Summary 2019-2023
- Audit.2021
- Audit.2022
- Audit.2023
- Audit.2023 (page number 20)
- BOT.Agendas.2022-2023
- BOT.Minutes.20170914
- BOT.Minutes.20221020
- BOT.Minutes.20230511
- BOT.Minutes.20231019
- BOT.Minutes.20240620
- BOT.Packet.20231019
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 32)
- BOT.Policies and Procedures (page number 240)
- BOT.Policies and Procedures (page number 242)
- BOT.Presentation-Strategic Plan.202007
- BOT.Presentation-Strategic Plan.202010
- Budget.FY25
- Budget.FY25-Analysis
- Budget.FY25-Analysis (page number 1)
- Budget.FY25-Analysis (page number 10)
- Budget.MillageWorksheet.2020
- Budget.MillageWorksheet.2020 (page number 2)
- Budget.Rehmann Professional Service Plan.FY24
- Budget.Rehmann Professional Service Plan.FY24 (page number 16)
- Budget.Requisition
- Budget.Template and Calendar.FY24
- Budget.MillageWorksheet.2024
- Canvas.FacultyResources

- Capital-Outlay-Plan 2023
- Capital-Outlay-Plan 2023 (page number 112)
- Catalog.Personnel
- College Centered Outcomes 2022-2025
- CollegeCouncil.Minutes.20220125
- Committees.SEM
- Continuing Contract Requirements
- CTE.MOU.2024-25
- DE.MOU.Sturgis-2023-2035
- ExpenditureComparison.2020-2023
- ExpenditureComparison.2020-2023 (page number 1)
- ExpenditureComparison.2020-2023 (page number 2)
- ExpenditureComparison.2020-2023 (page number 3)
- FacilityAssessment.Five-YearCapitalOutlay.20181116
- Faculty.EvaluationTimeline
- Grant.Perkins.2024
- Grants
- HR.ADMN-GOSSE.PerformanceAppraisal
- HR.Department Orientation Checklist
- HR.OnboardingChecklist-Examples
- HR.RoundTable-Budget.202312
- HR.Tuition Reimbursement Summary
- IT.Cabling.2022
- JD.Executive Director of Communications Marketing
- LC.One-Button-Studio
- NewFacultyOrientation
- Nursing.Sim-Lab-Reno.Receipt
- PresidentCabinet.Minutes.20240401
- PresidentsCabinet.Minutes.20240130
- Purchasing Procedure 2022
- Purchasing Procedure 2022 (page number 2)
- Purchasing Procedure 2022 (page number 3)
- Purchasing Procedure 2022 (page number 6)
- SEM Plan 2023-2025
- SEM.Minutes.20240918
- State Appropriations FY20 - FY25
- State Appropriations FY20 - FY25 (page number 2)
- State Appropriations FY20 - FY25 (page number 3)
- State Appropriations FY20 - FY25 (page number 4)
- State Appropriations FY20 - FY25 (page number 5)
- State Appropriations FY20 - FY25 (page number 6)
- StrategicPlan.Pillar1
- Tuition Remission Benefit Amounts
- Website.StrategicPlan
- Website.Transparency Reporting

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

---

GOCC allocates resources in alignment with its mission and strategic plan. Annual operating budgets have prioritized the mission of providing teaching and comprehensive support services with 31% of the [2025 fiscal year \(FY25\) budget](#) allocated for instruction and instructional services. This has been consistent with prior year allocations of 31% for FY24, and 31% for [FY23](#). Operating budgets for the last three fiscal years were \$16,293,615 in [FY25](#), \$15,585,741 in [FY24](#), and \$14,749,744 in [FY23](#). As noted in Core Component 5.B, employee costs represent 65% of the budget and the college employs 100 people. The GOCC Foundation Board supports the college through the budgeting and planning process by funding or supporting projects or initiatives with donations and raised funds – an example is an [irrigation center pivot](#) for the college's farm.

GOCC's planning processes encompass all departments. Department heads annually solicit budget information and strategic planning ideas from their departments. As described in Core Component 5.B, the strategic plan is reviewed annually during a summer retreat and participants share feedback from their departments or constituents. Institutional actions directly align with these pillars and, while individual strategic plan objectives are specific to current initiatives that help GOCC grow in these categories, the four pillars drive planning, budget, and personnel decisions. This can easily be seen through budget development processes.

