



**GOGEBIC**  
COMMUNITY COLLEGE



**SYSTEMS PORTFOLIO**  
and Index to the Five Criteria for Accreditation

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# Gogebic Community College Systems Portfolio and Index to the Five Criteria for Accreditation Updated 2009



## Overview

### 01. Organizational Culture

Gogebic Community College, Ironwood, Michigan, is located in the far Western corner of the Upper Peninsula of Michigan. Lake Superior and beautiful green, lush bluffs border Ironwood. Geographically isolated, Ironwood is 580 miles from the state capital in Lansing. The nearest large population centers are Duluth, Minnesota, and Superior, Wisconsin, which are 120 miles away. The Minneapolis/St. Paul, Minnesota area is 250 miles away.

Gogebic Community College faces the challenge of working with a community that is struggling with a decreasing economic base that dates back to the 1950's when the iron-ore and copper mines began closing and the population base began a long period of shrinking. Currently, there is no large industrial base in the area, and the region's economy is focused on recreational tourism, timber, small manufacturing companies, and various service industries. The community, region, and state perceive the College as an avenue to accomplish its educational goals and as one of the primary players in economic and community development. The College is acutely aware of its role. A close mutual relationship exists between Gogebic Community College and its stakeholders.

The College originated from the vision of a group of educationally minded area citizens in the economically depressed year of 1930. Their efforts led to the formation of the Ironwood Junior College in 1932. The College was located on the third floor of the local high school. Recognizing the importance of education and economic advancement, in 1965, the residents of Gogebic County voted to establish the publicly supported Gogebic Community College District. In 1966, the County elected the first Board of Trustees. The City of Ironwood gave the College a 150-acre site on Mt. Zion, a local ski hill. A 90-acre gift and the purchase of another 20 acres increased the campus size. In 1970, the College completed the

Rutger Erickson General Academic Building. The College has expanded from that time to include the Carl Kleimola Technical Building in 1973, the Jacob Solin Center for Business Education in 1991, and the David Lindquist Student Center in 1993. A new residence hall was constructed and dedicated in 2006. The College supports the community through educational opportunities and access to the David Lindquist Student Center with its large gymnasium, pool, and walking track. The campus also includes The Mt. Zion Winter Recreation Complex that includes a downhill ski/snowboarding hill with a terrain park tubing hill. This facility gets extensive use by the college, community and tourists alike. Also, the community-operated Pat O'Donnell Civic Center is located on the GCC campus. The community developed the College, and the College supports the community.

In consultation with the stakeholders, Gogebic Community College has developed the following vision, mission, values, philosophy, and purposes statements:

**Vision:**

Students, community, and stakeholders will recognize Gogebic Community College as a post-secondary education provider of choice, presenting high quality, relevant, and enriching programs and services in a caring environment.

**Mission:**

The Mission of Gogebic Community College, an institution of education excellence nestled in the heart of the Midwest's idyllic backdrop, is to ensure adaptable, market-conscious, socially-enriching opportunities for our students and the community. Gogebic students excel as productive global citizens by virtue of a personalized student-first approach featuring innovative educational experiences.

**Values:**

Gogebic Community College values a student-first policy, stakeholder-driven operations, integrity and mutual respect, a caring and responsive staff, a student-learning emphasis, accessibility, affordability, accountability, and a quality focus.

**Philosophy:**

Gogebic Community College believes in offering all individuals opportunities to prepare for active participation in the economic, domestic, political, aesthetic, and cultural affairs of the communities in which they live. This preparation includes:

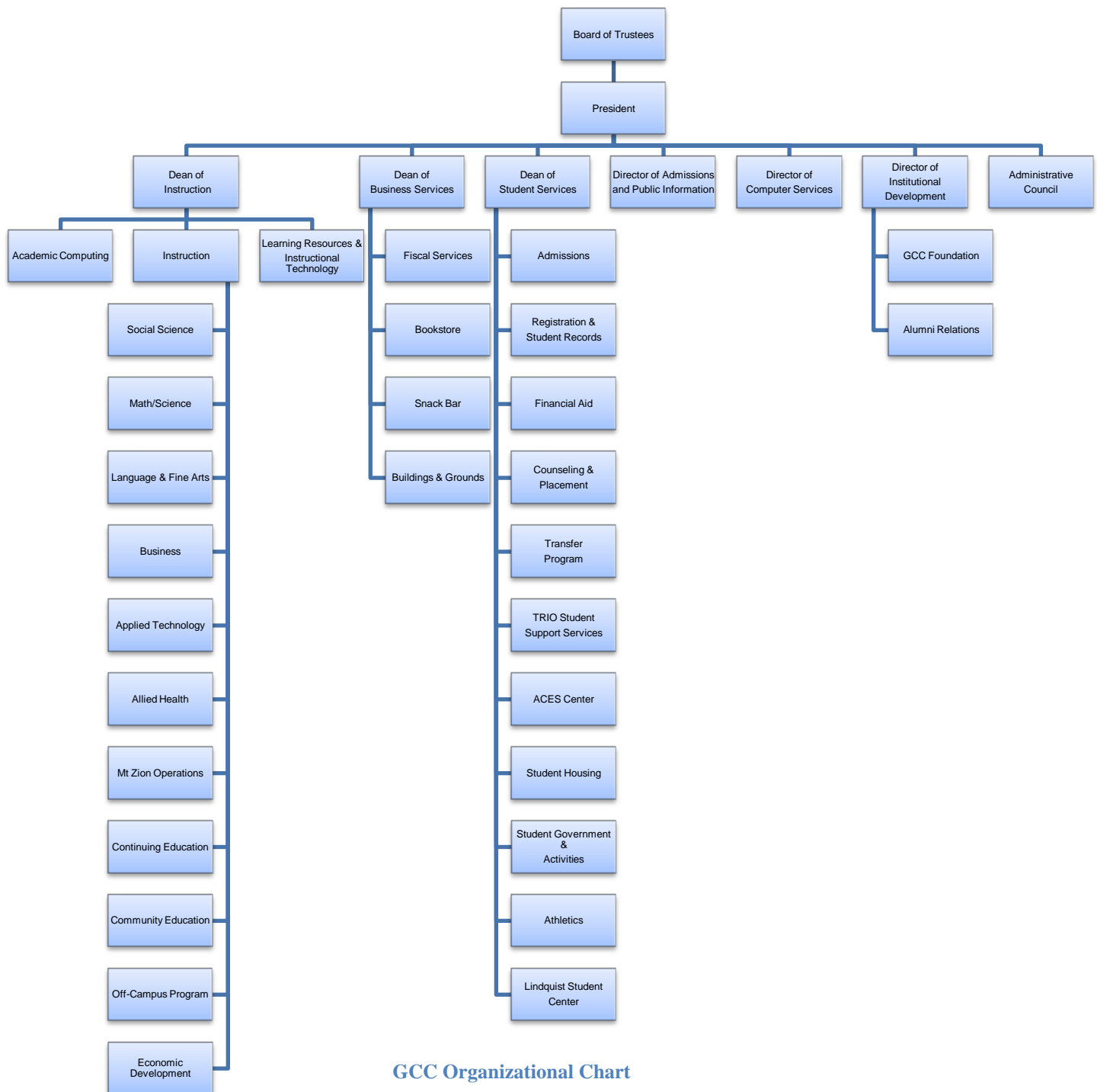
- The development of an increased ability to deal intelligently with the responsibilities of living in a rapidly changing global society.
- The development of techniques to foster self-criticism, initiative, and intellectual curiosity leading to poised, well- rounded, and mentally, physically, and socially adjusted individuals.
- The development of the understanding that education is a life-long process and that the techniques and skills acquired in learning how to learn will be of life-long benefit.

**Purposes:**

Consistent with the belief that the community college is the most readily available, and often the only, avenue to higher education, Gogebic Community College sets the following institutional purposes:

- To assure the maintenance of appropriate post-secondary educational programs that meet the changing educational needs of students, community, and society.
- To assure institutional leadership in the promotion and support of economic development in the western region of the Upper Peninsula.
- To assure a baccalaureate-oriented curricula suitable for transfer to four-year colleges or universities.
- To assure occupational/career training for those students who wish to upgrade their skills or be retrained in new areas and for those students who wish to prepare for immediate employment upon completion of their program of study.
- To assure students the opportunity to participate in a curriculum or in a sequence of developmental or advanced courses consistent with their individual needs and abilities.

- To assure a general-education component with a variety of learning experiences within an academic framework.
- To assure continuing education/community service opportunities for specific benefit of the citizens of the College district by utilizing college resources through a cooperative effort with individuals, civic groups, educational institutions, and other public or private organizations
- To assure guidance, counseling, advisement, and placement services to meet the personal, academic, social, and career needs of students.
- To assure student educational achievement and growth through appropriate, systematic, and periodic assessment.



## **O2. Scope of Educational Offerings**

Gogebic Community College provides comprehensive community college offerings, which include academic-transfer and occupational post-secondary education, developmental through honors-level educational opportunities; a full range of student services; professional development; economic development and small business assistance; and job training and retraining. Currently, the College offers

17 associate's degrees in vocational programs, 30 Associate of Arts and Associate of Science degrees for baccalaureate transfer, and 12 vocational certificate programs. For a detailed list of educational offerings described in the College, refer to <http://www.gogebic.edu/publications/catalog.pdf>.

## **O3. Student Base**

Gogebic Community College provides on-ground as well as online instruction to students of Gogebic County, as well as Iron, Ontonagon, Houghton, Baraga, and Keweenaw counties in Michigan and Iron and Vilas counties in Wisconsin. An extension site is located in Hancock, Michigan. The total service area is 5,626 square miles, 15% larger than the state of Connecticut. The tax supporting service regions include Gogebic County (17,000 pop. and 1,102 square miles) and broader service region that includes the counties of Ontonagon (7,400 pop and 1,302 square miles), Iron (12,300 pop. and 1,166 square miles), Baraga (8,800 pop. and 904 square miles), Houghton (35,800 pop. and 1,012 square miles) and Keweenaw (2,200 pop. and 541 square miles) for a total Michigan service area population of 83,500 and 6,027 square miles – fewer than 14 people per square mile. There are also the two counties in Wisconsin - Iron (6,700 pop. and 757 square miles) and Vilas (22,400 pop. and 874 square miles). The combined Michigan and Wisconsin service area population is 112,600 and 7,658 square miles (still maintaining 15 people per square mile). The population of the service area has been steadily declining and aging. Many young people, especially those with advanced skills and training, must leave the area to find employment opportunities.

### **Currently, Gogebic Community College has (based upon academic year 2007-2008):**

- 1,271 Credit Students
- 624 Full-time Students
- 99.8% Degree Seeking
- 0.2% Non-degree Seeking
- 989 Part-time Students
- 52.4% Degree Seeking
- 47.6% Non-degree Seeking

### **Age Distribution of All Credit Students:**

- 54.3% Under 23
- 45.6% 23 and over

### **Campus Distribution:**

- 77% On Campus
- 12% Off Campus
- 9% Distance Education Only

### **Occupational/Transfer/Non-Degree Seeking Distribution:**

**(Students enrolled in credit-based courses. This does not include Continuing Education)**

- 41% Academic Transfer Students
- 50% Occupational Degree Students
- 9% Non-Degree Seeking Students

Students attend Gogebic Community College with various educational goals. These goals range from personal, continuing education, occupational, and academic enrichment to certificate, associate degree, and transfer intentions. Students' needs range from remedial to honors level. The GCC service area is economically challenged; approximately 70% of the students receive financial aid. Many could not advance their education without financial aid. Some students are single parents who support themselves

and their children while trying to achieve their educational goals. They face multiple challenges trying to balance the different facets of their lives. The Student Services office offers support with the federally funded TRIO student-support-services program; ACES (Academic Choices, Enrichment, and Success) Center for learning support; and ADAPT (the Alcohol and other Drug Awareness and Prevention Team).

#### **04. Collaborations**

Gogebic Community College maintains close relationships with all of its stakeholders. In particular, the College works closely with business and industry, the Gogebic Community College Foundation, Michigan Works, work force advisory boards, the Gogebic-Ontonagon Intermediate School District, transfer institutions, and various bargaining units.

The business community maintains a close relationship with the College by providing advice regarding current programs, new programs, and continuing education needs. The Economic Development Commission has its office on the campus of Gogebic Community College, and the College has representatives on the Economic Development Commission board. We are members of the KEDA (Keweenaw Economic Development Alliance), which primarily focuses in Houghton, Baraga, and Keweenaw counties. Further, the College maintains active membership on four local chambers of commerce.

The occupational programs also have regional advisory boards. In this way, the College is tuned to the training needs of the region and any new businesses entering the area. The Gogebic Community College Foundation provides support to the College with scholarships and financial contributions for specific GCC projects. The Foundation also provides feedback from alumni regarding suggestions for improvement.

Gogebic Community College works closely with Michigan Works and the job force regarding employment needs in the area. GCC received the Collaborative Agency of the Year Award in 2001 from Michigan Works for its relationship with business and industry. Michigan Works has enabled the college to offer CNA and PN programs in the Copper Country by providing classroom space in its facilities and by providing funding to create nursing labs and update critical classroom equipment there. The College also maintains an office in Houghton within the Michigan Works office suite, thus providing excellent service to students and the workforce in that area.

The Gogebic-Ontonagon Intermediate School District (GOISD) and the local school systems have an agreement with the College for vocational-technical training. High school students come to campus each day to obtain vocational training in computer repair, computer-aided design, building construction, graphic communications, and Certified Nurse Aide training. The College provides office space for GOISD staff at the college so they can more closely administer their programs held on the GCC campus.

Gogebic Community College has transfer agreements with baccalaureate degree institutions. These agreements allow a smooth transition of courses for credit to four-year institutions. Feedback provided to the College by the transfer institutions documents the academic success of GCC's transferring students.

Three organized labor bargaining units work with Gogebic Community College. These include instructional and support staff through the Michigan Education Association, (MEA) and maintenance staff through American Federation of State and Municipal Employees, (AFSME). The relationship with the unions is positive since engaging in interest-based bargaining in approximately 2001.

#### **05. Faculty and Staff Base**

The College has 22 nonaffiliated staff members, including the president. These are administrative positions responsible for the overall functioning of the College.

Gogebic Community College employs 32 full-time faculty, six part-time faculty, and 36 adjunct faculty. GCC's students benefit from instruction that features a higher than average percentage of full-time faculty. Unlike other regions that may include a ready availability of qualified part-time or adjunct faculty, the rural environment of the Ironwood area does not. Faculty live within the area and provide a number of

support services to the community beyond their involvement with the College, including thousands of hours of volunteer services each year.

The College employs 15 affiliated support staff and six maintenance personnel. These people provide support to the students, faculty, and other staff members. They also assure the smooth functioning of the GCC environment and internal procedures.

#### **O6. Critical and Distinctive Facilities**

Gogebic Community College is composed of four academic buildings and a housing unit complex. Included are the Rutger Erickson Academic Building, the Carl Kleimola Technical Building, the Jacob Solin Business Center, the David Lindquist Student Center, and the Campus Suites Student Housing Complex. The college provides convenient access to all of its academic buildings using concourses that connect each of the four academic buildings. The concourses protect students from the weather conditions as they move between classes.

The Rutger Erickson Academic Building contains three state-of-the-art science laboratories, a simulation/computer lab, a nursing laboratory (including SimMan), and the Alex D. Chisholm Learning Resources and Instructional Technology Center. Also, a wide variety of classrooms and faculty/staff offices are housed in this facility.

The Carl Kleimola Technical Building contains the ACES Center for academic support and all student service offices and the GCC Bookstore, a large automotive laboratory, a computer-aided design lab with a prototype machine, graphic communications lab, and an open-for-business cosmetology laboratory, and the automated manufacturing lab with a new computer-controlled lathe.

The Jacob Solin Business Center contains four computer laboratories open for students 12 hours a day, and students can access information from the library, Blackboard and other functions through the college Web site from home after hours. Many of the college's business classrooms and offices are located in this building. The conference facilities in this building are heavily used by the general community for a wide variety of meetings, seminars, and workshops.

The David Lindquist Student Center promotes athletic activities for the students and the community with a walking track, swimming pool, weight rooms, and gymnasium.

Groups from the community use college facilities for various purposes: educational, social (elderly using the walking track; weddings, class and family reunions), and other meetings from a wide variety of political, business, and governmental groups. Organizations such as Relay for Life and the programs from Snowflake Aquatics to the equipment exchange for the local ski team to the hosting of STEPS science camp and the occasional appearance of a traveling circus are other examples of the use of our facilities for the benefit of the local community.

Ironwood, Michigan, has an average winter snow fall of over 200 inches a year. The College has taken advantage of this snow with its Ski Area Management program, which has been in existence for over 40 years. The Mt. Zion Recreational Complex, owned and operated by Gogebic Community College, supports this program and serves the community. The Pat O'Donnell Civic Center, located on campus and operated by the City of Ironwood, provides an ice arena for the community and the local hockey teams and the figure skating organization. The College is cooperating with the Civic Center Board on helping to establish that facility as a four-season athletics and recreational location.

At our off-campus center in Houghton/Hancock, Michigan, which is approximately 100 miles from the Ironwood campus, we maintain an office within the Michigan Works office suite. Also, we have an Allied Health Career laboratory and a computer lab, which are in partnership with Michigan Works. All other facilities that we use for classes are rented from high school in that area.



**07. Competition**

A number of colleges are in competition with Gogebic Community College for students. These include Upper Peninsula four-year institutions, such as Northern Michigan University, Michigan Technological University, and Finlandia University. There also is some competition with a two-year institution, Wisconsin Indianhead Technical College in Ashland, Wisconsin (45 miles away). Rather than competing directly with these institutions, the College works to develop a cooperative relationship that is beneficial to everyone, most importantly the students.

**08. Opportunities and Vulnerabilities**

Shrinking budgets challenge many educational institutions, and Gogebic Community College faces a particularly unique challenge. State appropriations principally fund the College. The local tax base is very small due to the lack of industry and the significant amount of nontaxable state and national forest land. The extensive public land ownership and Commercial Forest Act Program (CFAP) land enrollments in Gogebic County have had a negative financial impact on Gogebic Community College. Approximately 77% of the county land area is publicly owned or enrolled in the CFAP. This is *over four times the statewide average*. These non-or low-taxed properties reduce GCC's annual property tax revenues by approximately \$725,000.

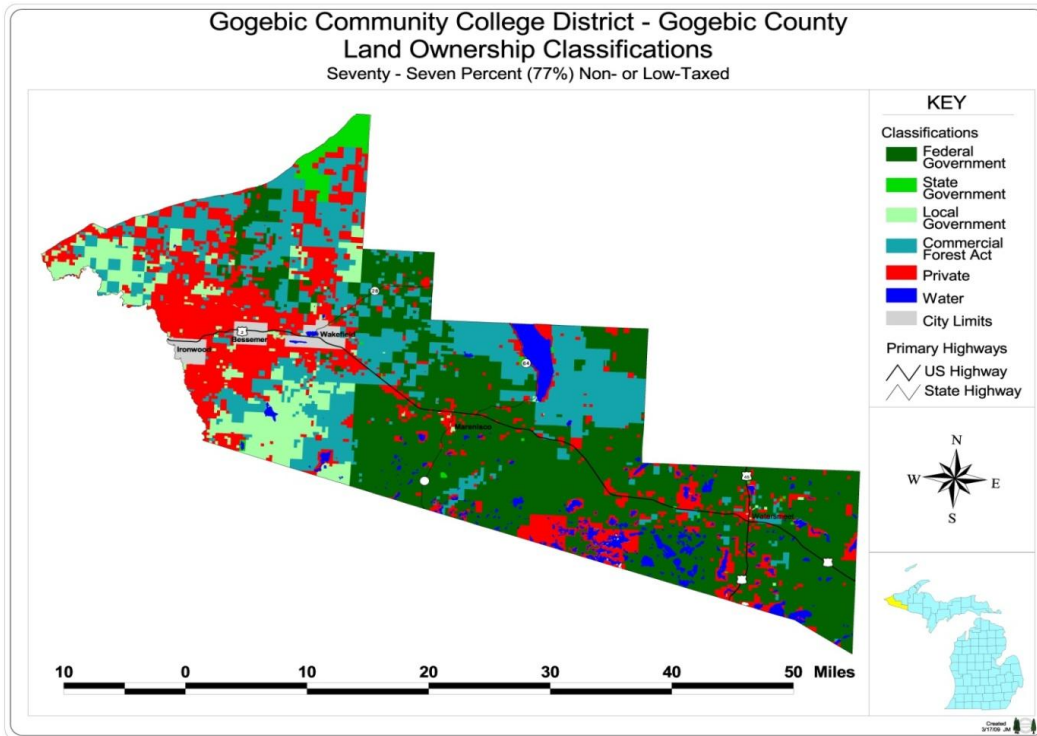


Figure O.2

GCC's annual operating budget is approximately \$9 million. Operating revenues originate from three primary sources – state appropriations-48%, student tuition and fees-30%, local property tax-14%. It should be emphasized that GCC receives only 14% of its revenue from local property taxes while the statewide average is 39%. State appropriations account for 48% of GCC's revenue compared to a statewide average of 22%.

The region served by GCC has been federally designated as economically depressed. It is largely rural and has an unemployment rate that exceeds the state average of 11.6 %. For many students, GCC is the only higher education opportunity available, given the barriers of remoteness and affordability. Although

GCC is sensitive to regional economic conditions, losses in state aid and lack of sufficient local property tax revenue have placed pressure on tuition rates.

This lost property tax revenue diminishes the college's ability to respond to workforce needs, maintain technological relevancy in its programs of study, and maintain its facilities. During 2006/07, the State of Michigan recognized GCC's plight and provided a \$130,000 supplement to offset part of this lost revenue. While this allowance has made a positive impact on the college's finances, there remains a shortfall of nearly \$600,000 that continues to challenge college operations.

Gogebic Community College has requested that the Michigan Legislature and executive branches consider expanding the previously awarded allowance for non- or low-taxed land to more fully restore GCC's lost property tax revenue. Consideration of this request falls within the purview of Section 242 from PA 255 of 2008, the Community College Appropriations Act, which states, "*It is the intent of the legislature that the Michigan community college association, the legislature, and other interested parties continue the discussion regarding payments in lieu of taxes, especially for those community college districts that contain significant portions of nontaxable land.*"

While GCC recognizes the limited funding available from the state during these trying economic times, it is hoped that state policymakers will continue to explore opportunities to assist those community colleges most affected by these uncontrollable land ownership/enrollment patterns.

As the state trims its budget, the College has to deal with decreased appropriations.

The College also faces a shrinking regional population. From 1990 to 2000, the population of Gogebic County decreased by 682 people. The 2005 population of Gogebic County is 16,861. (<http://quickfacts.census.gov/qfd/states/26/26053.html>).

The population is also aging. In the year 2000, the median age for a resident of Gogebic County was 42.9 with 22.6% of the population over 65 years of age. The College has the challenge of recruiting students from a wider area and incorporating the increasing aging population.

The lack of economic development is both a vulnerability and an opportunity. It is a vulnerability because it affects the tax base available to support the College, but economic development can also be an opportunity for vision and creativity. The challenge is to revitalize a community once reliant on iron-ore mining and now reliant on timber extraction and the tourist industry. This challenge has been accepted in the Keweenaw Peninsula by KEDA (<http://www.kicbiz.com>) and on the Gogebic Range by the Gogebic County Economic Development Commission (<http://www.gogebic-edu.org>).

## AQIP Category One Helping Students Learn

### 1C1. Identifying Common Student Learning Objectives

The College's participation in AQIP and the subsequent formation of the Student Learning Team (SLT) has precipitated serious study of common student-learning objectives for all students regardless of their program of study. These common learning objectives have been approved and accepted by each faculty member and the Curriculum Committee during the Fall of 2006. Execution of the General Learning Outcomes and development of the General Learning Outcomes Rubric was initiated the Spring of 2007. General Learning Outcomes at Gogebic Community College build a foundation for active lifelong learning. These outcomes promote personal development and provide a comprehensive base of knowledge and skills necessary to participate effectively in a diverse community and global workplace. The following are GCC's six general learning outcomes:

Communication	Presenting ideas, information both on paper and in person in an organized, meaningful way
Information Literacy	Demonstrating the ability to locate relevant, reliable information, to assess the validity of that information, to determine the usefulness of that information, and to use and/or present that information to support a decision, interpretation, belief, outcome, etc.
Quantitative Reasoning	Applying math or scientific principles.
Reading Comprehension	Reading independently for meaning
Ethics/Citizenship	Reflecting behaviors that lead to success for self and to comfortable, appropriate social interactions
Multicultural Awareness	Accepting the challenges of diversity

**Table 1-1:** Gogebic Community College's General Learning Outcomes.

The [General Learning Outcomes](#) (GLOs) are posted on the College's webpage, and students receive a [General Learning Outcomes Brochure](#) and learn about the purpose of the General Learning Outcomes in the required Freshman Seminar Orientation Course (ORI100).

### 1C2. Aligning of Learning with Mission, Vision and Philosophy

GCC's Strategic Plan provides the process and framework for all planning at the College. For a full description of the strategic planning process refer to Category 8P1. In 2006, the College's assessment plan was developed concurrently with the rewriting of the College's mission, philosophy and purpose statement. The assessment plan aligns with six of its purpose statements. Table 1-2 lists those statements.

To assure a baccalaureate-oriented curricula suitable for transfer to a four-year College or university.
To assure occupational/career training for those students who wish to prepare for immediate employment upon completion of their program of study and for students who wish to upgrade their skills or be retrained in new areas.
To assure students the opportunity to participate in a curriculum or in a sequence of developmental or advanced courses consistent with his/her individual needs and abilities.
To assure a general education component with a variety of learning experiences within an academic framework.
To assure guidance, counseling, advisement, and placement services to meet the personal, academic, social, and career needs of students.
To assure student educational achievement and growth through appropriate, systematic, and periodic assessment.

**Table 1-2:** GCC Purposes Statements Aligning Learning & Assessment

### **1C3. Identifying Key Instructional Programs and Expectations**

The College offers occupational certificates, Associate of Applied Science degrees, Associate of Arts degrees, Associate of Science degrees, and adult basic education degrees and developmental education. This includes 59 degree and certificate programs. Refer to [Gogebic Community College's Course Catalog](#).

Some of the key instructional programs based upon the number of declared majors and graduates are:

- Nursing
- Criminal Justice
- Ski Area Management
- Education
- Business Administration
- Medical Coding/Billing
- Psychology
- Computer Aided Design
- Engineering
- Utility Technician

Active learning is a course objective in all career and technical education courses. Many experience learning through clinical, internships, co-ops and service learning. During the fall of 2008 while going through the process of continuous improvement, the faculty of the Math & Science division wrote a division action plan to incorporate a service learning component in their curriculum, the faculty of Mathematics & Science division added a common service learning objective to all of their division's Spring 2009 courses. A *Science Fun Day* was held for all Intermediate School students in the College's service district. GCC students enrolled in mathematics or science course planned and supervised hands-on learning stations in mathematics and science at an age appropriate level. Education majors wrote lesson plans with learning objectives and outcomes. Over 500 local intermediate students attended the *Science Fun Day*.

GCC continues to increase learning opportunities for students and expand its service area by offering online courses. Online course offerings at the College increased from 11.5% to 13.3% from Fall 07 to Fall 08. Faculty provide for multiple modes of learning for both the online and classroom settings using some of these in their course platforms: video, multi-media textbooks, computerized white boards, internet, imbedded learning counters, power points, email, application software, scientific, graphic or symbolic manipulator calculators, computer programs that continuously assess individual learning on course objectives and create learning plans that identify which learning indicators for the objective need further study.

### **1C4. Preparing Students for a Diverse World and Accommodating Various Learning Styles**

Online courses, computer and science labs, the use of technology, team projects, and the increase in "discussion" class format accommodate students with different learning styles. While the learning style of each student is not emphasized in every class for the entire semester, some instructors alter delivery styles and methods to accommodate different students at different times. Those students with documented physical disabilities have access to special accommodations through ACES (the student learning center), such as readers, extended time, quiet testing locations, note takers, audio tapes, and specialized equipment.

One segment of ORI100 (Freshman Seminar) deals with learning and personality profiles, so on-campus students who take the course have the opportunity to assess their personality profiles and learning styles. The instructor helps the students not only to understand the elements of each but also to consider both in terms of their own learning. Other courses, especially psychology and Introduction to Education, provide further insights on this topic. The history instructor inventories one of his classes to determine learning

styles and uses the information to create some course assignments/format. Finally, students who take on-line courses take a computerized pretest, presented on the College’s website, to determine whether or not the format will work for them.

The Associate of Arts in Social Science Degree is requiring a cultural awareness course be taken as a degree requirement. The College offers social studies and humanities classes to promote non-Western cultural awareness. One segment of the Freshman Seminar course (for on-campus students in declared degree programs) deals with cultural diversity and promotes tolerance and understanding. Since students in each ORI section choose course content from a list of options, they may or may not include this segment.

Recognizing the largely homogeneous in population (Table 1-3), in June of 2008, the College added an action project in the five year strategic plan that the College will expose 100% of the student population to global economies and/or cultures (8R1). The College contracted with Archimedes Group, Inc to facilitate in the recruitment of international students. To promote student leadership and integrated hands-on learning, the student enrolled in the Spring 2009 Technical Writing course (ENG250) produced “*Gogebic Community College International Student Handbook*”. The students researched, interviewed, wrote and edited the document during the semester. They presented the final document to the GCC Board of Trustees in April of 2009.

Ethnicity	Service Area Profile (Census, 2000)	Gogebic Community College	National Comparison Group Median	State Comparison Group Median
White	94%	94%	74%	90%
Black	2%	1%	8%	1%
Native American	2%	2%	1%	2%
Latino	1%	1%	1%	2%

**Table 1.3:** Percent of Student Enrolled by Ethnicity

In the foundational study of the General Learning Outcomes, faculty reported 32% of the sampled courses include a multicultural component. The College’s five year strategic plan is to increase this to 100% of all courses containing an international perspective (8R1). The development fund allows faculty and staff members to attend workshops and conferences exposing them to diversity and workshops on integrating diversity into student learning.

The College offers foreign language classes—most commonly Spanish I and II—but based on community interest/need. It has also offered introductory courses in Italian and Russian. In addition, student organizations and the College Foundation periodically bring programs to campus to promote understanding of diverse cultures and increased tolerance of varied viewpoints. The TRIO program has made cultural awareness a primary objective, and its program participants engage in both on- and off-campus travel to facilitate that end. The College has developed a new committee to discuss the issues of diversity, the Dialogues in Diversity Committee. The committee is designed to identify the needs of those attending Gogebic who may come from diverse cultural, ethnic and socioeconomic backgrounds.

**1C5. Creating a Climate of Learning**

One way the College promotes a climate that celebrates intellectual freedom, inquiry, reflections, respect for intellectual property, and respect for differing and diverse opinions is by allowing faculty within instructional divisions to select their own materials.

The College catalog and handbook and many faculties’ syllabi expressly mention the sovereignty of intellectual property. Both the ethics and library segments of ORI100 and many classes hold discussions on the topic. The Library Director provides faculty with current information about copyright laws. Intellectual rights were a part of faculty negotiations for their 2008-2009 contract.

**1P1. Determining Common Learning Goals**

The General Learning Outcomes were constructed by the Student Learning Team in the Spring of 2006. All faculty reviewed and accepted the General Learning Outcomes (GLOs) and the GLOs were passed by the Curriculum Committee Fall of 2006.

A three-year cycle for course level assessment of the General Learning Outcomes (Table 1-4) was developed based on the results of the Spring 2007 foundational assessment of the College's GLOs (1R1). The Ethics/Citizenship GLO was an exception in the ordering based on the foundational study to capitalize on the country's Presidential election.

Fall 2008	Ethics & Citizenship
Spring 2009	Information Literacy
Fall 2009	Multicultural Awareness
Spring 2010	Communication (Oral & Written)
Fall 2010	Reading Comprehension
Spring 2011	Quantitative Reasoning

**Table 1-4:** Course Level Assessment Cycle of the General Learning Objectives

After two cycles of assessment have been completed, the GLOs will be reviewed by the Student Learning Team and the results of the review will be communicated to staff and faculty. A determination will be made as to revision of the GLOs. Revision will be made with input from College stakeholders, students, faculty and staff.

During the fall of 2008, [Division Student Learning Objectives](#) were developed by the faculty of each division to support the General Learning Outcomes established by the College. Common course objectives with shared learning indicators and a common assessment for outcomes were required to be established for each course offered during academic year 2008-2009 and posted in Blackboard for viewing by all faculty. In addition to the development of Division and Course Objectives, a present AQIP Action Project focuses on developing public accessibility through the College webpage to this information for Fall 2009 completion.

**1P2 and 1P8. Development of New Courses and Programs and Monitoring the Relevance of Current Ones**

The College Curriculum Committee, composed of faculty, division chairs and administrators are responsible for assuring the development of new programs and courses and the relevance of current ones. A New Course/Program Committee was created in the Spring 2006 to review and document the College's process for developing new courses and programs. The committee completed its goal and the process document was complete Spring 2007, refer to Figure 3.1.

In the Spring of 2007, the Faculty Development Committee aligned the program review process with the faculty assessment process. This alignment allows better communication between faculty and administration for faculty development needs to keep their programs and courses relevant. The program review process is outlined in Table 1- 5. Program review processes uncovers trend information and captures the input of multiple stakeholder groups regarding specific academic programs. The program reviews may result in various outcomes, including additional work on developing strategies and resources for strengthening the program in specific ways, improving outreach to stakeholder groups through marketing, and recommendations to the Board of Trustees for program change or elimination.

Allied Health Division	Fall 2007
Applied Technology Division	Spring 2008
Business Education Division	Fall 2008
Language and Fine Arts Division	Spring 2009
Mathematics and Science Division	Fall 2009
Social Science and Education Division	Spring 2010

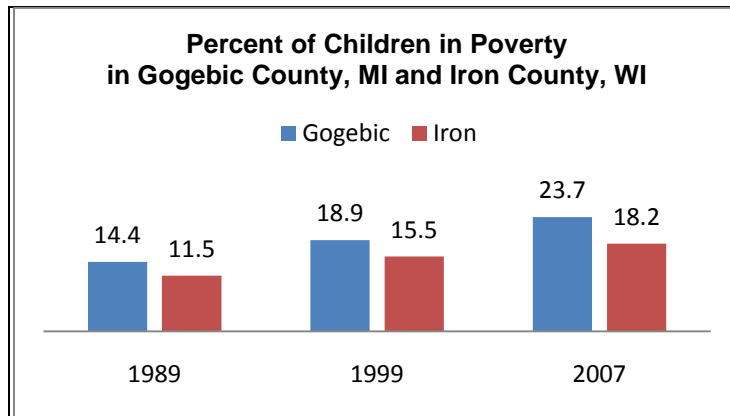
**Table 1-5:** Program Review and Faculty Evaluation Cycle

During the Fall 2006, the College has developed a Fiscal Responsibility and Strategic Planning Committee to identify College programming and priorities. This committee is intended to be a vehicle for soliciting the input and ideas in a structured format regarding the way the College may be able to respond to challenges (fiscal and programmatic), to opportunities (planning and setting priorities for growth), and to help generate consensus around direction for the College. Currently, the College subscribes to "Community College Strategic Planner" published by CCbenefits, Inc. This electronic database and forecasting tool analyzes the occupational need for our specific service area. The information builds on CCbenefits socioeconomic study by helping better understand the data related to industries, occupations, and demography of our service area. It also helps identify if curricula are aligned with the emerging need. The database includes Industry Forecaster, Occupational Forecaster, Curricula Forecaster, Demographic Forecaster, and Curricula Impact Analyst.

Reviewing and documenting the process of decision making for low enrollment courses (3P3: Figure 3-2: *Low Enrollment Course Decision Flow Chart*) was one of the criteria of a College AQIP Action Projects completed Fall 06 and implemented Spring 06. When students in a degree program require a course and enrollment isn't sufficient, instructors often offer a directed or independent study to ensure the student satisfies graduation or transfer requirements. Sometimes the College offers a class, despite low enrollment (usually meaning fewer than ten) for the same reason. The average teacher-student ratio of one-to-thirteen represents the College's commitment to student needs and College's enrollment challenges.

### 1P3. Determining Student Preparation

Research indicates that student success correlates with proper placement into appropriate coursework and learning support systems. As documented in the Pell Institute for the Study of Opportunity in Higher Education's 2008 report, "[Moving Beyond Access](#)", proper placement is especially critical for students in poverty. The College's service area has had a steady increase of the number of students that are living in poverty (Chart 1.1)



**Chart 1.1:** Percent of Children in GCC's Service Area in Poverty (*US Census Bureau*)

The College places a high priority on entering student assessment for proper placement and providing courses that allow students to function as full-time students while developing their functional learning ability to College level.

Incoming students take the COMPASS Placement test for mathematics, reading and writing. Cut-off scores are used in each category for placement into courses to provide the opportunity for students to have success. The students fill out an entrance survey that includes their educational goals and their perceived timetable for completion. Advisors have access to this information and discuss with students the importance of following the testing recommendations. The majority of students follow this recommendation and the few that don't sign a waiver releasing the College from liability if they fail.

Development course sequences are offered in mathematics, reading and writing. Non-developmental courses require prerequisite COMPASS test scores or coursework, before enrolling in those courses. In addition to advisors recommending the proper courses students, the College's enterprise system is programmed to not allow students to register for courses if they have not taken the prerequisite course. One issue with this system is that the enterprise system cannot detect if a student is failing a prerequisite class if they use early enrollment. The technical support personnel are presently working on a solution to this problem.

Bay de Noc Community College has hired a developmental coordinator to develop and implement a specific developmental education program as a part of their strategic plan. The coordinator has asked the development faculty at GCC to partner with them in this process. While GCC has a sequential body of development courses, the faculty who teach development courses are going to use this as an opportunity to form a collaborative relationship with a peer institution to review the GCC's developmental sequence and collect comparative data.

#### **1P4. Communicating Expectations to Students**

The policies and procedures portion of the Freshman Seminar, academic advising, and career exploration programs within Student Services help students to understand expectations for programs, courses, and specific degrees. The required registration and the College placement test provide degree-seeking students with more information about their individual preparedness and proper placement in courses. Also helpful in this process are the College catalog and other admission materials and presentations, along with College workshops with high school counselors from the area (1C4).

The General Learning Outcomes are presented to the students in the required orientation course (ORI). Course objectives, learning indicators and assessment instruments are required on all syllabi at the College.

#### **1P5. Advising and Placing Students in Appropriate Programs**

High school visits, career exploration courses, referrals, Freshman Seminar, and course advising are all ways the College helps students to select programs of study that match their needs, interests, and abilities. Students take interest inventories and meet with the Career Counselor to discuss the results. Faculty and staff advisors provide students with insights into their chosen majors and discuss the choice based upon the student academic ability and perceptions.

The quality assurance statement, as stated in (1P12) and Release from Responsibility Form, communicates to degree-seeking students the importance of placement recommendations.

One part of the Entering Student Survey, a paper-and-pencil survey distributed during on-campus registrations, helps the College to determine students' goals and needs. This survey has been revised and placed on COMPASS for ease of completion and compiling the results.

#### **1P6. Teaching and Learning Effectiveness**

The College currently determines effective learning through multiple methods including the number of students who graduate in specific degree programs, retention, the number of graduates who obtain employment, and the number of students who pass certification/licensing exams course grades and grades. The College compares Federal Carl D. Perkins Vocational and Technical Education Act program measures of occupational courses success to statewide averages and the grades of College athletes to national norms (3R5).