Expanding on the budget development process described in Core Component 5.B, departments review the strategic plan as they complete their budget worksheets to ensure financial requests align with specific objectives of the plan, a strategic pillar, or other college processes such as the program review process. Department heads receive input and suggestions from other departmental members and consider feedback from external groups including students, advisory



boards, and business partners. An example of this process can be seen in the budget development process within the [Academics Division](#). Academic cost center managers received their budget worksheet(s) in December and solicited ideas and requests from their departments. After modifying their department worksheet(s), they submitted drafts to their supervisor for review. Supervisors ensure alignment with the strategic plan and that program review recommendations are included – a recent example of this included the hiring of a new allied health full-time faculty member which was an action item within the [Allied Health Program Review](#) and subsequently recommended through the Academic Council prioritization. Drafts were then given to the Academics Office, which consolidated all academic draft budgets into a single FY25 Budget Workbook and brought the draft to the [Academic Council for review and prioritization](#). The Academic Council includes academic administrators, administrative assistants, and faculty coordinators.

Cocurricular areas and departments align financial requests with the college’s strategic plan and budget process. As described above, department directors determine unit needs with input from staff, [provide rationale for any budget increases](#), and send budget requests to the vice president of student services. In some cases within student services, grants were obtained outside of the normal budget process and funds were used to implement software or to streamline processes. A recent example includes the purchase of [Aviso Retention](#) (acquired by Watermark Student Success & Engagement) using federal CARES Act funds. Before 2021, GOCC did not have a formal early alert system for faculty to communicate with advisors; however, due to increased student success following the implementation of the early alert system, the college is now institutionalizing Watermark into operating expenses.

Watermark is one of many technologies that GOCC uses to support students and advance innovation and stability. While the student services department is the main user of the software, academics, Information Technology (IT), and other departments use it to support students and operations. Additional software or programs are shared across the college to maximize resources and avoid duplication. The [President’s Council](#) reviewed all [software contracts](#) in 2023 which allowed departments to share information and provided the impetus to shift all software contracts to IT to improve timely renewals and maintenance. Discussing technologies allowed departments to share products, such as Canva and Grammarly, thus collaboratively improving operations.

Staffing levels are reviewed during the budget development process and are incorporated into the draft budget. Human Resources consolidates all new personnel requests and shares them with the President’s Council which prioritizes based on mission, enrollment, operational needs, and budget availability ([FY22](#), [FY23](#), [FY24](#)). Recent examples include hiring a [dual enrollment and early middle college mentor](#) to support the growing dual enrollment student population and an [institutional research assistant](#) to support the increased demand for data and institutional reporting. As noted in Core Component 5.A, the mentor was recommended by the dual enrollment advisory board and directly seen as a critical position that would help the college implement plans to improve dual enrollment operations and student outcomes. This individual regularly meets with students to help them select classes, navigate the college’s technologies, and stay on track within their dual enrollment instructional calendars. Also, due to increased compliance reporting, to better support faculty and the PARC Committee with assessment and program review, and to assist with data for grants and other college initiatives, the IR assistant

was recommended and hired. Both positions will grow effectiveness for the college, directly improve operations, and impact student success. GOCC has actively pursued or explored federal, state, and local grants. As a small college where employees wear multiple hats, before applying for [new grants](#), the President’s Council reviews the grant criteria against GOCC’s mission and institutional resources to ensure alignment and capacity.

GOCC’s [FY25 budget](#) includes revenues from tuition and fees (26%), property taxes (45%), and state appropriations (23%). Over the last four years, there hasn’t been a significant change in the percentage of these revenue categories. Tuition and fees are budgeted based on assumptions from prior year enrollment along with any [increase to the tuition cost](#). The CFO/controller uses [enrollment reports](#) and internal feedback from the President’s Cabinet to anticipate enrollment trends for budgeting purposes. Once anticipated enrollment numbers are determined, tuition and fee revenues are calculated and added in with anticipated other revenue funds to decide what changes in tuition should be recommended to the Board of Trustees based on overall expense projections. The CFO/controller maintains and uses a five-year income statement projection that includes conservative increases across revenue and expense categories. Based on the prior year’s enrollment and college initiatives, GOCC budgeted a 1% (\$2.00/contact hour) [increase in tuition rate](#) for the 2025 fiscal year.

State appropriations and property taxes have remained consistent. State appropriations are based on the [governor's budget](#) and based on these allocations, GOCC budgeted for a 2.5% [increase for FY25](#). Property taxes are determined by the St. Joseph County Equalization office. The office annually provides GOCC with a [millage reduction fraction calculations worksheet](#) that details the property tax budget for the year. For FY25, there is a 5% increase in tax revenue of \$7.2 million compared to \$6.5 million in FY24. Based on revenue stability, the college has grown cash reserves from \$13,082,792 in 2022 to \$14,370,368 in 2024. This amount aligns with the [Cash Reserves Policy \(policy 670\)](#) approved by the Board of Trustees in April 2023.

To ensure financial stability and responsibility moving forward, GOCC has strategically obtained additional funds. As described in more detail in Core Component 1.B, the college has received [grants](#) and earmark funds to upgrade classroom technology and infrastructure and attract students to specific programs (such as the ADN to BSN grant and Academic Catchup grants referenced earlier). GOCC has also received state funding through a matching [capital outlay grant](#) and a [USDA loan](#) to upgrade the physical plant. Due to these resources, the north side of campus and the concourse were recently renovated, and the college is currently updating the south side of campus. While the college has enough reserves to cover these costs, it chose to take the route of obtaining loan funds at a low interest rate to prevent cash reserves from being exhausted or below the recently approved cash reserve policy.

The college’s budget is divided into operational and capital expenses. Operational expenses consist of three categories or funds: general fund, which is the main account and used to manage the finances and the primary operating activities of the institution; designated fund, which is used to manage areas that obtain revenue and use these funds to support expenses in that area; and auxiliary fund, which covers areas that generate revenues intended to be self-supported (such as housing and the fitness center). Capital expenses or assets are purchased items that are \$5,000.00 or more. GOCC capitalizes furniture, fixtures, equipment, vehicles, building improvements,



buildings, and library material purchases. These items are included in a [depreciation schedule](#) depending on their useful life using the straight-line method. Depreciation is budgeted as part of the expense category.

GOCC implements its plans to systematically improve operations and student outcomes. The responsibility to implement the Strategic Plan rests with the president and the President's Council. The College Council assists with developing and monitoring the Strategic Plan and includes agenda items at each meeting to hear from college leaders on the plan's progress. For example, the College Council reviewed the 2023 [strategic plan goal 3 objective 11](#) during the October 2022 meeting where health sciences provided an update on third-party accreditation. In 2022, Academics created a 2022-2025 Academic Plan. This plan included four categories including one to "review, create, revise, and implement academic policies and procedures." This category purposely targeted developing and revising processes around class scheduling, curriculum development, assessing student learning, and supporting faculty. The [Academic Council](#) reviews, [tracks](#), and records objective progress.

In 2017, the Student Services division developed [college-centered outcomes](#) to drive initiatives, improve processes, and remove barriers for students. All college-centered outcomes are aligned with the College's Strategic Plan goals. Department directors evaluate and modify these outcomes ([2022-2025](#)) every fall semester. College-centered outcomes help student services departments strategically plan and implement initiatives to move the needle on student success, community engagement, fiscal health, and DEI. The [Strategic Enrollment Management \(SEM\) team](#) represents individuals from various departments across the campus. The SEM team convened in 2023 to collaboratively develop a new [2023-2026 SEM Plan](#) that would drive initiatives to improve student enrollment and retention and to better reflect Strategic Plan objectives. Led by the VPSS and the executive director of institutional planning, assessment, and research, the [SEM team utilized](#) student [focus group results](#), enrollment trends, and internal and external analysis to create institutional priorities of recruitment, retention, and relationships. From the institutional priorities, the SEM team developed objectives and strategies, noted the party responsible for implementing and evaluating each strategy, and established a deadline for strategy completion. The SEM plan is driven by the mission, vision, and values of the college, and SEM strategies align with the Strategic Plan's goals.