During the 2006-2007 academic year a continuous improvement project was initiated to review the faculty appraisal system. A Faculty Evaluation & Development Task Force was formed and created a portfolio evaluation system for faculty. The process for faculty evaluation is located in Category 4, figure 4.3. The portfolio contains three categories: Instruction, Professional Development & Scholarly Activities and Institutional Involvement & Community Service. Each faculty selects from a sliding scale the percent that



they want each category used in their evaluation (Table 1.6). To meet minimum teaching requirements in the area of Teaching & Instruction the faculty must show evidence in all six areas of the criteria, evidence in two of the five criteria in Professional Development & Scholarship and two of the seven criteria in Institutional Involvement & Community Service. Evidence must include student course evaluations and peer reviews. A three-year cycle of faculty evaluation has been established to coincide with the program review cycle (1P2, Table 1-5).

Teaching/Instruction	50 – 75 %
Professional Development & Scholarly Activity	5 – 25 %
Institutional Involvement & Community Service	5 – 25 %

**Table 1.6:** Faculty Evaluation Sliding Scale Distribution Choice

Consistent with the responses of student who attend other community Colleges many GCC students do not indicate a clear academic goal or major. A common pattern is that students take general education courses and begin to recognize the shape of their ultimate goals and transfer after one year. Other students simply take a course or two to upgrade their job skills. Graduation rates can be a primary indicator of institutional effectiveness; the degree to which the College enables students to meet their emerging and existing goals can be one of the valuable measures. Informal positive feedback from transfer institutions and from students who successfully upgrade their skills are useful.

The program review process, a follow-up survey of graduates (with limited returns), feedback from transferring students or those who have entered the workforce, and student complaints indicate areas of strength and weakness. The current assessment process has an exit survey for certificate and associate degree completion students identifying how successful they perceive their educational experience.

#### **1P7. Building Effective Instructional Delivery**

Academic instructional divisions and individual faculty within those departments design effective and efficient course delivery programs. The College supports and funds faculty development activities to keep current with best practices. The College funds faculty membership in professional organizations that practice research, publish results and best practices reports, and develop the standards for education in the profession. Through the AQIP process of assessment of student learning, the divisions are required to have division objectives that support the College GLOs and the distinct professions' learning outcomes.

The state must approve vocational programs in Nursing, Automotive, Cosmetology, and Building Trades. To increase student access and retention the College has focused on expanding online course delivery. All faculty receive additional pay for developing online courses. Michigan Community College Association has created a virtual learning collaborative (MCCVLC) among Michigan's community colleges. This collaborative is designed to allow current Michigan community college students to take courses from other member colleges while still receiving support services at a convenient "home" college. Gogebic Community College has steadily increased its offerings of online classes. The MCCVLC compares Gogebic Community College's course objectives and identifies equivalent courses in other Michigan Community Colleges.

#### **1P9. Determining Student and Faculty Support Needs**

Student Support Services (SSS), the Learning Resources Center (LRC) and the Instructional Technology Center (ITC) provide learning support based on student and faculty needs. The LRC & ITC Director surveys faculty every year to collect information about their technology and publication needs. The LRC & ITC staff monitors student use of library materials and documents faculty and student requests during the course of the academic year. The staff uses this information to create its annual budget. In addition, the LRC & ITC staff teaches students how to use both library materials and new technologies in a Freshman Seminar segment, in specially arranged meetings with various College classes and in one-on-one interactions with College faculty and students. Student support needs are first identified through the Entering Student Survey.

Those students who are the first in their families to seek a four-year degree, who meet current taxable income guidelines as the U.S. Department of Education defines them, and/or have documented disabilities also have access to the federally-funded TRIO program. Student Support Services within the TRIO program include academic advising, career counseling and portfolio development, College-survival workshops, and personal counseling/referral. Those enrolled in the TRIO program, in addition to taking the ORI100 (Freshman Seminar), also take CAR103 (Career and Life Skills) a course designed to help them make informed decisions about a career direction.

The Academic Center for Education Center, ACES, is one of the building blocks for developing a culture of learning at the College. The offices of the TRIO program staff are located in the ACES center. Free tutoring is available to all students in most curricular areas and students in the TRIO program are eligible for the free services of professional tutors. The Director of Student Support Services garners recommendations from faculty in appropriate departments to assemble a group of qualified tutors. ACES assists students with documented disabilities and facilitates specialized assistance, such as readers for assignments or test-taking, audio tapes, and computer assistance. TRIO students may check out laptop computers increasing their access to technology.

Faculty advisors (as stated in 1P5) assist students to understand the demands of their prospective degree program. Faculty advisors have transfer guides they follow to assist students who are transferring to specific four-year institutions. The Transfer Coordinator assists off-campus students with creating schedules and all students with questions about transfer programs. The Dean of Students meets with some students to review their progress, to identify barriers to their success, and to facilitate completion of their plans. These contacts usually result from identification of some risk factor.

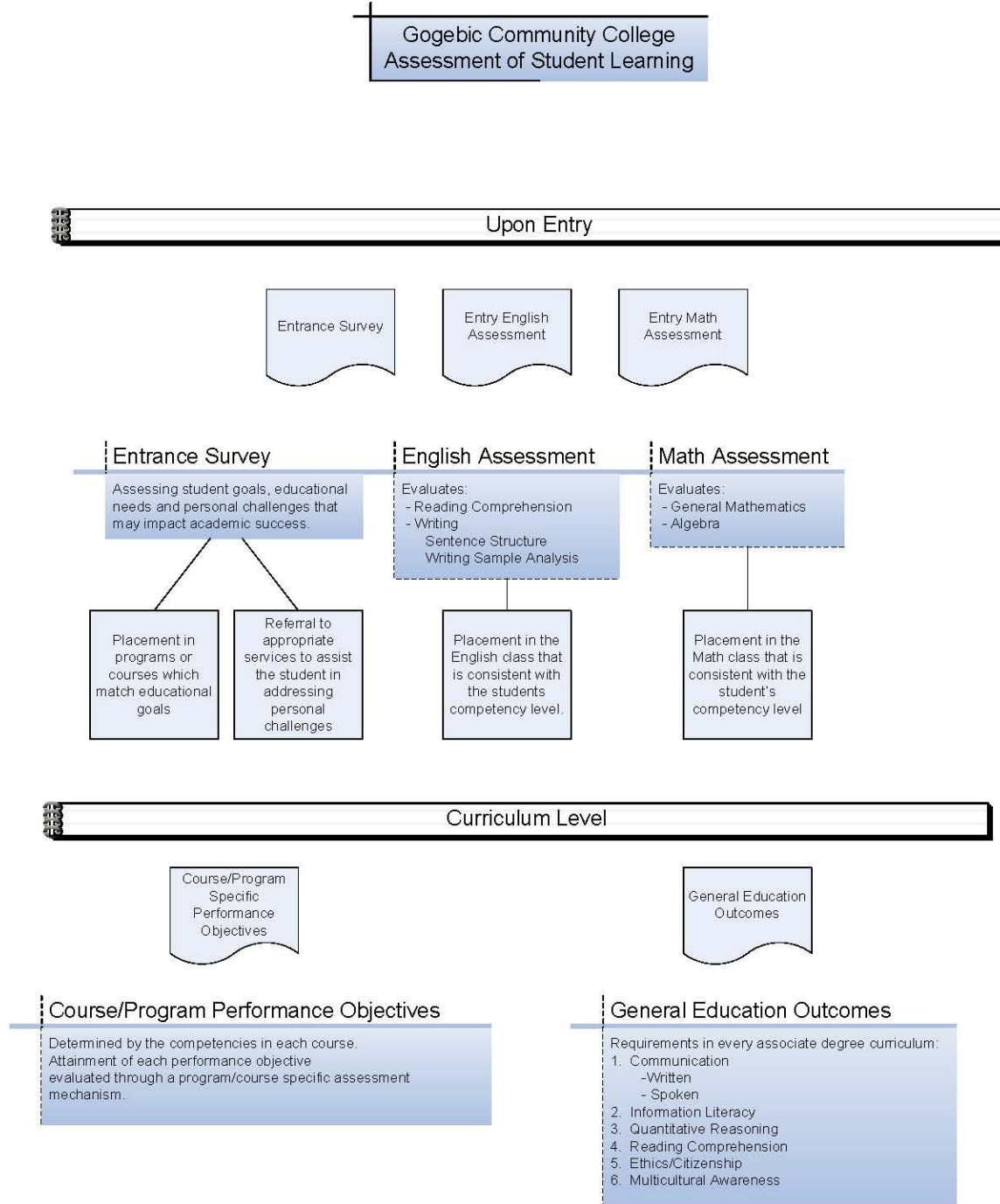
#### **1P10. Aligning Curricular and Co-Curricular Goals**

The make-up of most College committees helps to align co-curricular development goals and curricular learning objectives. Division Chair meetings and Curriculum Committee meetings bring together faculty, directors, students (Curriculum Committee meetings only), and Deans from every campus area. Regular faculty meetings with the Dean of Instruction as well as the Student Learning Team also assist here. In conjunction with the program review process, program advisory committees provide input as well.

#### **1P11. Determining Student Assessment Processes**

The criteria for assessment was developed by the Student Learning Team over the course of a two-year period, and the most important factors for inclusion were (1) the ability to assess mastery in a way that was fair to students from a broad range of degree programs and (2) the ability of the institution to assess the skill effectively and efficiently.

Assessment occurs at the classroom, program and institutional levels. The process used at the College is documented in Figure 1a, 1b & 1c. Implementation of the process is distributed between three phases. Phase One is the Foundational Study of the General Learning Outcomes (completed Spring 2007), establishing the process for course evaluation of the GLOs (completed Spring 2007), and implementing the process for course evaluation of the GLOs (continuous process). Phase Two consists of 1) administering of the Entrance (Spring 07 & ongoing) and the Exit (Spring 08 & ongoing) Compass Exams and, 2) Entrance & Exit Survey (Fall 2008 & ongoing) . Phase Three is the development of the implementation plan for the Student Portfolio (Fall 2009). The college has chosen The University of Minnesota System's eFolioWorld as the platform for the institution, faculty and student portfolios as the College moves to a digitized form.



**Figure 1-2a:** Gogebic Community College Assessment of Student Learning Flow Chart

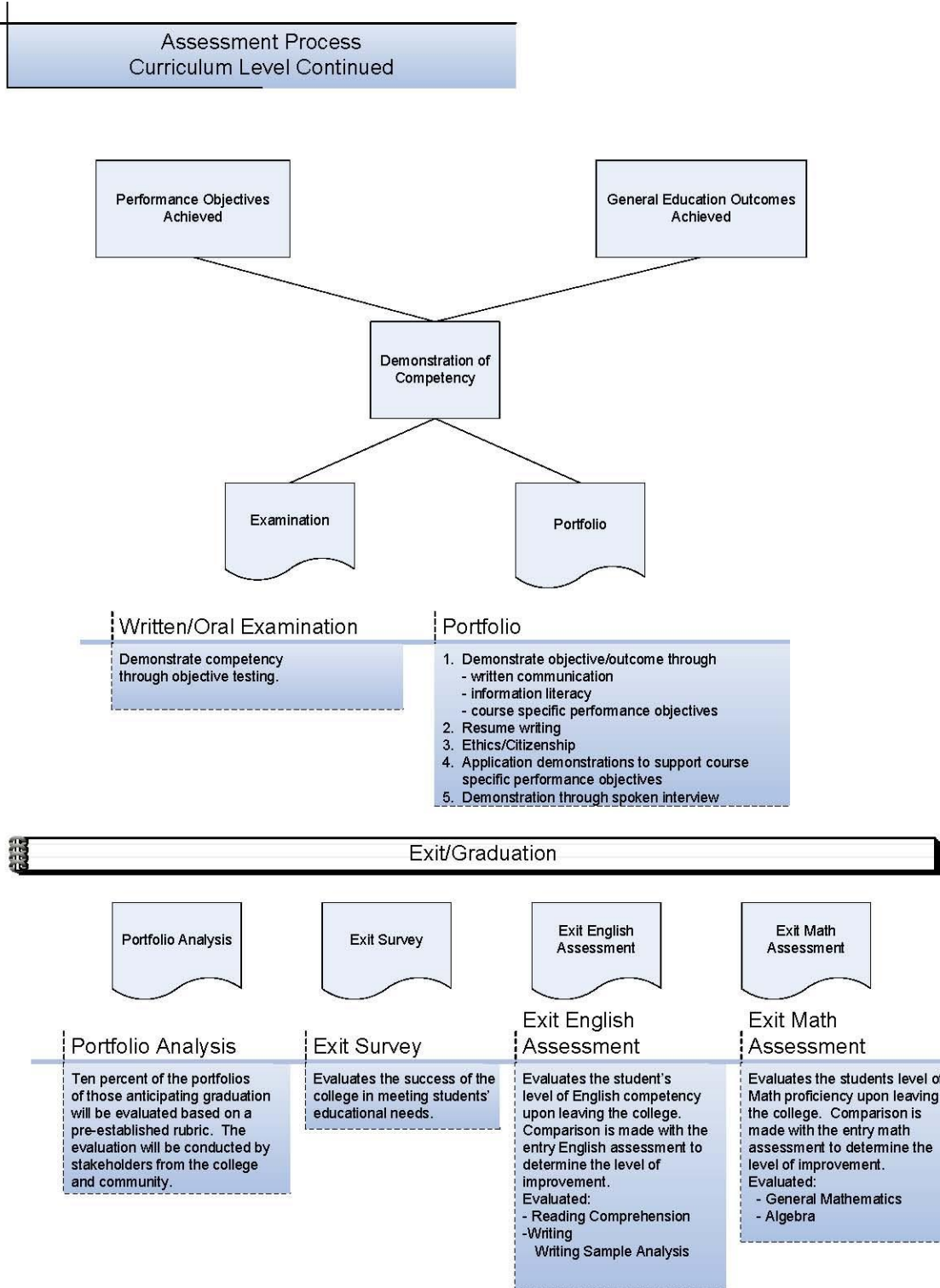


Figure 1-2b: Gogebic Community College Assessment of Student Learning Flow Chart

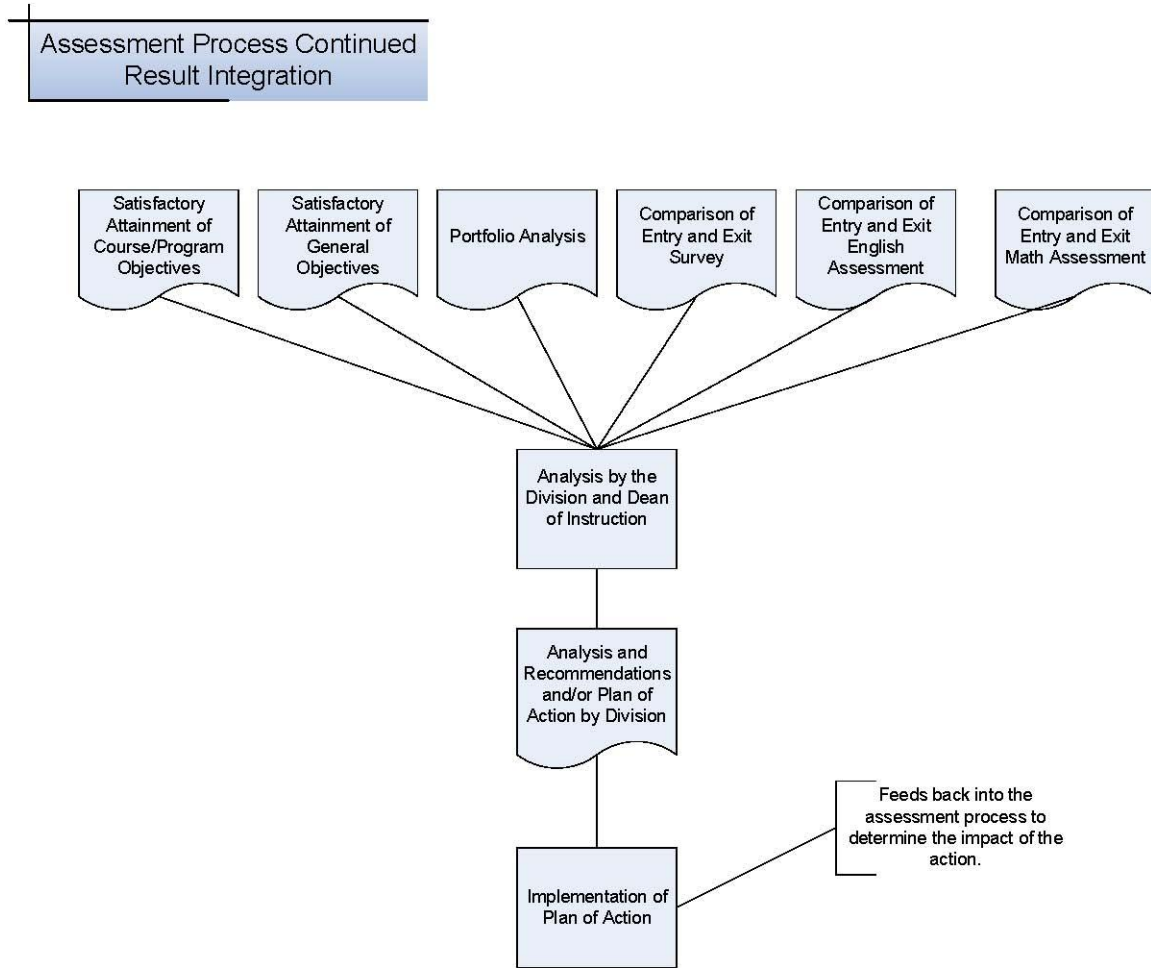


Figure 1-2c: Gogebic Community College Assessment of Student Learning Flow Chart

**1P12. Determining Completion Students Preparation for Continuing Education and Employment.**

The College uses the Quality Assurance Policy to determine students preparation for continuing education and employment. The College offers assurance to its students, prospective employer, and transfer institutions that graduates shall have the basis for competent performance in their degree or certificate area.

For transfer students, the College has articulation agreements with a number of Michigan institutions. These agreements guarantee the transferability of the associate degree and of specific courses within the curriculum and of specific courses within the curriculum. The transfer coordinator has frequent contact with these institutions to receive feedback on GCC's student preparation and of any changes that need to be made to maintain articulation agreements. The College will refund the tuition of any GCC graduate for any transfer course passed at GCC with a "C" grade if that earned course credit does not transfer to an accredited college or university in which the student enrolls within two years of graduation from GCC. Such classes must be listed as transferable on GCC's listing of transfer courses in the Dean of Students' Office.

Non-transferring students who earn a degree or certificate with a "C" average or better can be expected to perform competently in the area in which they were instructed. Any employer who hires a GCC graduate as not possessing appropriate entry-level skills and can specify such deficiencies may request

remediation. The student is permitted to retake a specific course or courses without an additional tuition charge. The college recognizes that unused skills decay, and the assurances offered are made for individuals who gain employment within a year of receiving a degree or certificate.

### 1P13 Collecting Measures of Students Performance.

Student performance measures are collected regularly for course grades, General Learning Outcome performance, retention rates, graduation rates, transfer rates and student satisfaction rates. Comparative data with other institutions is collected for NCLEX passing, retention, transfer and graduation rates.

### 1R1. Identifying Results for Common Student-Learning Objectives

A rubric for measuring the General Learning Outcomes was developed by the SLT in the Fall of 2006 for the assessment of courses and portfolios. During 2007, 24.2% of the courses offered at GCC (Chart 1-2) were assessed on student development of the General Learning Outcomes. The percentage of courses measuring student learning of the General Learning Objectives were as follows: Communication – Written - 42.1%, Communication – Oral, - 30.7%, Information Literacy – 25.4%, Quantitative Reasoning – 60.5%, Reading Comprehension – 51.8%, Ethics & Citizenship – 48.2% and Multi-cultural Awareness – 31.6%.

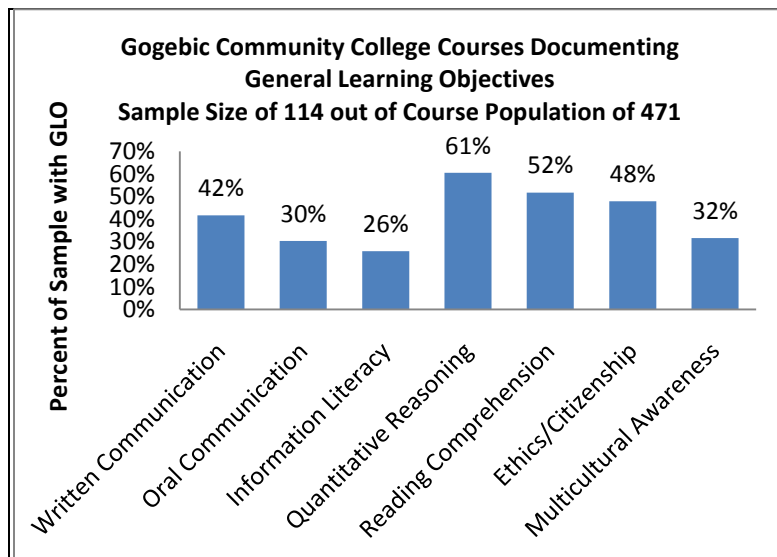


Chart 1-2: 2007 Assessment of GCC's General Learning Outcomes

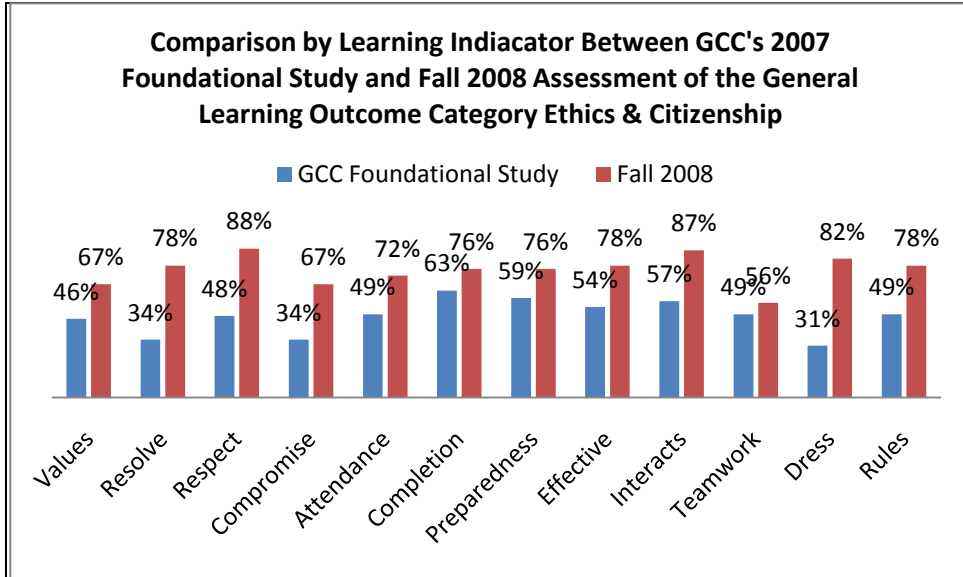
The following links document other results of this foundational study:

- [General Learning Outcomes Assessment by Course Number.2007](#)
- [Communication GLO Assessment.2007](#)
- [Ethics & Citizenship GLO Assessment.2007](#)
- [Multicultural Awareness GLO Assessment.2007](#)
- [Information Literacy GLO Assesment.2007](#)
- [Reading Comprehension GLO Assessment.2007](#)
- [Quantitative Reasoning GLO Assessment.2007](#)

Based on the results of this assessment and the country's upcoming Presidential election, a three-year cycle was established for assessment of GLOs (1P1: Table 1.4).

Fall 2008, the General Learning Outcome category of Ethics & Citizenship was assessed. The GLO was measured with the following criteria and measures.

- Student Performance Comparison of Ethics & Citizenship.



**Chart 1-3:** Fall 2008 Assessment of GCC's General Learning Outcome Ethics & Citizenship

- Citizen Student Leadership. Student groups organized voter registration and get out the vote drives, and the results were measured by Gogebic County 2004 & 2008 voter participation results (Table 1-7). Voter registration increased by 4% and voting population increased by 3%.

Presidential Election Year	Percent of Population Registering to Vote	Percent of Population Voting
2004	78%	49%
2008	82%	51%

**Table 1-7:** Presidential Voter Registration & Election Participation Percentages by Population

Gogebic Community College students enrolled in Introduction to Statistics collected the data and calculated the statistics for evaluation of the voting results. The students set the goal to increase voter registration and voter turnout. Registration increased by 4% and turnout increased by 2%. The process of assessment in itself led to a reinforcement of the General Learning Outcome.

**1R2. Identifying Results of Student Acquisition of Knowledge and Skills by Institution and Stakeholders**

The college annually reports Core Indicator Measurements for all occupational students as a part of the Carl Perking Occupational Training Grant. The state community college results of the Core Indicator Measurements are compiled in aggregate form. The 2007-08 Core Indicator results show that the College exceeds the expected state level in all categories.

- Technical Skill Attainment, GCC exceeds expected state level by 7.7%
- Degree and Certificate Completion, GCC exceeds expected state level by 37.76%
- Student Retention or Transfer, GCC exceeds expected state level by 14.29%
- Student Job Placement, GCC exceeds expected state levels by 44.65%
- Non-traditional Participation, GCC exceeds expected state levels by 16.5%
- Non-traditional Completions, GCC exceeds expected state levels by 13%

The nursing students take the National Council of State Boards of Nursing Licensure Exam for Practical and Registered Nurses. The students at the College exceed the national first time tester passing rate for the Practical Nurses and perform at a comparable rate to the national rates for the Registered Nurses.

Graduation	GCC NCLEX-PN	National NCLEX-PN	GCC NCLEX-RN	National NCLEX-RN
May-05	96.6	89.1	89.4	87.5
May-06	88.8	87.9	85.7	88
May-07	95	87.3	63.1	84.8
Dec-07	100	87.3		
May-08	93.8	85.6	83.8	86.2
Dec-08	96.4	85.6		

**Table1-8:** National Council of State Boards of Nursing Licensure Exam Results for PN & RN

With the exception of the May 07 RN results, the College students have comparable results to the national results (Table1-8). During that time period, the College expanded the Nursing programs student capacity and nursing enrollment went from 180 to 247. The Allied Health and Math & Science developed and implemented a division action plan to better assess, advise, align and revise curriculum to improve the passing rates of the students in the ADN program. The passing rate improved by 15% and was only 2.4% below the national level by the May 08 test.

During the Spring of 2008, the first student completion exit survey was administered. The compiled results for the categories of Student Services and Instruction for Non-transfer students are given, respectively, in Table 1-9 and 1-10, and for transfer student in Table 1-11 and 1-12. The exit student survey indicates that completion students are favorable in all aspects of Instruction and Student Services. However, transfer students are more likely to use student services than the non-transfer students. This would not be surprising in the area of transfer or career counseling, but is surprising in using the Learning Resource and ACES centers.

	Excellent	Good	Average	Needs Improvement	Never Used
<b>Registration</b>	44%	44%	0%	0%	11%
<b>Career Counseling</b>	33%	33%	0%	0%	33%
<b>Transfer Counseling</b>	33%	33%	0%	0%	33%
<b>Job Placement Services</b>	38%	38%	0%	0%	25%
<b>Financial Services</b>	50%	50%	0%	0%	0%
<b>Learning Resource Center</b>	33%	33%	0%	0%	33%
<b>Computer Labs</b>	33%	33%	0%	0%	33%
<b>Bookstore</b>	36%	57%	5%	0%	2%
<b>ACES</b>	83%	0%	0%	0%	18%

**Table1-9:** 2008 Non-Transfer Completion Student Exit Survey of GCC's Student Support Services

	Never	Rarely	Sometimes	Usually	Always
<b>Knowledge and Presentation</b>	3%	0%	3%	28%	66%
<b>Relationship with Students</b>	0%	8%	4%	18%	70%
<b>Course Management</b>	0%	0%	2%	19%	63%
<b>Course Content</b>	0%	13%	0%	14%	73%

**Table 1-10:** 2008 Non-Transfer Completion Student Exit Survey of GCC's Instruction

	Excellent	Good	Average	Needs Improvement	Never Used
<b>Registration</b>	80%	13%	7%	0%	0%
<b>Career Counseling</b>	65%	12%	10%	0%	13%
<b>Transfer Counseling</b>	59%	21%	0%	0%	20%



<b>Job Placement Services</b>	67%	33%	0%	0%	0%
<b>Financial Services</b>	84%	12%	0%	0%	4%
<b>Learning Resource Center</b>	71%	29%	0%	0%	0%
<b>Computer Labs</b>	77%	23%	0%	0%	0%
<b>Bookstore</b>	63%	24%	1%	11%	0%
<b>ACES</b>	74%	12%	0%	0%	13%

Table 1-11: 2008 Transfer Completion Student Exit Survey of GCC's Student Support Services

	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
<b>Knowledge and Presentation</b>	1%	31%	68%
<b>Relationship with Students</b>	0%	30%	70%
<b>Course Management</b>	5%	21%	74%
<b>Course Content</b>	10%	25%	65%

Table 1-12: 2008 Transfer Completion Student Exit Survey of GCC's Instruction

During the past three academic years, the College has turned around the trend in declining enrollment (Chart 1-4), and has continued to increase the number of students graduating or completing their program (Chart 1-5).

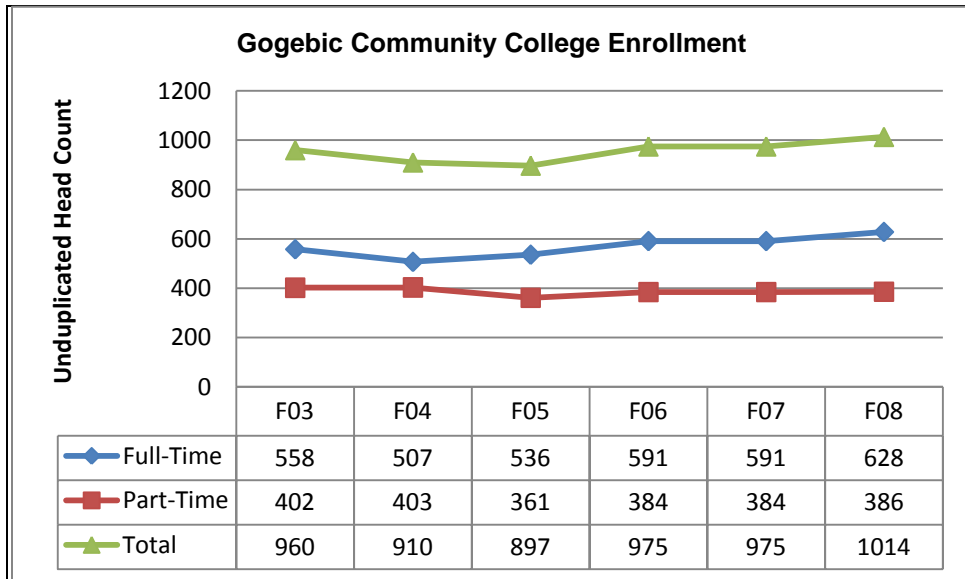


Chart 1-4: Gogebic Community College Enrollment, Fall 2003-08

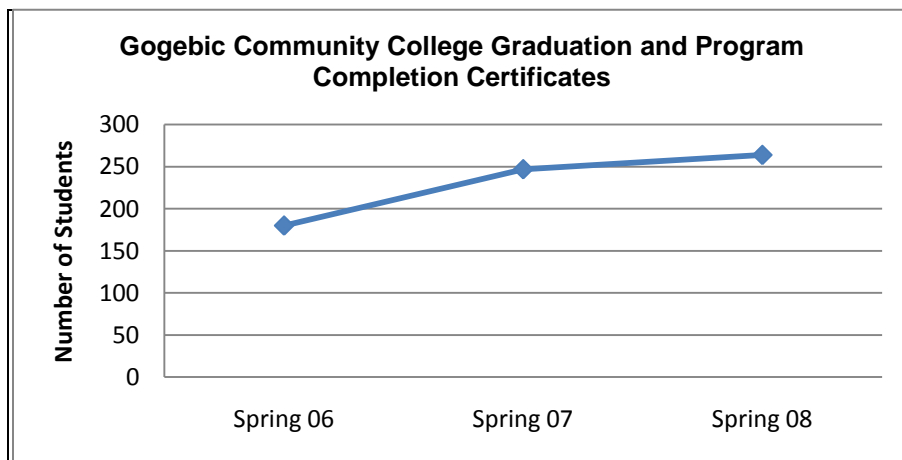


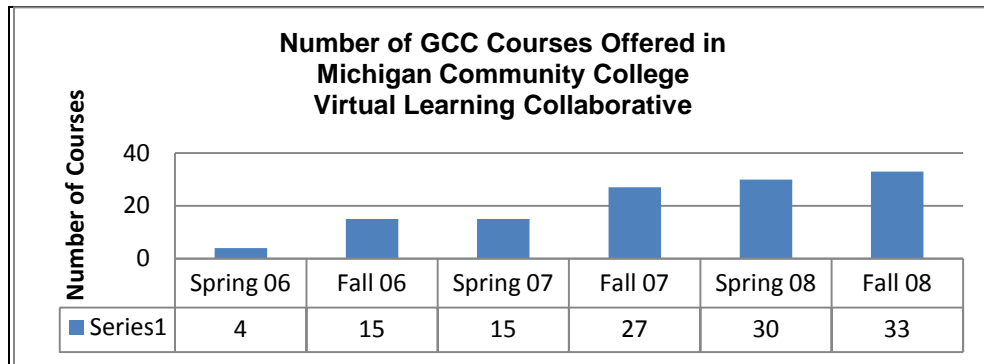
Chart 1-5: Gogebic Community College Graduation Numbers

**1R3. Identifying Results for Processes for Helping Students Learn**

While going through the process of identifying student and faculty needs (1P9) and reviewing the appraisal of the AQIP Appraisal Team the College identified the following:

- Declining enrollment with a shrinking service district population
- Below average retention of part-time students with full-time jobs and single parent students
- Low number of online course offering (AQIP Appraisal Team) (IP7)

The college focused on increasing the number of online courses offered and increasing the number of students who are aware of those course offerings. The College supported and funded and faculty training for online development and delivery of courses, held a continuing education staff meeting with a presentation from the director of the Michigan Community College Association Virtual Learning Collaborative (MCCVLC) among Michigan's community colleges. This collaborative is designed to allow current Michigan community college students to take courses from other member colleges while still receiving support services at a convenient "home" college. As identified in (1P7) GCC is using this process to increase student access to alternative delivery (Chart 1-6).

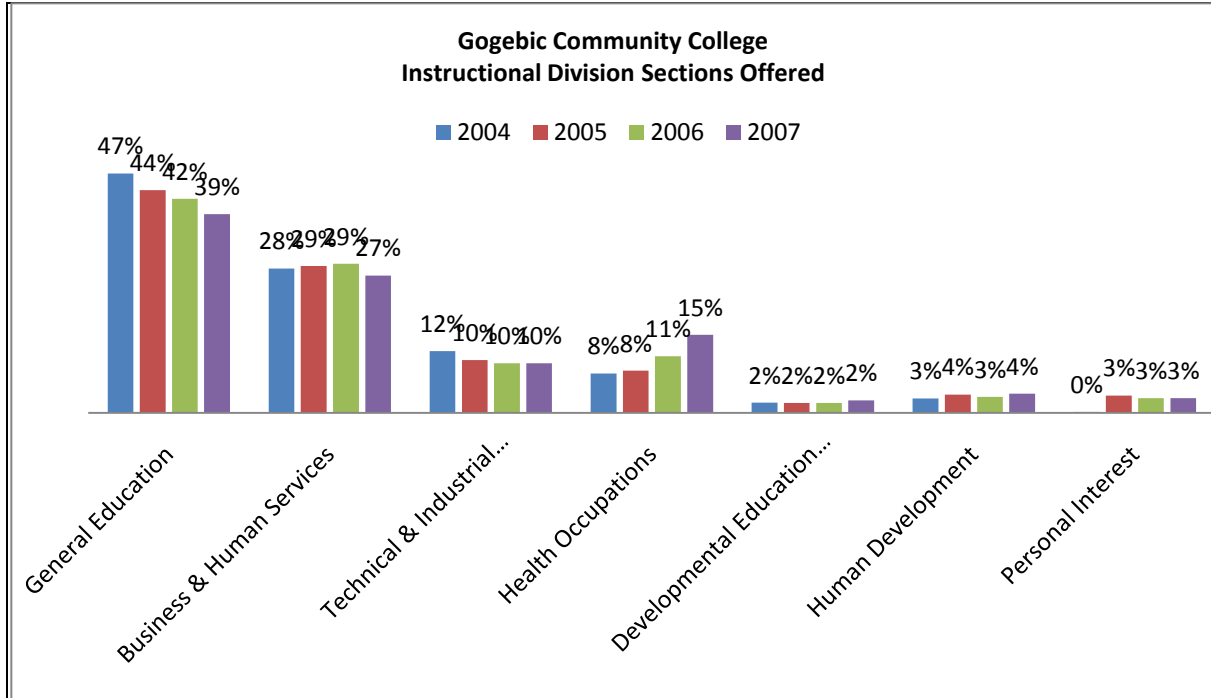


**Chart 1-6:** Number of GCC Courses Offered in MCCVLC.

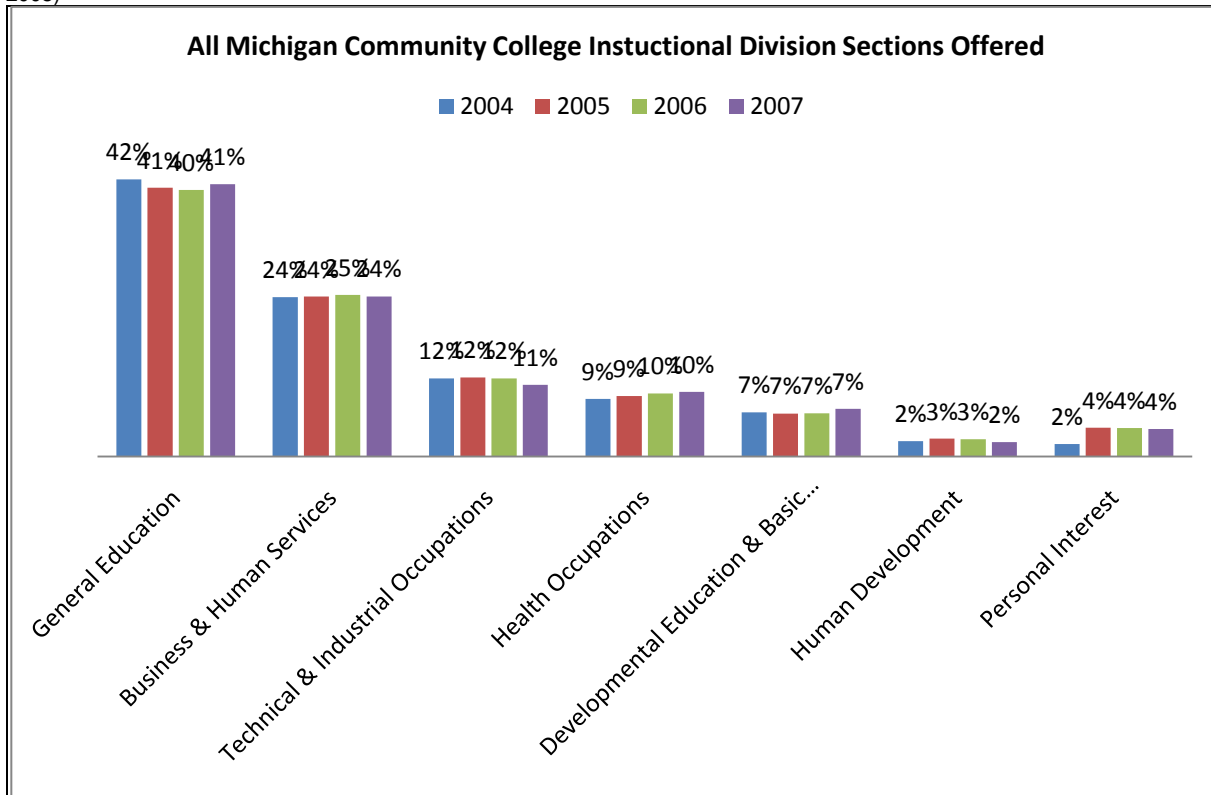
During this time period, enrollment (Chart 1-4) has increased at the College, and maybe partly attributed to the online course offerings. Other factors that may have contributed to increased enrollment are the addition of residential housing (which had 50% capacity filled for Fall 2007 and Fall 2008 and 100% capacity filled for Fall 2009) and the expansion of the nursing program both at the Gogebic and Houghton Campus. Further study will be conducted on this to determine if there is a correlation between the two variables.