The Office of Institutional Planning, Assessment, and Research (PAR) works collaboratively with the Program Assessment and Review Committee (PARC) to implement, monitor, and improve student learning. At the beginning of each semester, the PAR department emails faculty to remind and support them in [assessing common course outcomes](#). The Office of PAR follows this up at the end of the semester to remind and support faculty with [data collection and reporting](#). Furthermore, the PAR department annually reminds and supports faculty in [closing the loop](#) for course-level assessment by sending the prior year's plans and data with a [wrap-up report](#) where faculty can reflect on their results and implementation. Also, the PARC supports faculty and cocurricular departments with the five-year program review process by holding a program review [orientation](#) at the beginning of each year for all [programs up for review](#) that year. The PARC monitors PLO and ILO data for curricular and cocurricular areas, communicates improvement plan details, and implements processes to ensure students are learning. Cocurricular programs are aligned with specific departments, which support improving

college operations in these administrative areas. Program reviews are slightly different between [curricular](#) and [cocurricular](#) departments so that feedback aligns best with information that each area would need to improve. Finally, the Curriculum Committee strategically reviews courses in alignment with the program review process and collaborates with the PARC if changes are needed to improve curricula or student learning outcomes.

## Sources

---

- Academic Plan Tracker
- AcademicCouncil.Minutes.20240227
- Academics.Agenda.20240130
- Academics.FY25 Budget Workbook
- Academics.FY25 Budget Workbook (page number 3)
- ACS-6 Enrollment Data Four-Year Summary 2019-2023
- Assessment.CCO Plan
- Assessment.CCO Results
- Assessment.CCO Wrap Up
- Assessment.CCO Wrap Up-Email
- Audit.2023
- Audit.2023 (page number 18)
- Aviso.Agreement.20210608
- BOT.Minutes.20240509
- BOT.Minutes.20240509 (page number 3)
- BOT.Policies and Procedures
- BOT.Policies and Procedures (page number 308)
- Budget FY23
- Budget FY24
- Budget.Admissions.FY24
- Budget.FY25
- Budget.FY25-Year-to-Date
- Budget.StateAppropriations.FY25
- Budget.MillageWorksheet.2024
- Budget.MillageWorksheet.2024 (page number 2)
- Capital Asset Procedure - Reviewed 04.2020
- Capital Asset Procedure - Reviewed 04.2020 (page number 5)
- Capital Outlay Renovation\_2020 PA 257
- Center for Rural Sustainability
- College Centered Outcomes 2022-2025
- College Centered Outcomes.2017-2022
- CollegeCouncil.Minutes.20221028
- DE Student Focus Groups 24WN
- Grants
- HR.Position Wish List.FY2022
- HR.Position Wish List.FY2023
- HR.Position Wish List.FY2024

- IT.Software.2023
- JD.EMC\_DE Mentor
- JD.IRAssistant
- PARC.Orientation.20240823
- PARC.Orientation.20240823 (page number 18)
- PresidentCouncil.Minutes.20230321
- Program Assessment and Review Handbook
- Program Assessment and Review Handbook (page number 18)
- Program Assessment and Review Handbook (page number 20)
- Program Assessment and Review Handbook (page number 29)
- Program Review ALH 2024
- SEM Plan 2023-2025
- SEM.Minutes.20230118
- USDA Loan Application 2023

## 5.S - Criterion 5 - Summary

---

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### Summary

---

Glen Oaks Community College (GOCC) relies on shared governance, entrusted by the Board of Trustees to the president and college employees, to advance institutional effectiveness, resources, and planning. The college has multiple committees that create, review, and improve initiatives and processes that advance the college and student success. Examples include the College Council which contributes to the development and monitoring of the Strategic Plan, the Curriculum Committee which reviews curriculum-related policies and procedures as well as systematically reviews and improves GOCC curricula, the Program Assessment and Review Committee which reviews program (curricular and cocurricular) effectiveness and student learning outcomes on a systematic five-year basis, the Online Learning Advisory Team which created a rubric to review online course design of new and existing online classes and many more. These committees are overseen by college leadership and consist of members from various employee groups. During President Cabinet, President Council, and other committee meetings, data is reviewed and used to drive institutional decisions. Examples of data-driven decisions include the creation of salary bands due to a compensation study, the creation of faculty coordinators to create academies on various teaching and learning topics due to student survey information, the development of diversity, equity, and inclusion events due to DEI survey results, and the creation of nine meta majors due to student feedback about what they want to do upon completion of their education.

Finances at GOCC have been stable. As a result of small enrollment gains and losses and regular state appropriations and property taxes, income has been steady. With small enrollment changes, increases in consumables and college services, and reduced course fees, tuition rates were slightly increased to account for variations in expense categories and balance the college's budget. GOCC has 100 employees and salaries, wages, and benefits make up the largest expense category at 65%. As noted above, employees contribute to the success of the college beyond their regular duties through shared governance and often mid-level administrators or faculty chair or co-chair college committees. GOCC also supports employees in professional development and additional education. Employees are evaluated regularly based on their collective bargaining agreement or the employee handbook. The college has been very creative in the past ten years to obtain funds to enhance facilities, infrastructure, and technologies that improve campus aesthetics, instructional approaches, student services, and employee efficiency. Examples include renovations to the Concourse, Learning Commons, and north side of campus; purchase and campus utilization of a student success and engagement software (Watermark); and investment in classroom equipment or space including cameras, simulations, welding booths, eSports, and more.

Resources are allocated to systematically support the college's mission and strategic plan. The budget planning process includes input from all departments that prioritize their initiatives against institutional goals. Examples include academic and student services departments using program review data to advance new positions institutionalizing software during the budget process to hire new staff and invest in software to continue to grow and improve offerings. Furthermore, GOCC's shared governance structure allows for the creation of plans that align with the strategic plan, such as the academic and strategic enrollment management plans, and shared responsibility to accomplish plan objectives that hold us accountable and improve operational and student outcomes such as the program review process, curriculum review process, and diversity, equity, and inclusion initiatives.

## **Sources**

---

*There are no sources.*

# Federal Compliance Filing by Institutions

Effective September 1, 2024–August 31, 2025

Institutions should answer the questions below and provide supporting documentation where applicable. The Federal Compliance Overview provides information about the applicable HLC policies and provides an explanation of each requirement. Please review the Overview in its entirety prior to completing this Filing.

The necessary supporting documentation should be directly responsive to specific documentation requested. While there is no minimum expectation with respect to length, the completed Federal Compliance filing, including Appendix A (if applicable), should not exceed 300 pages.

Note that some federal requirements are related to and accounted for in the Criteria for Accreditation or Assumed Practices. Those related Criteria and Assumed Practices have been identified for cross referencing purposes. Cross-references are also provided to the Code of Federal Regulations. Because HLC requirements may, in some cases, exceed the requirements of the federal regulations, it is important that institutions write to HLC's requirements to ensure their compliance not only with the federal regulations but also with HLC's expectations. Lastly, although cross-references to the Code of Federal Regulations are provided here, an institution is always responsible to ensure that it is in compliance at all times with all such regulations, as they may be updated from time to time.

## Submission Instructions

### Comprehensive Evaluations

Upload this form, any required attachments and, if applicable, Appendix A to the Assurance System no later than the institution's lock date, unless otherwise noted. Instructions for uploading the documents are provided in the Assurance System.

### Other HLC Processes

Submit this form, any required attachments and, if applicable, Appendix A at [hlcommission.org/upload](https://hlcommission.org/upload). Select the appropriate submission option from the list provided to ensure the documents are sent to the correct HLC staff member.

Institution name: Glen Oaks Community College

## 1. Assignment of Credits, Program Length and Tuition

Provide web addresses to the following:

- Policy (or policies) and procedures for assignment of Credit Hour for all types of courses, disciplines, programs, credential levels, formats, regardless of modality.

- Course or program credit assignment procedures. (Note: The Federal Compliance reviewer will contact the institution’s Accreditation Liaison Officer (ALO) after the Federal Compliance materials are received to request a sample of course and program materials. The purpose of the representative sample of materials is to enable the Federal Compliance reviewer to make a preliminary determination as to whether an institution ensures it is adhering to its credit hour policy.)

Provide the web address to relevant policy (or policies):

Link:

[Credit hour](#)

[Program length](#)

Provide the web address to relevant procedure(s):

Link:

Describe the process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.

GOCC offers courses on a semester basis, with traditional fall and winter semesters spanning 15 weeks, and a summer term lasting 12 weeks. Allied Health certificate programs and select General Education courses are available in a condensed 8-week format to accommodate students’ needs for flexibility. Courses are delivered in various formats, including face-to-face lectures, laboratory and clinical sessions, online, and hybrid options that blend online and on-campus components.