**1R4. Identifying Comparison Results with Other Institutions**

The *Activities Classification Structures (ACS) Data Book*, published by the Michigan Department of Labor and Economic Growth gives revenue and instructional compiled data on Michigan Community Colleges. Comparison of the number of sections offered by instructional division shows that overall in the state the number has remained flat in all instructional divisions (Chart 1-8). At Gogebic Community College the number of sections offered have steady fallen in the General Education Division and steadily rose in the Allied Health Divisions (Chart 1-9). The *ACS Data Book* confirmed these trends for headcount.

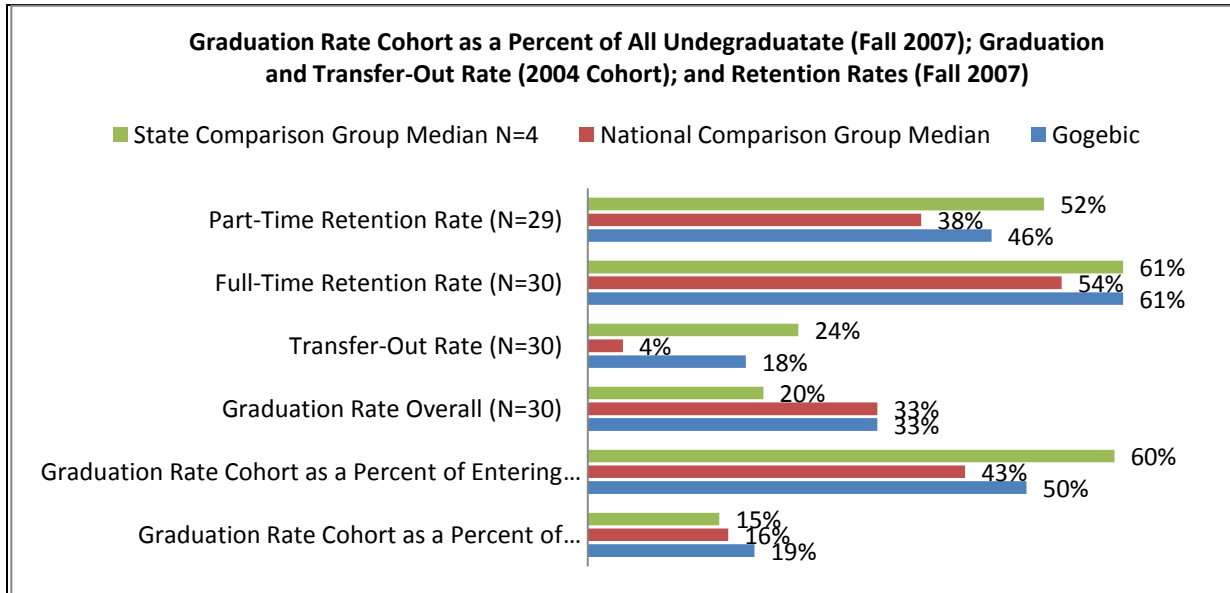


**Chart 1-7:** Total Number of Instructional Division Sections Offered per Total Number of Sections offered at GCC (Source: Activities Classification Structure (ACS) Data Book, Michigan Department of Labor & Economic Growth 2004 – 2008)



**Chart 1-8:** Total Number of Instructional Division Sections Offered per Total Number of Sections offered at All Michigan Community Colleges (Source: Activities Classification Structure (ACS) Data Book, Michigan Department of Labor & Economic Growth 2004 – 2008)

The graduation rate at Gogebic Community College, while definitely needing improvement, is comparable to a national institutional comparison group and exceeds the like kind state institutional comparison group. The full-time retention rate is the same at the national institutional comparison group and exceeds the like kind state institutional comparison group (Chart 1-9).



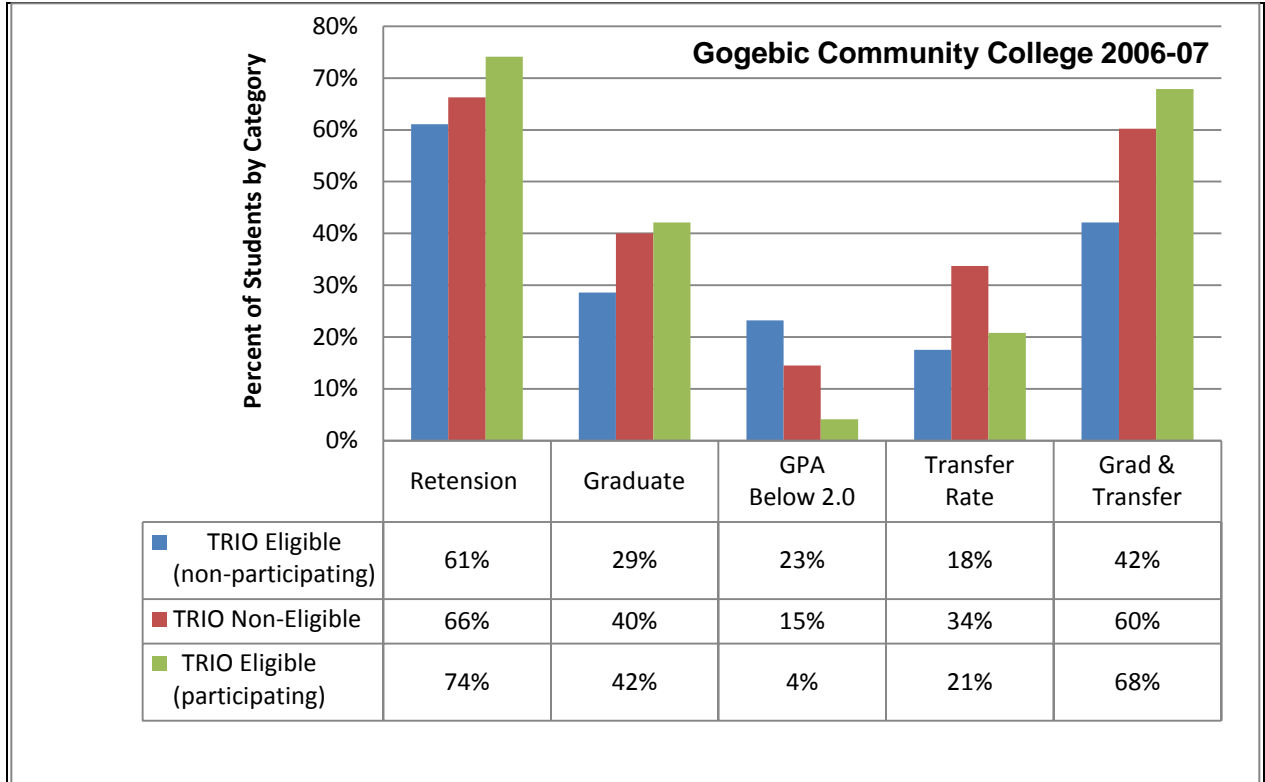
**Chart 1-9: Graduation, Transfer and Retention Rates Comparison.** (Source: Integrated Postsecondary Education Data System (IPEDS) Report 2008, National Center for Educational Statistics)

**111. Improving Current Processes**

At the present, the College is continuing to implement the Assessment of Student Learning Process, and will begin the phase of implementing the student portfolio Fall 2009. One of improvements needed to be made in the General Learning Outcomes Assessment is to set common performance standards in the assessment rubric, instead of having the faculty reporting various individual standards of performance. This will be done by adding: Emerging, Developing, Performing, and Exemplary to the General Learning Outcomes Assessment Rubric. This will improve the ease to evaluate the processing report. Another improvement is to add the best practice of making forms for the faculty to fill out for assessment to help improve faculty participation in the assessment process. The College has been functioning without a Dean of Instruction for the past two years, as the previous Dean was promoted to President. The new Dean of Instruction will begin his employment at GCC during the summer of 2009. This will also help to improve faculty participation in the assessment process.

**112. Setting Improvement Targets**

While approximately 650 students enroll every year that are Low Income & First Generation college students, funding is only available for 160 of those students to enroll in the TRIO program. The College's TRIO program is extremely successful (Chart 1- 11) as it implements nearly every best practice cited by the Pell Institute for the Study of Opportunity in Higher Education's 2008 report, "[Moving Beyond Access](#)".



**Chart 1-11:** Retention, Graduation, GPA, Transfer Rate, and Graduation & Transfer Rates of TRIO Eligible (non-participating & participating) and TRIO Non-eligible Students

The College should look for a way to increase funding for the TRIO program through other avenues and increase the number of students participating in the TRIO program. Other avenues to aid students may be to expand the best practices used by the TRIO program in the other divisions.

## **AQIP Category Two Accomplishing Other Distinctive Objectives**

### **2C1. Identifying Other Institutional Objectives**

The overview section of this document (O1) defined the nine purposes (objectives) of the College. Each of these specific objectives can be placed into one of three broader categories: Helping Students Learn, Economic Development, and Community Service. This classification should come as no surprise given that we are a Community College located in an area that has been classified as economically depressed. The College is strongly committed to as well as dependant on the local community. Classification of the College purpose statements is as follows:

#### **Helping Students Learn:**

- To assure the maintenance of appropriate post-secondary educational programs that meet the changing educational needs of students, community, and society.
- To assure a baccalaureate-oriented curricula suitable for transfer to four-year colleges or universities.
- To assure occupational/career training for those students who wish to upgrade their skills or be retrained in new areas and for those students who wish to prepare for immediate employment upon completion of their program of study.
- To assure students the opportunity to participate in a curriculum or in a sequence of developmental or advanced courses consistent with their individual needs and abilities.
- To assure a general-education component with a variety of learning experiences within an academic framework.
- To assure guidance, counseling, advisement, and placement services to meet the personal, academic, social, and career needs of students.
- To assure student educational achievement and growth through appropriate, systematic, and periodic assessment.

#### **Economic Development:**

- To assure institutional leadership in the promotion and support of economic development in the western region of the Upper Peninsula.

#### **Community Service:**

- To assure continuing education/community service opportunities for specific benefit of the citizens of the College district by utilizing college resources through a cooperative effort with individuals, civic groups, educational institutions, and other public or private organizations

### **2C2. Aligning Other Objectives with the Mission, Vision, and Philosophy**

The Gogebic Community College Mission, Values, Vision, and Philosophy statements were written in consultation with the stakeholders of the College. The Stakeholders, identified in Category 3 of this portfolio, have a strong interest in the economic development and community service activities of the college. Examples of how the College has incorporated economic development and community service into its operations include:

The County Economic Development Commission (EDC) office is located on the campus of Gogebic Community College. Several GCC staff members are on the EDC Board of Directors. The College provides access to its facilities and resources for local business and community organizations, including those focused on job training. The College is noted for being open to and actively seeking out programs to advance the economic success of regional businesses. The College works closely with a variety of state agencies and local businesses and industry to bring training programs to campus in either traditional or technology based formats.

The College provides the community with facilities and activities that entertain, enrich, and make better futures. District non-profit organizations are eligible to use College facilities at little or no cost. District for-

profit organizations pay a small fee for use of facilities. A collaborative effort between the College and a local community organization has allowed the college pool to remain open for public and student use in the face of budgetary shortfalls. High school students participating in the Gogebic-Ontonagon Intermediate School District Occupational Training Program come to the College daily for secondary level vocational education programs. Additional secondary school students attend college-level courses as dual enrollment students when their High School has insufficient enrollment or facilities to offer specific upper level courses. The College Student-Services Department provides career counseling, financial aid, and placement services to community members, regardless of their plans to attend GCC.

### **2C3. Identifying How Other Objectives Support Helping Students Learn**

#### **Economic Development:**

A goal of educating the members of a community is to help them achieve their academic objectives. For many, the objective is to employment and economic stability. In order to achieve this objective, the economy of the area has to provide jobs for college graduates. Accordingly, the college participates in this effort by offering vocational programs through the Gogebic-Ontonagon Intermediate School District, by offering selected occupational programs needed by the service area, and by working with local businesses and organizations to promote economic development. The College has a strong partnership with the regional workforce development agencies, serving on their respective education advisory councils which provide current information on workforce trends. Working with Western U.P. Michigan Works established a one-stop assistance training unit in an underserved part of the College service area.

Education, especially in reference to occupational programs is a community effort. Employers within the GCC service area provide internships, clinical experiences, and cooperative education opportunities. We strive to have occupationally relevant, hands-on experiences through clinical work or internships available for every program where possible. Business and Industry representatives serve on a number of College advisory committees.

Local funding for College operations comes from a tax millage built on the county tax base. Doing what we can to build the county tax base, provides a positive return to the College by increasing millage revenues.

#### **Community Service:**

The College is preparing students to become active members of their community. The College trains students for specific careers and for participation with others in an integrated community. Interaction with the community during their education process is a valuable benefit to students, as it provides understanding and awareness that classroom instruction cannot provide. At Gogebic Community College, students perform volunteer services in association with some classes; others participate in clinical experiences that allow interaction with the community. Student organizations, such as TRIO, conduct activities to promote cultural awareness in the community. No classroom can teach customer service like the very real experience of dealing with the parents and children during a ski-instruction session.

Mutual enrichment takes place between the College and the community. College faculty, staff, and administrators share their talents and skills by participating in community organizations. College surveys indicate that over 55 community based organizations benefit from college staff participation. College staff donated a total in excess of 5,000 hours at an estimated value of \$150,000.00 Community members frequently participate in classes as guest lecturers and as internship mentors or supervisors.

The College supports positive health and social development for members of the community as well as the students. Through the activities in the Lindquist Student Center, the population has the opportunity to exercise and interact. The community also provides support to College basketball players and encourages positive sportsmanship. ADAPT (Alcohol and other Drug Abuse Prevention Team--student organization) has provided educational floats for local parades. All of these activities emphasize to students and the community the importance of a healthy life-style.

**2P1. Determination of Other Distinctive Objectives**

The College stakeholders, both internal and external (3C1), determine the College objectives. Stakeholders have many opportunities to participate in the development of objectives and to influence the future direction of the College. Stakeholders are invited to attend meetings held across the service area and share their ideas, opinions, and advice. Program Advisory Boards meet twice each academic year to provide input regarding the curriculum, instruction, and facilities of the College program with which they are associated as well as comment on the College in general. The College President regularly travels throughout the service area to hold informal information sessions with local residents. Stakeholder input is fed into the College Strategic Planning process (8P3) which guides the development of the College objectives, operations, and budget.

**2P2. Communicating Expectations Regarding Objectives**

The usual channels of communication at GCC are used to communicate objectives, expectations, and results. These include All Staff meetings, email, memoranda, Division Chair meetings and Division meetings. In addition, we have recently started using our on-line course delivery software (Blackboard), to create a "course" called AQIP in which all faculty, staff, administrators, and board of trustee members are enrolled. This course contains all working documents, meeting minutes, updates, announcements, and completed reports of all AQIP related committees. Methods of evaluation are evaluated annually in the Workforce Satisfaction Survey.

**2P3. Determining Faculty and Staff Needs**

A number of avenues--including Occupational Advisory Board meetings, Division Chair meetings, Curriculum Committee meetings, Administrative Counsel meetings, Strategic and Fiscal Planning Committee meetings, as well as input from individual faculty or staff members can be used to identify areas where the faculty and staff need resources to meet an economic development or community service request. Individuals and Committees make recommendations to administration for budgetary review and consideration. The Strategic and Fiscal Planning Committee works to align strategic goals with budgeting resources.

**2P4. Assessing and Reviewing Objectives**

The College uses the same process as in 2P1 for evaluation of objectives. Stakeholders give their opinions on how successful the College has been in achieving these objectives. They also recommend where the College can improve and possibly serve the needs of stakeholders more effectively. An open-comment section at every Board meeting allows the community to comment on the College and its attainment of community-service and economic-development goals. Community members have increased access to the Board, as the Board members participate in Listening Sessions (8P1).

During their evaluation process, the nonaffiliated staff looks at the community-service objectives that they have established and compares them to actual activities. The Curriculum Committee Program Review Process also evaluates community input in regard to program performance.

**2P5. Measuring Accomplishment of Other Objectives**

The College regularly collects statistics related to economic development and community service. For economic development many results are anecdotal and consist of either direct feedback from local industries or statistics regarding use of College facilities. However, the College is always looking for ways to better understand its' impact on the State and Local economies (2R1, 2R2). Community service statistics include:

- Number of people served at the Mount Zion Recreational Complex in an academic year.
- Number of people using the Lindquist Center exercise and recreational facilities over the past academic year.
- Community interest courses offered and their enrollment within the past five years.
- Donations to the Gogebic Community College Foundation or directly to the College.
- Participation in community events, organizations, and fundraisers by college staff and students.



## **2R1 and 2R2. Identification and Comparison of Results**

Many external stakeholders see the College as playing a key role in the community and economic development. Feedback from organizations, advisory committees, and community impact studies supports this perception. Gogebic Community College participated in a study conducted by CCBenefits, Inc., which evaluated community college impact on the communities being served. Twenty three community colleges participated in the study which can be found at <http://www.gogebic.edu/AQIP> - Systems Portfolio 2008 – *The Economic Contribution of Gogebic Community College*.

Results of the CC Benefits Study regarding the cost effectiveness of tax dollar expenditures showed:

- The state and local community will see avoided social costs amounting to \$6 per year for every credit earned by GCC students, including savings associated with improved health, reduced crime, and fewer welfare and unemployment claims. Aggregate data for all twenty three community colleges participating in the study saw avoided social costs of \$16 per year for each credit earned by community college students.
- GCC activities encourage new business, assist existing business, and create long-term economic growth. The college enhances worker skills and provides customized training to local business and industry. It is estimated that the present-day GCC Service Area workforce embodies around 177,000 credit and non-credit hours of past and present GCC training, net of credits earned by students who leave the area upon exiting the college. This translates to \$117,000 worth of social savings to the State of Michigan each year as long as students are in the workforce.
- Students benefit from higher earnings, thereby expanding the tax base and helping to prevent increased tax burdens on state and local taxpayers. When aggregated together, GCC students generate about \$3.0 million annually in higher earnings due to their GCC education or \$144.00 per credit (\$4,315.00 per full year equivalent student). The data for the combined twenty three community colleges participating in the study shows higher earnings due to community college education of \$160.00 per credit or \$4791.00 per full year equivalent student.
- The cost benefit analysis for Michigan Community Colleges overall showed a rate of return of 13% and a benefit/cost ratio of 3.3 (every dollar of state or local tax money invested in the colleges today returns \$3.30). The cost benefit analysis for Gogebic Community College showed a rate of return of 3.6% with a benefit /cost ratio of just under 1.0. The lower rate of return for GCC compared to the combined results of the community colleges participating in the study was attributed to student migration. Most community colleges serve student populations who settle in the same area and join the local workforce. The close proximity of GCC to Wisconsin and diminished local economic opportunity contribute to student migration. The results for GCC are therefore based on only a fraction of the student body, generating a rate of return lower than that of other community colleges participating in the study.