Credit hour allocation is established during course development and periodically reviewed to ensure alignment with degree requirements. Courses, along with program and degree requirements, are measured in credit hours, while instructional time and tuition are measured in contact hours. Each contact hour represents a 55-minutes. For lecture classes lasting 100 minutes or more, a 5-minute break is scheduled. Per GOCC policy 4.37, the number of credits typically equals the contact hours for standard full-semester courses. For example, a traditional 3-credit lecture course meets for 2,475 minutes (55 minutes per contact hour x 3 contact hours per week x 15 weeks). This schedule is adjusted to comply with 8-week (2,475 total minutes / 8 weeks / “x”-classes per week) or 12-week (2,475 total minutes / 12 weeks / “x”-classes per week) formats. Laboratory, clinical, or field placement courses require more contact hours than credit hours due to the additional time needed for instruction and supervision. Laboratory courses require at least 2 contact hours for each credit hour whereas clinical courses require at least 3 contact hours for each credit hour. Flexible courses like laboratory sessions do not include scheduled breaks. Deans use a [seat time worksheet](#) to accurately calculate instructional minutes for any variations to the standard 15-week schedule.

Course length is determined by the Curriculum Committee, based on submissions from faculty during initial course creation or regular reviews of the course master. The Academics team uses a seat time worksheet to ensure compliance with approved credit/contact hour components when scheduling classes for each semester. All schedules include a minimum amount of time proportionate to the semester length for all modalities, in alignment with the course masters.

Decisions regarding credit/contact hour assignments and program lengths are guided by the definitions established by the State of Michigan's Department of Energy, Labor, and Economic Growth - Office of Postsecondary Services' Activities Classification Structure (ACS) Manual. Although the ACS primarily aids in consistent reporting of expenditures by Michigan community colleges, its categories and definitions provide a vital framework for quantifying both instructional and non-instructional activities at the institution.

Program length for GOCC associate degrees requires a minimum of 60 credit hours. Certificate programs range from 12 to 41 credits and are established by the Curriculum Committee, with adjustments made as necessary based on feedback from state boards, accreditation requirements, and the Program and Assessment Review Committee.

For more information see Federal Regulations 34 CFR §§602.16(a)(1)(viii), 600.2, and 668.8(k) and (l).

Related HLC Requirements: Assignment of Credits, Program Length and Tuition (FDCR.A.10.020), Criteria for Accreditation Core Component 3.A. (CRRT.B.10.010), and Assumed Practice B.1.(CRRT.B.10.020)

## **2. Institutional Mechanisms for Handling Student Complaints**

Provide the web address to the institution's complaint policy.

Link: [Student Concern Procedure](#)

Provide the web address to the institution's complaint procedure.

Link: [Feedback/Report a Concern](#)

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirements: Institutional Records of Student Complaints (FDCR.A.10.030), Criteria for

Accreditation Core Component 2.A (CRRT.B.10.010) and Assumed Practices A.3, A.4. (CRRT.B.10.020)

## **3. Publication of Transfer Policies**



Provide the web address to the institution's transfer policies.

Link:

[Transfer Information](#)

[Credit for Prior Learning](#)

[Advanced Standing](#)

Provide the web address where the public can access a list of all institutions with which the institution has established articulation agreements. Note that there is not a need to provide the full articulation agreements themselves, only the list of agreements that the institution makes public. This list should include the name and location(s) of the agreement partner, the extent to which the institution accepts credit for courses offered by the partner or offers courses for which credits are accepted by the partner, and any credit limitations.

Link: [Articulation Agreements](#)

Provide the web address where current and prospective student can ascertain the institution's transfer requirements in addition to what will and will not transfer.

Link: [Transfer and Articulation](#)

For more information see Federal Regulations 34 CFR §§668.5, 668.8, 668.43(a)(11) and 668.43(a)(12).

Related HLC Requirements: Publication of Transfer Policies (FDCR.A.10.040), Criteria for Accreditation Core Component 2.A (CRRT.B.10.010) and Assumed Practice A.5.D. (CRRT.B.10.020)

#### **4. Practices for Verification of Student Identity**

Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

X    Yes

No (If no, please move on to the next section.)

How does the institution verify the identity of students enrolled in these courses?

When a student is admitted to GOCC, an automated process creates a new user account and generates a letter to be mailed to the student that includes the student's unique identification number (ID) and temporary password needed to access the network initially. Using the instructions provided, the student logs into MyGOCC to retrieve an assigned username. Final

activation of the account occurs when the student changes the password using the first-time user instructions provided. The username and initial password for Canvas, the college's learning management system, follow the same format. Log-in directions, including password format information, are emailed to the students' college email accounts. Students who forget or do not know their user ID or password or need help within college systems such as Canvas may request assistance from the Learning Commons or other authorized staff. Students must verify their username before any password is reset to the original format.

Test proctoring services for paper/pencil and computer-based exams are available for faculty who wish to utilize the testing center in the Learning Commons. Test instructions and course rosters are provided to Learning Commons staff before the testing window. Proctors verify student identity by requesting a photo ID card before providing exam access to the student. This is done in a discreet manner consistent with the institution's commitment to the protection of student privacy.

Faculty members use a variety of student authentication strategies throughout the semester including checking student identification during in-person classes, using the use of a lockdown browser and webcam monitoring system, using proctored exams in courses that typically rely solely on the submission of papers (i.e., English composition); extensive writing assignments with revisions throughout the term; plagiarism awareness training; informal monitoring for plagiarism (i.e. using Google); and, exam formats that limit opportunities for falsification (randomized questions, multiple questions from pools, etc.).

Students are not assessed any additional fees for proctored exams in the Learning Commons.

**How does the method of verification make reasonable efforts to protect student privacy?**

Student information is stored in the college's student information system (Colleague). GOCC safeguards this information by only providing access to student information in Colleague, and other systems that directly pull student information, to individuals whose role requires the need to have this information. This ensures that only individuals who work directly with students and their information can access the information to do their job. Access to Colleague is through the college's employee landing page and employees can only sign in on-campus or off-campus with virtual private network (VPN) access.

All students are required to read the student handbook which advises that sharing credentials is a violation of the Code of Conduct and would face disciplinary action. See Student Handbook [3.42 Code of Conduct](#): (4) Cheating, plagiarism, or other form of academic dishonesty, and (5) Falsifying information, e.g., forgery, alteration, or intentional misuse of College documents, records or identification, or failure to provide required records.

**Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?**

X     Yes

No

If yes, how are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

GOCC does not charge students for identification verification; however, students must pay a \$9 per contact hour technology fee. The technology fee offsets administrative and contractual costs for multiple technologies including the learning management system and the lockdown browser and webcam monitoring system. This fee has existed since the last comprehensive review and is communicated to students on the GOCC website and in the college catalog.

Provide the web address where the public can access information regarding the additional costs.

Link:

[Tuition & Fees](#)

[Tuition and Fees \(catalog\)](#)

For more information see Federal Regulations 34 CFR §§602.17(g) and 602.17(h).

Related HLC Requirement: Institutional Practices for Verification of Student Identity and Protection of Student Privacy (FCDR.A.10.050), Criteria for Accreditation Core Component 2.A. (CRRT.B.10.010)

## 5. Protection of Student Privacy

Provide the web address to the institution's policy(ies) governing student privacy and the privacy and security of student data, including student records.

Link: [Notice of Right to Access and Privacy of Records](#)

Provide the web address to the institution's disclosures about how any personal data collected, including personally identifiable information (PII), may be used.

Link: [Access to Student Records Files and Data](#)

Provide a brief narrative below describing how the institution ensures timely training and adherence to the policies referenced in this section by its employees and any third-party contractors acting on its behalf:

- GOCC complies with the Family Educational Rights and Privacy Act (FERPA) to safeguard the privacy of students' education records. The college provides students access to records and requires explicit consent before disclosing personal information.

- The college informs students of their rights regarding their personal information and provides procedures to exercise these rights, such as requesting corrections to their records or filing complaints.
- To protect student data from unauthorized access or breaches, the college employs advanced security measures such as encryption, secure access controls, and regular audits.
- The college has established clear policies and procedures to ensure staff and faculty understand and adhere to confidentiality requirements.
- All new hires sign a confidentiality agreement. All employees participate in mandatory annual training. This training covers privacy laws, data protection practices, and ethical handling of student information, ensuring ongoing compliance with federal regulations.

For more information see Federal Regulations 34 CFR §602.17(h).

Related HLC Requirements: Institutional Practices for Verification of Student Identity and Protection of Student Privacy (FDCR.A.10.050), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Assumed Practice A.2. (CRRT.B.10.020)

## 6. Publication of Student Outcome Data

The institution must disclose student outcome data in a manner that is easily accessible to the public. The institution's website should include a webpage containing (or linking to) data related to student achievement that addresses the broad variety of its student populations and programs, including at the undergraduate and graduate levels, as applicable. The information must include retention, completion, required state licensure exam pass data (if applicable), and data about the institution's students after transfer or graduation (such as continuing education, job placement and earnings). The institution must also disclose which student populations are excluded from the data. If an institution uses student job placement data in any marketing or recruitment content, it must also publicly disclose these data on its website along with information necessary to substantiate the truthfulness of its marketing and recruitment materials. All student achievement information must be presented in plain language, with any technical terms defined and the institution's methodology for compiling data included.