The report concluded that even with high student migration, GCC just about pays for itself and remains a good investment from a variety of perspectives including student enrichment, workforce training, and local economic development. In many cases, GCC represents the only affordable entry point into higher education or occupational training for members of the local community. It will be interesting to see how the construction of dorms on campus and the recent international student recruiting effort will affect this analysis. An influx of students (and revenue) from out of the service area is expected to benefit the local economy and provide enrollment to support programs which are not financially feasible with only the limited local student population.

## **2R3. Identifying How Other Objectives Strengthen the Institution and Community Relations**

The community service and economic development activities of the GCC make the College an integral part of the community. The College does much to assist employers. Businesses turn to the College for services ranging from educational programs to meeting rooms. The community also funds student programs (e.g., Student Senate service activities). The community and the College are networked enabling both to overcome obstacles and provide the best for the residents within the region.

**211. Improving Systems and Processes**

Input of the stakeholders and those who implement the processes improve systems. Feedback is vital to any process. Committees review goals and objectives annually. Regardless of their success, continued evaluations of the processes explore ways to improve the system. Again, stakeholder feedback and input is vital to the process.

**212. Setting Targets for Improvement**

New goals result from this process of goal evaluation. Discussion in Listening Sessions between the Board of Trustees and stakeholders results in a Strategic Plan. Advisory Boards, Board meetings, and continual contact with the community result in revision, refinement, and development of new targets consistent with the College Vision, Mission, and Philosophy.

## **AQIP Category Three**

### **Understanding Students' and Other Stakeholders' Needs**

#### **3C1. Categorizing Student and Stakeholder Groups and 3C2 Identifying Requirements and Expectations**

Students attend Gogebic Community College for a variety of reasons, including an education that will transfer to another institution, prepare them for employment, advance their career, and/or meet their individual need for personal enrichment. GCC is an open enrollment institution serving a student population. Requirements and expectations are influenced by a variety of factors including:

- Age
- Gender
- Financial need
- Previous education
- Preparedness for college
- Computer literacy
- Current employment
- Family responsibilities/ support
- Distance from campus.

All students attending Gogebic Community College share the expectations of an affordable high quality education that is relevant in today's society. GCC has identified several groups of students, whose requirements of the college are unique. These student groups and their needs are listed below.

#### **Residential Students:**

Gogebic Community College became a residential campus in the Fall of 2006 with the addition of a two-story residence hall. Students living on campus have a set of needs and expectations that are very different from that of our commuter students. Safety and security of person and property rank high on their list of priorities but so does the availability of social activities on campus and an adequate physical plant with wireless Internet access.

#### **Transfer Students:**

Students who transfer to four-year institutions need to be prepared for successful completion of upper-level courses. They require a broad range of current, relevant materials and up-to-date facilities. Instruction must be of high quality and credits must transfer to four-year institutions.

#### **Occupational Students:**

Occupational students may be pursuing an associate's degree or a certificate of completion. These students will be searching for employment immediately upon completion of their coursework. These students need to understand and apply theory and gain experience with equipment. Current, relevant course materials and experiences in up-to-date facilities are of primary importance to this group, as are the knowledge and skills necessary to pass licensing/credential examinations, where applicable.

#### **Off-Campus Students:**

Students taking courses at off-campus sites need the same quality of instruction they would receive if attending classes on campus. They also need a sufficient variety of courses at these sites to meet their educational needs and a reasonable expectation that the courses they enroll in will have sufficient enrollment to run.

#### **Distance-Learning Students:**

As with off-campus students, distance-learning students require quality instruction, but the delivery formats (on-line) may present challenges. The need for technical assistance may be high. Off-campus students also need the same support services as on-campus students but provided at a distance.

#### **Developmental Students:**

Developmental students are students who currently lack the skills necessary to begin their program of study. These students need to enhance their skills to a level where they can successfully complete required courses to achieve their educational goals. These students may need extensive support services and technical assistance provided by individuals committed to their success.

**Workforce Training Students:**

The needs and expectations of students seeking workforce training are similar to those of occupational students; however, these students are currently employed in their field and trying to update their skills. The time and location of course offerings may be of primary concern to these students.

**Personal-Enrichment Students:**

Most personal-enrichment students have a strong desire to improve both their general knowledge and knowledge of specific topics through education. These students tend to be the least demanding in terms of classroom instruction. They attend classes to fulfill an interest and are generally self-motivated.

Other key stakeholders Gogebic Community College serves are listed below. They vary greatly in the level and types of services they expect from GCC.

**Parents:**

Parents of students enrolled in a higher education institution are usually seeking affordable, quality education. They also are looking for a safe, nurturing environment so their son or daughter can grow personally and intellectually. Parents of residential students also expect campus housing to be a secure environment with many suitable student life activities available.

**Alumni:**

Most of our alumni have had a positive experience during their time at Gogebic Community College. The needs of our alumni include being informed about college developments, activities, and news as well as opportunities for involvement and recognition. The Gogebic Community College Foundation serves these needs by publishing a semiannual "Alumni and Friends" newsletter, which is mailed to our alumni, an annual foundation banquet that recognizes the achievements of alumni and supporters of the college, and by organizing events for alumni living in other parts of the country, most recently the fourth annual "Pine to Palm Pasty Picnic" in Bradenton, Florida, on March 26, 2009.

**Local Employers/ Business and Industry:**

Local employers expect that graduates will be prepared to begin their jobs with minimal on-the-job training. They also expect that the College will provide short-term training for their current employees and leadership for community and economic development (2C1).

**Community Members and Organizations:**

These groups expect that college facilities – including the walking track, pool, snack bar, meeting facilities, and library – will be available to the community. They also expect that the College will provide personal-enrichment opportunities, such as cultural programs, computer facilities, job training, and post-secondary educational opportunities.

**Transfer Institutions:**

Transfer institutions need and expect well-prepared students, who need no remedial work. The College maintains articulation agreements, assuring corresponding content and rigor of Gogebic Community College's coursework.

**School Districts and Other Educational Facilities:**

The local school districts and other educational facilities, such as the community schools, need educational programs that will provide their students with continued learning and programs that offer employment opportunities. These educational institutions also need feedback about the preparedness of students, giving the institutions insight that they are effective in meeting their goals.

**Board of Trustees:**

The Board of Trustees for Gogebic Community College needs to work with a competent and dedicated group of educational professionals (administrators, faculty, and other staff) to fulfill the College mission.

The Board must entrust its staff with everyday college activities, and remain assured every effort is made to assist students in the achievement of their educational goals.

**Internal Stakeholders:**

Internal stakeholders consist of all college employees. They require a stable positive work environment, competent leaders, involvement in the decision making process, professional development opportunities, adequate compensation, and recognition for their work.

**Federal, State, and Local Governments:**

Governmental agencies look to the college for well-trained employees, just as any other employer would. Governmental agencies and the citizens they represent expect accountability for the revenue expended in the support of higher education. They expect positive student outcomes and compliance with legislative standards.

**3P1. Identifying, Analyzing, and Responding to Changing Student Needs**

The college identifies the changing needs of student groups in a variety of ways:

- The low faculty-to-student ratio makes one-on-one discussions between students and faculty advisors possible. Identification of student needs frequently comes from these discussions.
- Student focus groups, such as the Student Senate, convene periodically to discuss issues that may impact a particular group of students or the entire student population.
- Contact with transfer institutions regarding curriculum issues and transferability of courses occurs regularly as curriculum changes occur in either institution or as the result of specific student inquiries.
- Contacts with prospective students regarding programs and services are very beneficial in identifying student needs.
- Enrollment patterns can often identify changes in student needs regarding educational goals.
- Retention and failure rates are used to judge our success or failure in meeting the educational needs of the students. Success rates on certification and licensing exams can also identify student needs.
- Faculty and staff, through membership in professional organizations and continuing education, keep current in their respective disciplines and encourage innovation in the classroom.
- The student assessment process upon entry, while enrolled in courses and upon graduation, helps the College gauge individual and campus-wide student academic progress.
- Time reserved during monthly Board of Trustees meetings for discussion of future directions with the public provides opportunities for the voicing of student and community needs.
- The program-review process, used to evaluate student needs for educational and occupational success, is conducted every five years.
- Community/occupational advisory committees meet with programs and divisions to assure that the content of the instruction is pertinent and current and to discuss future trends and needs.
- The Student Senate, comprised of elected student representatives, serves as a voice for students on campus. The Student Senate president is invited to sit on the Curriculum Committee.

During monthly meetings, the Division Chairs Committee, Curriculum Committee, and other internal committees discuss the results of the above processes. With input from the stakeholders involved in the issue, they decide on a course of action. The Cabinet discusses campus issues and opportunities on a weekly basis. The Administrative Council, made up of nonaffiliated managerial staff, discuss issues on a monthly basis.

**3P2. Building and Maintaining Relationships with Students**

Establishing a relationship with prospective students begins long before the first day of the semester. In most cases, campus representatives visit prospective students at their high schools and invite them to tour the college and meet with an advisor to discuss program options. The college also has new-student orientation days when students become acquainted with the campus, meet with their advisors, and

receive help with the registration process. Area high school students also learn about GCC by participating in College Day, Campus Preview Day, the semi-annual Quiz Bowl competition, Science Fun Day, vocational programs, athletic summer camps, and by attending sporting events on campus. Students may also receive phone calls, e-mails, or direct mail from college representatives.

The College maintains relationships with current students by:

- Providing students with effective student-advising services.
- Giving students personal attention in and out of class.
- Utilizing challenging, relevant course materials.
- Maintaining low faculty-to-student ratios, especially in some developmental and second-year courses.
- Providing students with career counseling and testing services.
- Funding student organizations, such as Phi Theta Kappa, the Student Senate and athletics.
- Maintaining a GCC Web page and on-line registration.
- Maintaining the academic-support ACES Center on campus. (Refer to Criterion One for more information regarding the ACES Center.)
- Providing students with fitness/recreational facilities, including the Mount Zion Recreational Complex and the David Lindquist Student Center (Overview and 2C1).
- Communicating through frequent e-mailings, phone contacts, and semester site visits for distance-learning, tele-courses and on-line students.
- Expanding of the GCC Houghton office hours from two days a week to four. This has increased off-campus-student access.
- Housing the TRIO program on campus. The purpose of this program is to provide and ensure equal opportunities for education to all students regardless of race, ethnic background, or economic status. The program is targeted toward low-income and first-generation college students. Students are supported and encouraged as they work to move higher academically and overcome social and economic obstacles. Students receive assistance in college admissions, financial aid, tutoring, and exposure to cultural events.

### **3P3. Identifying, Analyzing, and Responding to Changing Stakeholder Needs**

The college identifies the changing needs of key stakeholder groups by:

- Conducting strategic planning sessions with stakeholders every five years. This affords stakeholders the opportunity to communicate their needs and expectations.
- Focus sessions involving the Student Senate, occasionally identify or impact other key stakeholder needs.
- Advisory committee meetings (consisting of community members who are knowledgeable in their field) for occupational programs and instructional divisions frequently identifies stakeholder needs. These meetings address student educational needs and the needs of the employers present at the meeting.
- During the annual Counselor Day, area high school guidance counselors come to the College to discuss the Colleges programs, the needs and concerns of the High School, and the needs of High School graduates. This opportunity is also used to identify trends in education and employment.
- The GCC Foundation Director collects and shares feedback received from alumni regarding perceived needs.

Some of the best feedback the College receives from its stakeholders is through the involvement in community organizations by the faculty and staff of GCC. A recent survey conducted to determine the extent of GCC staff involvement in community organizations found that college employees are active in 55 different community organizations and contribute 5,000 hours annually to these organizations.

When stakeholder needs are identified, the nature of the need is considered when selecting individuals to conduct the analysis and action process. Those closest to the need are most likely involved in the

development and implementation of the action plan. Below are two examples of processes in place to meet changing stakeholder needs. Fig 3.1 depicts the process of how new courses are developed in response to perceived stakeholder needs or requests. Meeting the needs (graduation requirements) of students sometimes requires that we run courses with lower than optimum enrollment. Figure 3.2 depicts the process used to decide if we should run a course having low enrollment.

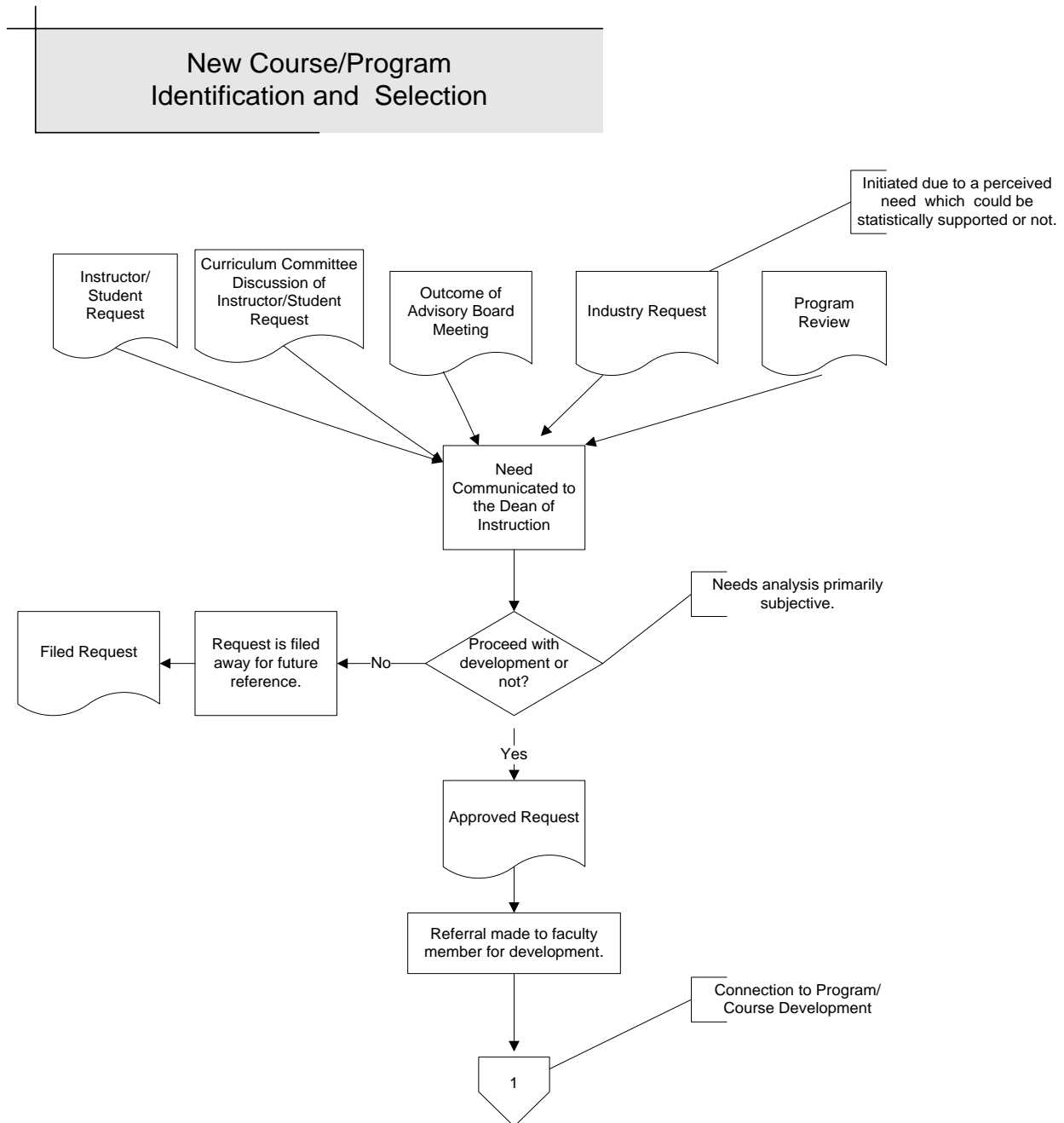


Figure 3.1

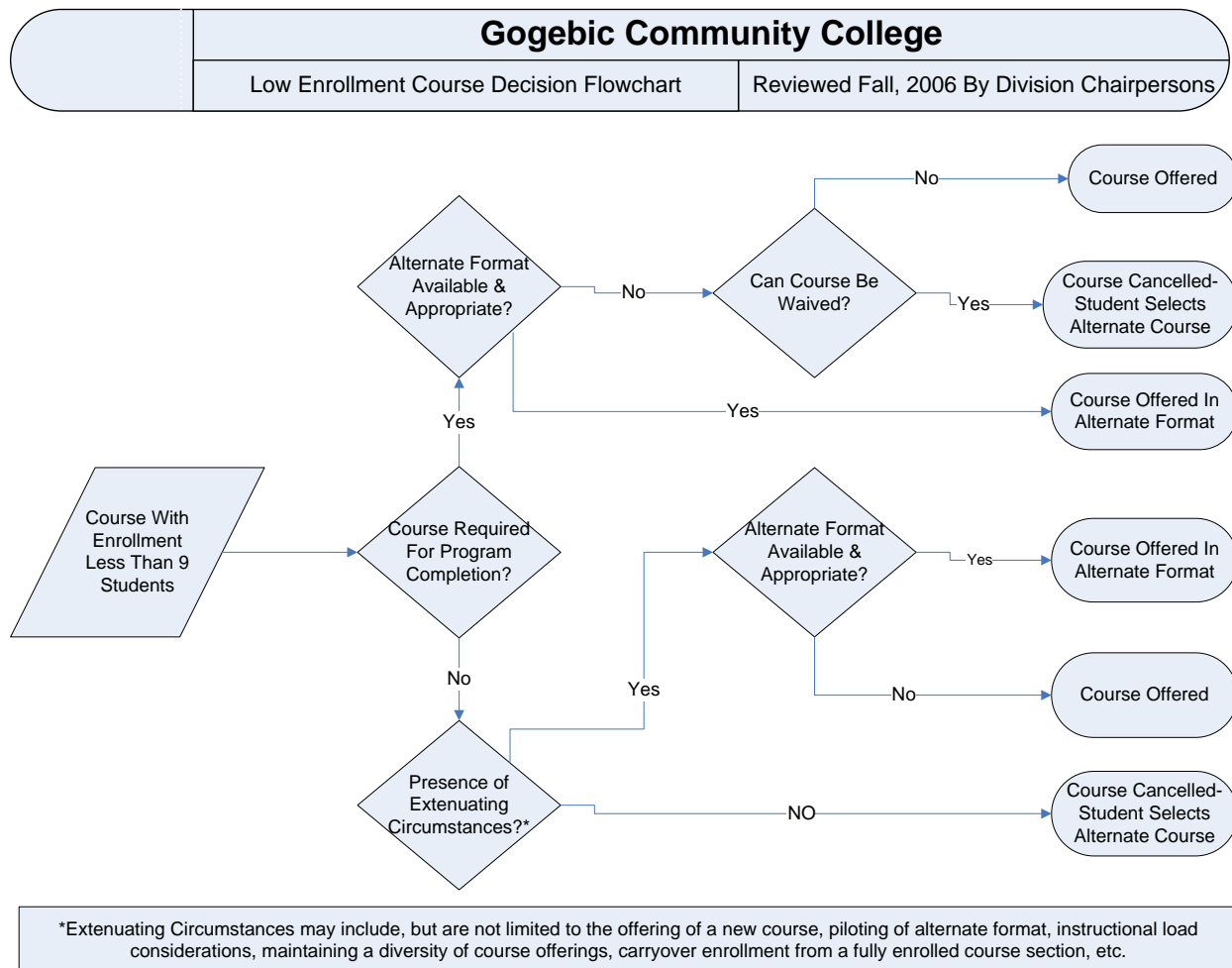


Figure 3.2

### 3P4. Building and Maintaining Stakeholder Relationships

Through communication and inclusion, the College maintains relationships with key stakeholders. The following are examples of methods Gogebic Community College uses: (3P3)

- Advisory committees for occupational programs and divisions sustain relationships and identify stakeholder needs.
- Frequent contact with community members and organizations by all members of the faculty/staff/administration helps to sustain relationships.
- Contacts with local employers, such as the Chamber of Commerce and the Gogebic County Economic Development Commission, provide opportunities to discuss issues with stakeholders.
- The Gogebic Community College Foundation holds an annual foundation banquet to recognize past graduates and those who have generously given of their time, money, and talent to support the college.
- The transfer coordinator, faculty, and administration maintain regular contact with transfer institutions.
- Students and community members are invited to participate on a number of college committees including the Curriculum Committee and hiring committees.
- Admission staff, faculty, and administration visit high schools regularly.