Are student outcome data published on the institution's website following the specifications above?

Yes

No (If no, please move on to the next section.)

If yes, provide a link to the webpage(s) that contains the student outcome data.

Link(s): [Student Disclosures](#) [Heading: Student Outcomes]

For more information see Federal Regulations 34 CFR §§602.16(a)(1)(i) and 668.14(b)(10).

Related HLC Requirements: Public Information (FDCR.A.10.070), Review of Student Outcome Data (FDCR.A.10.080), Assumed Practice A.6. (CRRT.B.10.020)

## 7. Standing With State and Other Accreditors

List the governing or coordinating bodies in states (e.g. Illinois Board of Higher Education; Arizona State Board for Private Postsecondary Education) in which the institution has a presence.

Michigan Community Colleges

Note whether there are any pending or final state actions that affect the institution's legal status or authority to grant degrees or offer programs.

N/A

List any relationships the institution has with any other recognized accreditor (e.g. Accreditation Commission for Education in Nursing; Council for the Accreditation of Educator Preparation; Distance Education Accrediting Commission).

Medical Assistant Program – Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Nursing - Accreditation Commission for Education in Nursing (ACEN)

Note whether there are any pending or final actions by any other recognized accreditor to withdraw status or impose a sanction, Show-Cause Order or adverse action.

N/A

Provide the web address(es) where students and the public can find information about the institution's current standing with state agencies and accrediting bodies

Link:

[Nursing](#)

[Medical Assistant Certificate](#)

For more information see Federal Regulations 34 CFR §§602.28, 668.41 and 668.43.

Related HLC Requirements: Standing With State and Other Accreditors (FDCR.A.10.090), Criteria for Accreditation Core Component 2.B; Assumed Practices A.7, C.4.; Obligations of Membership #8 and #9 (INST.B.30.020)

## 8. Recruiting, Admissions and Related Institutional Practices

Upload as part of this filing the institution's (i) training materials and (ii) code of conduct (or its equivalent) for its recruiters, admissions counselors, marketing or advertising staff, financial aid advisors, and any other personnel engaged in direct communications with prospective and current students, as required by HLC policy.

Provide a brief narrative below describing how the institution ensures timely training and adherence to its procedures by employees and any third-party contractors acting on its behalf in this area.

As part of the new employee intake process, new employees are provided access to the employee handbook, which contains all employee policies, guidelines, and expectations. Employees must sign off that they have read and understand the expectations of the College. Human Resources then provides supervisors with a Department Orientation Checklist. On this checklist, supervisors must discuss various items (i.e. work environment, responsibilities, assignments, and procedures) within the first two weeks of hire or transfer. During this employee orientation, department supervisors discuss department quality standards, including code of conduct, acceptable and unacceptable performance, and how such issues may be handled.

GOCC Uploads:

- (i) Training Materials: [Recruitment Presentation](#); [Federal Student Aid Program Participation Agreement](#);
- (ii) Code of Conduct: [Financial Aid Code of Conduct](#); [Military Student Recruitment](#); [Recruiting and Admissions](#); [Athletics Department Values, Vision, and Goals](#); [Director of Admissions Job Description](#); [St. Joseph County Early Middle College Student & Parent/Guardian Agreement](#); [Admission Representative Job Description](#);

For more information see Federal Regulations 34 CFR §§668.14 and 668.82

Related HLC Requirements: Fraud and Abuse (FDCR.A.20.010), Recruiting, Admissions and Related Enrollment Practices (FDCR.A.20.020), Criteria for Accreditation Core Components 2.A and 2.B (CRRT.B.10.010), Assumed Practice A.2. (CRRT.B.10.020)

### Additional Documents

Please attach the following documents as applicable:

Appendix A..... With respect to an institution's ongoing responsibilities under federal regulations, provide any action letters issued by the U.S. Department of Education that articulate

a rationale for any negative actions and any reports issued by the institution, if applicable; and provide information demonstrating the institution's improvement efforts in response to such communications. Negative actions include, but are not limited to limitation, suspension or termination actions by the Department; letter of credit requirements, fines, heightened cash monitoring, or reimbursement payment methods imposed by the Department; or other negative findings on the basis of any Single Audit (or its equivalent) submitted by the institution.