- The College president, director of the GCC Foundation, and a retired faculty member, serve on the local hospital board. The College works closely with the local hospital to provide clinical experiences for our Allied Health students.
- The College president, a Board of Trustees member and a faculty member serve on the Economic Development Commission.
- The College president meets with area school superintendents on a regular basis.
- Many college staff, faculty, administration, and Board of Trustees members are involved with local community and civic groups.
- Members of the Gogebic Community College faculty and staff maintain contact with other educational and employment facilities.

### **3P5. Determining New Student and Stakeholder Groups**

New-student and stakeholder designations may be added to the categories addressed in 3C1 as need arises. The most likely ways to recognize new-student and stakeholder needs are:

- Stakeholder meetings within the strategic planning process. (8P1)
- Literature reviews of national trends for students.
- Review of workforce needs through state agencies – Michigan Works and Michigan Job Force.
- Regular contacts with area businesses and industry via Economic Development Commission participation.
- Recognition of a need by faculty/staff through memberships in professional organizations.
- Placement of an institutional researcher who will be instrumental in identifying new stakeholder groups. GCC is in the process of hiring for this position.
- Contact initiated by outside organizations seeking services or college facilities.

### **3P6. Collection, Analyzing, and Communicating Responses to Complaints**

Written student complaints are forwarded to the appropriate dean. In accordance with the Master Agreement between Gogebic Community College and the Michigan Association of Higher Education, the college faculty/staff member and dean discuss the complaint in a manner that respects the student's privacy and recognizes the rights of the student and the staff member. Resolution of the issue is communicated directly to the person making the complaint. The College maintains a file on the complaints, indicating the corrective action taken and complaint follow-up. Unresolved complaints or complaints regarding serious misconduct may receive further attention from one of the deans. Complaints made by other stakeholders are handled by the appropriate dean or the president.

### **3P7. Determining Student and Stakeholder Satisfaction and Measuring and Analyzing Results**

Stakeholder satisfaction is sometimes difficult to determine. The GCC faculty and staff have the most direct access to our students and can ask students directly for feedback. Judging the satisfaction of other stakeholders is more problematic, as they are infrequently on campus, reluctant to return surveys, and expensive to contact in reasonable numbers. Yet, here as well, the heavy involvement of administration/faculty/staff within the community offers direct contact with stakeholders in a more neutral environment where they may share honest information. (3P3)

The College collects and analyzes the following data regularly:

- Enrollment trend/ attrition data.
- Retention/ transfer/ graduation rates.
- Student course evaluations. Reviewed by individual faculty and the dean of instruction.
- Employer and transfer-institution surveys.
- Community survey conducted every five years.
- Graduate and non-returning student surveys.
- Community outreach sessions.
- Employee satisfaction survey

See Criterion 1 for further information on student and employer surveys.

### 3R1. Determining Student-Satisfaction Results

The methods used to obtain quantitative results for the determination student satisfaction, were outlined in 3P7. Below you will find the results which stem from some of these measures.

Enrollment trend data indicate that GCC enrollment has been steadily increasing over the past three years. Enrollment forecasts for the upcoming fall semester indicate that a rather dramatic increase in the number of students on campus is likely. Student and community attitudes about the GCC remain positive and the enrollment increase may reflect that fact. Students see GCC as a good value and affordable option for achieving their educational goals.

Degree completion rates for students enrolled at GCC are equal to that of most other community colleges. The National Postsecondary Education Cooperative IPEDS Data Feedback Report for 2008 indicated that Gogebic Community College's graduation rate was 33%; the national comparison group was at 33%.

The Student Learning Team has expanded the graduate exit survey program. This revised survey has been administered for the first time just prior to the 2008/09 commencement. (1R2) This exit survey supports our contention that our students have a favorable opinion of the GCC and that they were satisfied with the overall performance of the college.

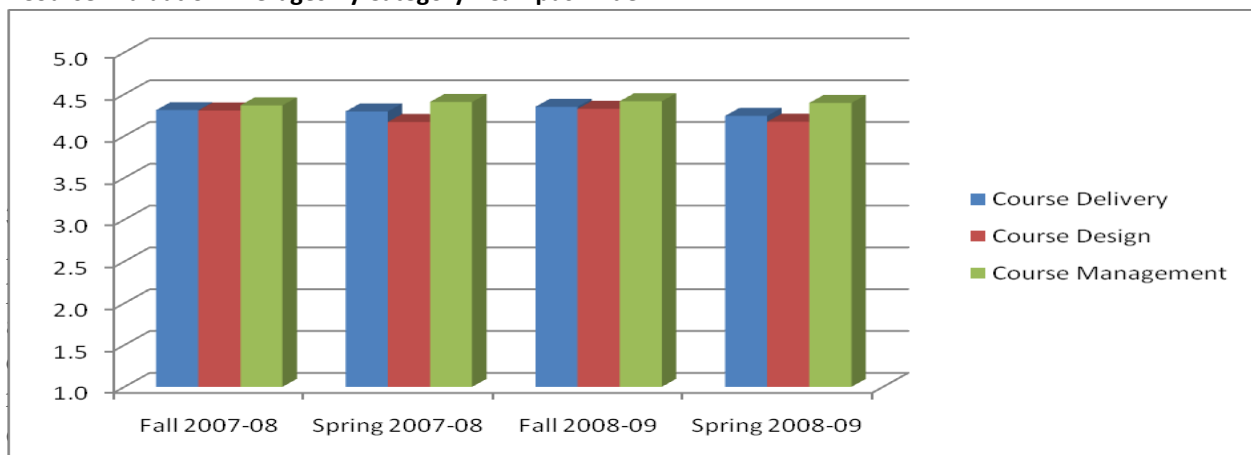
Course evaluations are conducted during the last two weeks of each semester on campus. This anonymous evaluation consists of 19 items that are rated on a scale of 1 to 5 by the students (1 being the lowest score and 5 being the highest score). The results of the evaluations are made available to the instructor after grades are posted for the class. The response averages for all courses as an aggregate are made available to all instructors for comparison purposes. For easier comparison of individual instructor results with campus wide results, the questions have also been sorted into three categories – course delivery, course design, and course management. The results for the past two years can be found below. The data suggest a high degree of student satisfaction with the instruction they receive.

**Course Evaluation Averages By Category - Campus Wide**

	Fall 2007-08	Spring 2007-08	Fall 2008-09	Spring 2008-09
<b>Course Delivery</b>	4.3	4.3	4.3	4.2
<b>Course Design</b>	4.3	4.2	4.3	4.2
<b>Course Management</b>	4.4	4.4	4.4	4.4

**Table 3.1**

**Course Evaluation Averages By Category - Campus Wide**



**Figure 3.3**

and promoting participation in extra-curricular events through classroom contacts. Participation has soared.

Year	Average # of Participants
2006-07	<30
2007-08	73
2008-09	130 (with some events exceeding 160)

Not only have faculty and staff stepped forward to plan events, but they also have given freely of their time to attend and mix with students in these informal settings, effectively building meaningful relationships with students and helping students to build healthy relationships with their peers.

### **3R3 and 3R4. Determining Stakeholder Satisfaction and Relationship-Building Results**

Currently, the College does not collect specific quantitative data on external stakeholder relationships. Much of our information is situational and from more informal or non-structured contacts with the community, such as community organizational meetings.

Internal stakeholder results are far more accessible to the college and include measures found in the annual Employee Satisfaction Survey and the presidential evaluation by the staff. The survey reports can be found at <http://www.gogebic.edu/AQIP> - Systems Portfolio 2008

### **3R5. Comparing Results with Other Higher Education Institutions**

The National Postsecondary Education Cooperative IPEDS Data Feedback Report for 2008 provides Gogebic Community College with comparative statistics regarding student retention and graduation. (3R2) Graduation rates as a percentage of the entering class (2004 cohort) indicate that Gogebic Community College is above the rate of the comparison group at 50% for Gogebic Community College and 43% for the comparative group. Gogebic Community College has a full-time student retention rate of 61% and a part-time student retention rate of 46%, which is also above that of the comparison group of 54% and 38% respectively. Gogebic Community College also uses IPEDS data generated for a comparison group of Community Colleges located within the State of Michigan.

The college annually reports Core Indicator Measurements for all occupational students to the State of Michigan as part of a Carl Perkins Occupational Training Grant. These results are compared to other community colleges in aggregate form. In 2007-08 the results were:

- Technical Skill Attainment  
GCC 92.17%      Expected State Level    85.00% Above    7.17%
- Degree and Certificate Completion  
GCC 65.76%      Expected State Level    28.00%    Above    37.76%
- Student Retention or Transfer  
GCC 74.29%      Expected State Level    60.00%    Above    14.29%
- Student Placement  
GCC 87.65%      Expected State Level    43.00% Above    44.65%
- Non-Traditional Participation  
GCC 21.60%      Expected State Level    16.50% Above    5.10%
- Non-Traditional Completion  
GCC 13.74%      Expected State Level    13.00% Above    0.74%

### **3I1. Improving Current Processes for understanding the needs of our key stakeholder groups**

The processes currently in place for understanding the needs of student and other stakeholder groups are addressed and improved as we become aware of opportunities for improvement. The College recognizes a need for more quantitative and timely data in this area and is currently in the process of hiring an institutional researcher to fill this gap. By the time of publication of this document, we expect the hiring process to be completed.

**312. Targeting Improvement Priorities and Communication of Current Results**

The college leadership, including the deans and program directors, with input from all faculty and staff, designates selection and prioritization of targets for improvement college-wide. General consensus determines targets for improvement by a specific division or office. The information that drives this decision-making process comes from a variety of formal and informal sources including feedback from community organizations in which Gogebic Community College employees participate (3P3), informal coffee sessions the college president hosts for staff and local community members, feedback from high school counselors, and from community feedback we receive as part of our millage-renewal campaign.

## AQIP Category Four Valuing People

### 4C1. Organizing the College to Focus on Student Learning

Gogebic Community College is focused on student learning, as the structure of the work environment, work activities, and job classifications demonstrate.

#### **Work Environment:**

The College is structured around the purpose of student learning. The College is composed of four buildings: Jacob Solin Center for Business Education, Carl Kleimola Center for Technical Education, Rutger Erickson Academic Building, and the David Lindquist Student Center. Concourses connect all four buildings and allow easy access to each building without having to endure changes in weather. Entrances and exits are handicap accessible. Signage across campus directs students to services. This signage accommodates the visually impaired. Technology assists those with learning disabilities, including distance learning for the home-bound students. In each building, individual faculty offices are located in close proximity to students and also provide confidential space to work with students. Throughout the College, there are places where students can congregate and socialize and also places for studying and reflection. Student Services clusters personnel and services so they are easily accessible to the students. In addition, a fifth building, standing alone, is the Campus Suites housing, which accommodates up to 96 students in this two-story facility. The building is a lounge-type gathering space with a large screen television, comfortable seating options, and vending machines.

The Jacob Solin Center for Business Education is a two-story building, housing business faculty offices, classrooms, computer labs, and the office of the dean of instruction. The faculty and dean are in close proximity to the students. The open computer lab and the computerized classrooms provide up-to-date computer applications for the students to facilitate their learning.

The Carl Kleimola Center for Technical Education is also a two-story building, housing the Gogebic-Ontonagon Intermediate School District GCC office; cosmetology classrooms and lab and with a salon open to the public for manicures and hair styling; automotive classroom and lab; computer-aided design classroom and lab; the bookstore, and Student Services. The Gogebic-Ontonagon Intermediate School District is a regional occupational center in partnership with the College. Student Services includes the dean of students' office, admissions, financial aid, and the Academic Choices, Enrichment, and Success (ACES) Center. The ACES Center provides assessment, tutoring, make-up testing, Perkins career counseling/placement, TRIO student support services, and accommodation services for students with disabilities. Three student organizations also operate from this area – Phi Theta Kappa, the school newspaper (*The Chieftain*), and ADAPT (Alcohol and other Drug Abuse Prevention Team). Peer students who have demonstrated a high level of competency in an area of study provide tutoring services to the general student population. The ACES Center has a large open area with tables that allow students to congregate and form study groups. A less formal area, across from the ACES Center, has tables and couches and chairs for the students to congregate and study together. Support services, whether academic, financial, or counseling, are logistically close and available.

The Rutger Erickson Academic Building is a three-story building. The first level contains classrooms and nursing/science laboratories. Academic faculty offices are located across the hall from the classrooms/labs, allowing easy access to instructors when questions arise. Students work with the instructors to assist with laboratory preparation. The second floor of the Erickson building is composed primarily of the Alex D. Chisholm Learning Resources and Instructional Technology Center. The center contains computers, periodical stacks, books, newspapers, reference materials, and audio/visual materials. Within the center, the students have access to study carrels, large tables, chairs/couches, and a separate room for educational video viewing. The center gives students access to educational materials in a comfortable environment. Also located on the second floor is the Ski Area Management Office, which

provides easy access to the outdoor ski hill lab and to the students. The third floor of the building contains classrooms with faculty offices nearby, again affording the students easy access to the instructors.

The David Lindquist Student Center is a two-story building containing a walking track, meeting rooms, gymnasium, exercise room, weight room, swimming pool, snack bar, student lounge, and Student Senate office. The cafeteria provides an Internet cafe that allows students to eat while surfing the Net or working on homework. The Internet cafe is networked with the other college computer labs. The student lounge, complete with pool tables and comfortable furniture, provides the students with an area where they can socialize. The students also have easy access to the Student Senate. This area, coupled with the adjacent fitness areas and cafeteria, is a place where the students learn to interact in the GCC society.

The off-campus office for the Hancock, Michigan, site is located within the Michigan Works office in Houghton, Michigan, which also houses a nursing lab for its newly created full-time off-campus nursing program, as well as a computer lab. As individuals decide to improve their employment opportunities or strengthen skills, the GCC office is available as an educational source.

#### **Work Activities:**

Specific work activities for faculty and Student Services, including technology they use in educational activities, are outlined in Criterion 1. GCC has a small staff and small class sizes. Full-time faculty teach 30 credits or 36 contacts within an academic year on campus. They provide office hours for student comments and questions, thus interacting with students directly on a continual basis. Student Services and other nonaffiliated staff are available to the students five days a week on campus. The off-campus office is staffed four days a week.

#### **Job Classifications:**

The College believes education requires three components for success — student personal support, quality education, and a sound institution. To this end, the College established these three areas — business services, instruction, and student services. Under a president, who oversees the operation of all areas, there is a dean of Business Services, dean of instruction, and dean of Student Services. The responsibility of the dean of Business Services includes the accounting/payroll area, bookstore, computer services, snack bar, and maintenance. The dean of instruction is responsible for faculty administration, curriculum, course scheduling, and instructional support services, including the Learning Resources and Instructional Technology Center. The faculty is organized into divisions; each selects a chairperson to represent the division. Work-study students assist the divisions. The dean of students is responsible for registration, advising, financial aid, counseling, placement, ACES Center services, transfer services, veterans' benefits, athletics, student-government activities, student records, marketing, housing, and operation of the Lindquist Student Center.

#### **4C2. Determining Institutional and Geographic Factors Affecting Work Environment**

Gogebic Community College has a large number of full-time employees. In this age of adjunct faculty and part-time employees, this employment policy seems to be against the trend; some would say it is even fiscally challenging. The philosophy of Gogebic Community College is that, in order to provide quality services to our students, the College must hire and retain quality professionals. Thus, GCC has very few part-time employees. The College utilizes the present staff, supported by work-study students, to the maximum. Another reason GCC has so many full-time employees is the geographic location of the service area. The area is geographically remote and economically challenged, as indicated in Category 2, and limits the professional pool from which to draw part-time or adjunct personnel. Often times as positions become available, the College must hire qualified individuals from outside the area. This hiring may involve regional and sometimes national recruitment efforts.

The geographic area does provide GCC with the benefit of forested areas to utilize for natural laboratories. The geographic area has also encouraged the development of successful programs. An

example is the Ski Area Management program. The bluffs behind the school allow a ski-hill lab on campus.

#### **4C3. Analyzing Trends for Workforce Needs**

The College collects and analyzes a number of demographic trends in the area. These include:

- Michigan Employment Security Commission Job Trends.
- Census information on the age demographic within the area. The high-elderly population in the area increases health-care jobs.
- Statistical information on projections of number of high school graduates, along with current high school and elementary enrollments in area schools.
- Projected academic areas of interest (transfer or technical) of high school students within our geographic area.
- Michigan Works listings of needed occupational areas in the region and the state of Michigan.
- Placement statistics.
- Workforce development board recommendations.
- Recommendations of advisory boards.
- Michigan Indian Employment Training Service.
- Federal Job Outlook.
- Financial demographics for the average family household within the service area.
- The number of students requiring strengthening of English and math skills prior to taking college courses.
- Results of stakeholder evaluations.

The College also subscribes to CCbenefits, Inc. and Community College Strategic Planner, which is a curricula impact analyst and college optimizer. Both lend information as to future curricular and staffing needs.

The number of potential students as well as the interests and nature of those students directs allocation of resources and staffing.

#### **4C4. Planning for Training initiatives**

Gogebic Community College believes that by increasing the skills and knowledge of faculty, staff, and administration, it can better address students' needs. To this end, the College has a standard plan of faculty, staff, and administrative development.

- Members of the faculty, staff, and administration attend the State of Michigan TRENDS educational sessions to become aware of updates in occupational fields and general education in occupational programs.
- Members also attend the Liberal Arts Network for Development conference.
- Five members representing faculty, staff, and administration attend the North Central Accreditation-Higher Learning Commission annual meeting to increase knowledge in assessment and best practices.
- The TRIO program requires educational activities for staff and faculty.
- Training continues in the U.S. Department of Labor program on labor management relations.
- This year, the College will be involved with identification of student and staff personality styles and their application to student learning. (Completed)
- The College has joined with Community Mental Health to provide suicide-prevention training for the faculty and staff due to the high suicide rate in the area.
- The College initiated the Faculty Mentoring Program, which pairs newly hired faculty with another faculty member for orientation purposes and to be their "mentor" as they begin learning the operation of GCC.
- The College is in the process of adopting a Faculty Handbook.

#### **4P1. Identifying Employee Qualifications and Characteristics**

In most cases, hiring at Gogebic Community College is a team process. Whether the position is faculty, staff, or administrative, a team of college representatives review candidates, team members consist of individuals who will work directly with the selected person, have expertise in the knowledge areas required for the position, and/or will supervise the individual. The team first meets to identify the requirements for the position by analyzing the necessary credentials, skills and values. The College posts the position internally and through various media including the *Chronicle of Higher Education*, local newspapers, the College Web site, etc. and obtains applications, transcripts, resumes, and references from all applicants. The team evaluates the required characteristics and the applicants' portfolios and then invites those who best meet the criteria to come to the college to meet with the team. The team interviews and evaluates each applicant. The interview process may require demonstration of competence. For example, the applicant may provide a short instructional session on a given topic. The team does not screen adjunct faculty. The dean of instruction and the division chair convene to perform the functions outlined above.

#### **4P2. Recruiting, Hiring, and Retaining Employees**

Gogebic Community College recruits employees by utilizing ads in newspapers, professional journals, and the Internet (4P1). Competitive compensation, continuing education opportunities, open communication with supervisors and cohesiveness among employees encourage retention of employees.

A Faculty Mentoring Program recently has been instituted. Orientation programs are available for new faculty, full time/part time and adjunct, as well as Board members. Four years ago, the College initiated an orientation program for new faculty. This program presents mini workshops on GCC as an organization, including programs the College offers, services it provides to the community and to students, and its processes and procedures. This workshop is available when there is more than one new faculty member to participate. Every two years, there is a condensed workshop to orient adjunct faculty. This may also be conducted on a one-on-one basis due to the time commitments of adjunct faculty. New Board of Trustees members may also attend an orientation session. Also, an updated Faculty Handbook currently is being written.

The College plans for changes in personnel through anticipated retirements and evaluation of positions. In evaluating positions, the College recognizes staffing has to be consistent with the needs of the institution and future planning. Staffing is an important consideration in the process of strategic planning. The GCC recruitment and selection process is outlined below.

#### **4P3. Contributing to Communication, Performance, and Ethical Practices**

The basis for the College's activities and processes is the Strategic Plan. Annual college goals are based on the Strategic Plan and reflect faculty and staff input. Based on these goals, the various areas of the College develop their goals. For example, the instructional area develops yearly goals that correspond with the College-wide yearly goals. The divisions then review the goals. Division chairpersons work with their respective divisions on division goals and execute them through policies and processes. To monitor goals at all levels, division chairs meet monthly, and monthly faculty and staff meetings focus on goal attainment.

There are other communication activities throughout the College. Gongwer News Service, an on-line source summarizing the state legislative activities, is distributed via e-mail to all members of the faculty, staff, and administration. This keeps everyone informed about state legislative activity.

The College encourages individuals to take an active role. The small staff enables all members to effectively share their views and feel a significant amount of empowerment. Staff have to take on multiple roles and function in the best interests of the students to meet the common goal of student learning.



The College believes the faculty and staff at GCC are professional. To promote ethical practices, there is self-policing. Also, divisions, departments, and sections are logistically close, and work is networked so that multiple groups have awareness of activities. While there is not an overreaching policy on ethical practices, the College has a number of policies that relate to ethical behavior. These include sexual harassment, nepotism, sexual abuse, conflict of interest, and lobbying and sponsorship, to name just a few.

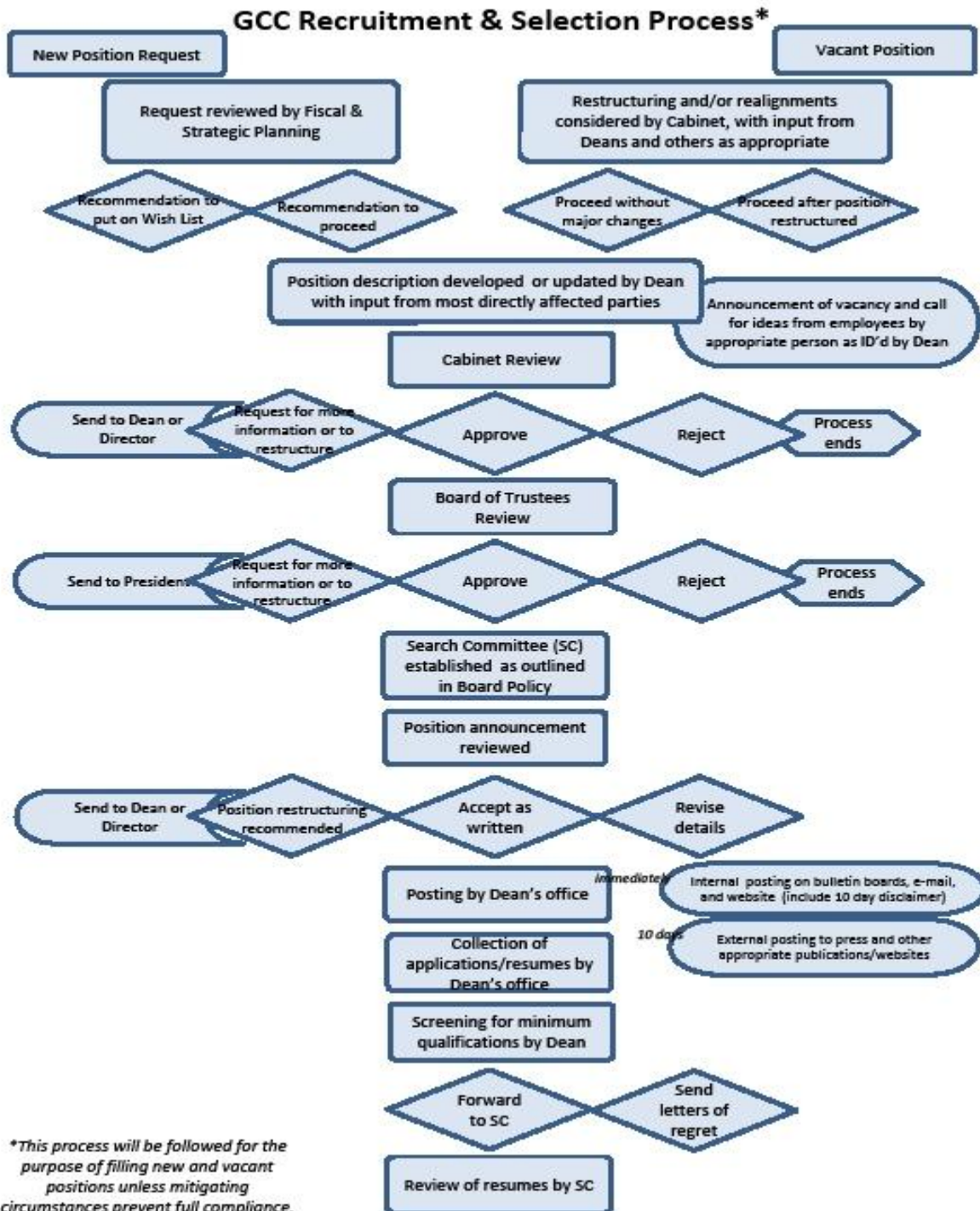
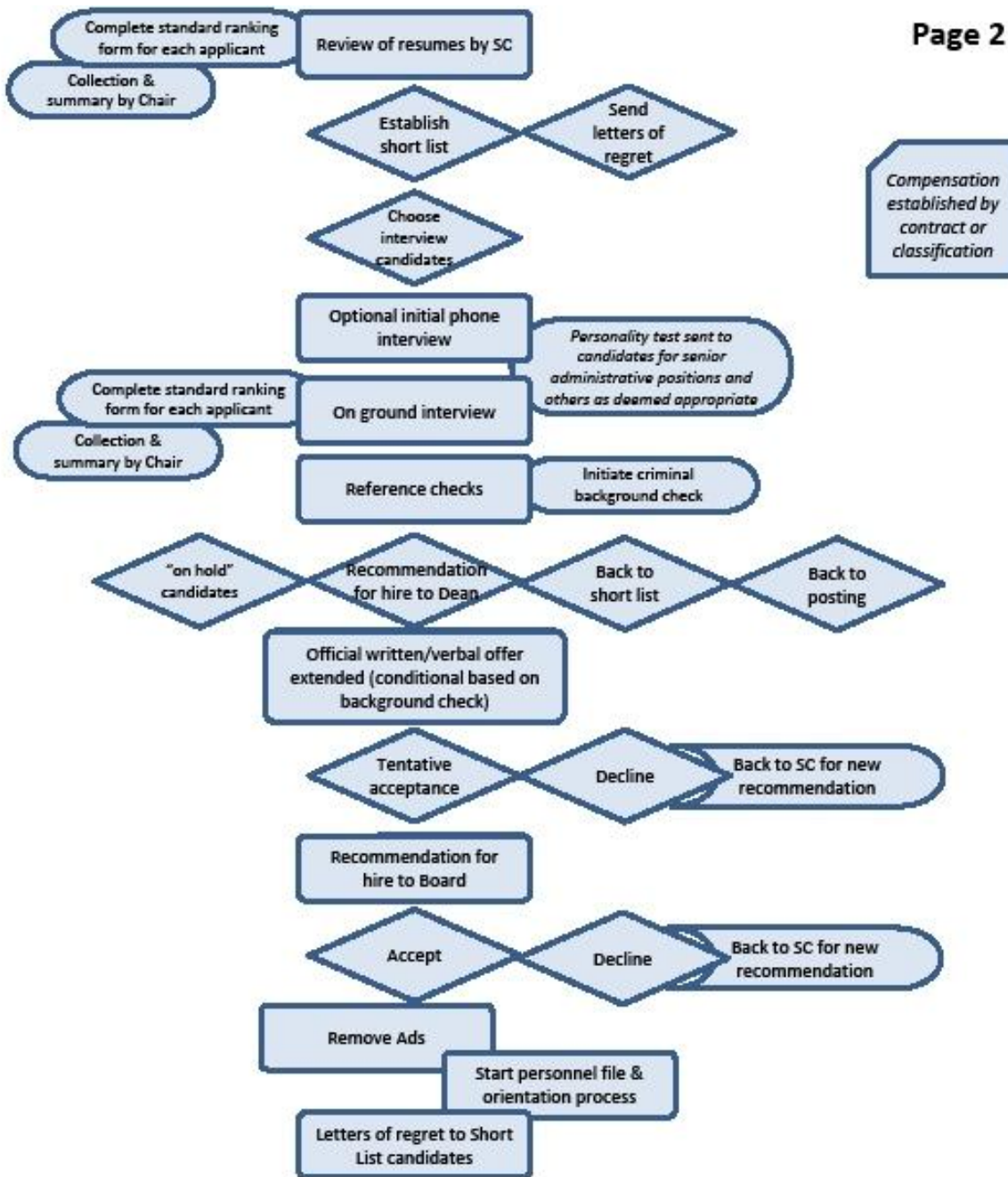


Figure 4.1a Recruitment & Selection



*\*Random searches will be anonymously audited by committee members, with input sought from the college community, in order to measure the effectiveness of and compliance with the process as diagramed within this document.*

Figure 4.1b Recruitment and Selection

#### 4P4. Training Staff

A number of processes identify the developmental training needs of all employees. The non-affiliated staff identify training needs in association with their annual performance review process. If the College plans new processes, it designs training to support effective implementation. There is a professional development component to the GCC budget. Faculty receive cost reimbursement and release time for outside training sessions. Based upon the situation, they may also receive compensation for additional training. The new faculty evaluation mechanism is designed to include a professional development component as shown in Figure 4.2 below.

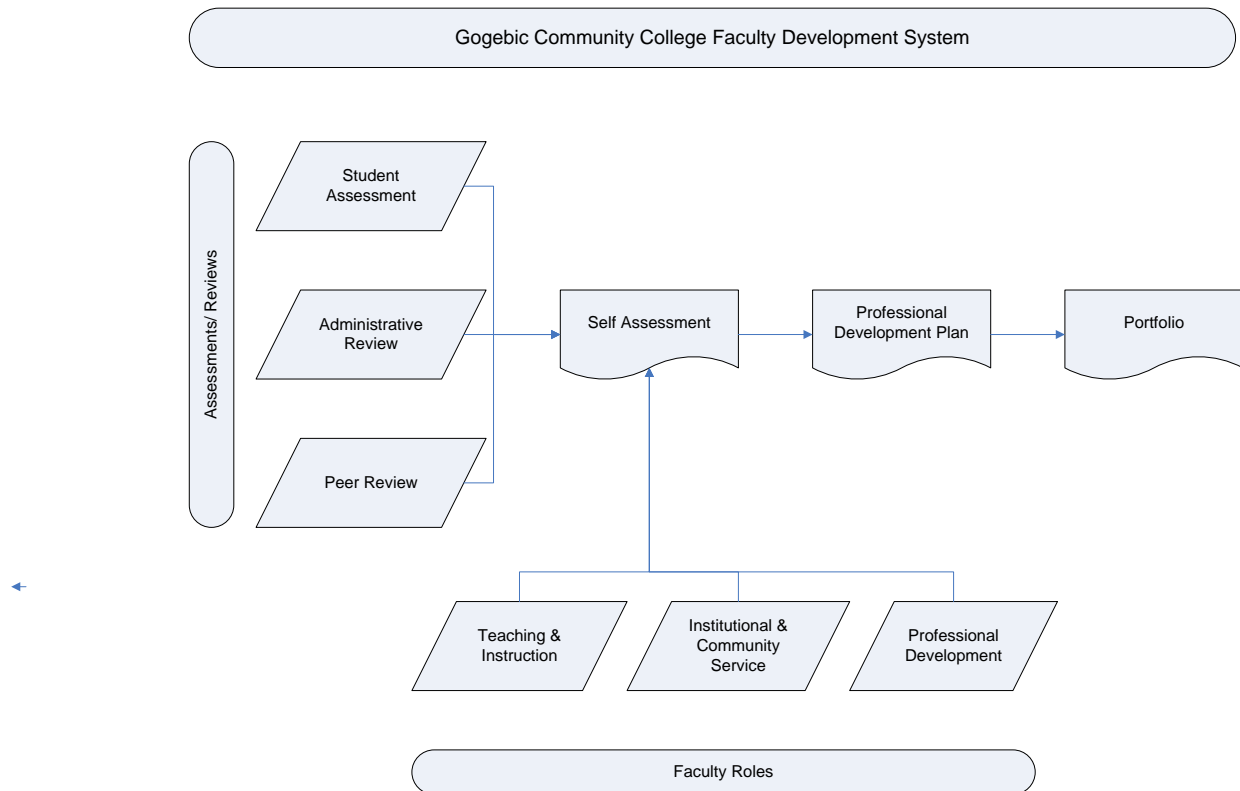


Figure 4.2 Faculty Development

#### 4P5. Determining Training Needs

Evaluating the Strategic Plan and identifying areas where training is necessary to implement the plan determine training needs. Divisions and instructors also identify training needs through their instructional planning and their identification of needs in the classroom. Staff across the college make educational recommendations. The professional development budget has never gone unspent.

#### 4P6. Designing and Using a Personnel Evaluation System

Gogebic Community College has an annual employee evaluation process that identifies employees' effectiveness in performing their job duties. These duties are consistent with the GCC mission and goals. The new faculty evaluation system will encompass a professional development component and focus on enhancing the knowledge, skills and performance of every faculty member.

#### 4P7. Designing Employee Recognition and Compensation

Employee recognition and compensation are tied to a number of different factors at Gogebic Community College. Faculty, support staff, and custodians are unionized. Compensation packages are based upon

negotiations with unions. The College takes the position that compensation needs to be sufficient to attract and retain good employees.

Benefits to employees through contract negotiations include such categories as medical insurance, dental insurance, eye care, life insurance, and disability. The benefits also include personal days, sick days and vacation days. All employees are eligible for family leave services.

An employee-recognition ceremony concludes each academic year to honor those who are retiring and those who have provided a number of years of service to GCC.

#### **4P8. Determining Key Motivational Issues**

Gogebic Community College believes that the best motivation is self-motivation. Employees are professional and thus self-motivated. The College polls employees to determine measures to help them improve their work and to determine their needs and concerns. The College shares the needs with other areas to identify consistency and to solicit input on alternatives to address those needs. The College conducted a Workplace Satisfaction Survey in the spring of 2006 and again in the fall of 2008. The results of the surveys are found at <http://www.gogebic.edu/AQIP - Systems Portfolio 2008>. The second survey was moved to the fall semester so that suggestions could be acted on during the current academic year. At other forums, the deans ask, formally or privately, for the presentation of issues. The latest survey can be found on the previous link by clicking on "Committees" and "Employee Satisfaction Survey."

#### **4P9. Evaluating Employee Satisfaction**

As indicated in 4P8, the College conducted an Employee Satisfaction Survey in the Spring of 2006. This was GCC's first attempt at this type of survey so not much could be drawn from the results. Concern was raised that the results were so positive that possibly the questions did not gather the information accurately. The questions will be reviewed prior to the next execution of the survey. The link to the results can be found off of the AQIP Web site under Systems Portfolio for 2006.

#### **4P10. Collecting and Analyzing Measures in Valuing People and 4R1 Identifying Results in Valuing People**

Questions focused on measuring valuing people were included in the Workplace Satisfaction Survey. In the current 2008/2009 survey, the overall survey was extremely positive. The following areas were in need of attention: 28% indicate insufficient time to do their work efficiently and effectively (Q6); 24.3% indicated they could not speak their mind without reprisal (Q12); and 18.9% felt there was not an effective avenue to provide input to the college regarding their specific jobs (Q13).

#### **4R1. Determining Results for Valuing People**

The results can be found on GCC's online AQIP section on Blackboard, System Portfolio. The portfolio has its current Workplace Satisfaction Survey results in detail followed by all AQIP committees.

#### **4R2. Determining Results in Processes Associated with Valuing People**

The College has an employee-recognition program that formally recognizes the dedication and effort of the personnel. GCC also has an increased awareness to communicate issues and actions across the organization and a concerted effort to gather information to increase recognition and to invest in skills of people in the organization.

#### **4R3. Determining Evidence of Goal Achievement**

In the face of diminished state appropriations and decreased financial resources, the College is still able to provide the same level of service to stakeholders. This ability is due to the efforts of faculty, staff and administration. The personnel understand that we have to make do with less. Program eliminations are minimal even when appropriations are decreased. Any reductions in staff are due to retirements and the reallocation of duties. The main point is that the College provides the same quality services with less

money and fewer people; however, creative efforts on the sum of all the parts have aided in not only holding total student population but also increasing both population and credit hours.

**4R4. Comparing Results with Other Institutions**

Comparative data are not available at this time.

**4I1. Improving Current Processes and Systems**

The main ways the College improves current processes for valuing people is mainly by asking people what we can do better. The College evaluates, shares, addresses, and respects these opinions.

The College encourages administrators, faculty and staff to get involved in institutional committees and participate in the college. In this way, they become active participants. A recent presidential, administrative and AQIP coordinator change has been a positive adjustment in a more cohesive and engaging involvement of GCC staff.

**4I2. Establishing Improvement Priorities**

The main source in identifying improvements in Gogebic Community College has to come in the form of feedback from faculty, staff and other stakeholders, including students. Currently, the main area the College is revising is the faculty-performance appraisal process. The previous process is outdated. The new system is rooted in professional development regarding teaching and learning. The College now has in place the Faculty Mentoring Program for all new faculty joining the GCC family, the implementation of our Faculty Handbook, in process, and unions collaborating annually under interest-based bargaining.

## **AQIP Category Five Leading and Communicating**

### **5C1. Describing Leadership and Communication Systems**

The leadership and communication systems at Gogebic Community College include:

#### **Board of Trustees:**

The elected Board of Trustees establishes policies that govern the college and has the overall responsibility for college governance. The Board is the legal authority for the college and its operations, acting as the broad agent of the state of Michigan and the citizens of the Gogebic Community College district. "The Board of Trustees shall consider itself the agent responsible for establishing, executing, and appraising the educational activities of the Gogebic Community College" (Board Manual, Series 203).

#### **President:**

Responsible to the Board, the president is the chief executive and administrative officer of the College, "executing directly or by delegation all executive and administrative duties necessary for the efficient operation of the college" (Board Manual, Series 310).

#### **Cabinet:**

"The president's administrative cabinet will serve as a general clearinghouse for overall educational issues facing the College and as a line advisory committee to the president." (Board Manual, Series 302)

#### **Executive Committee:**

If the college president's position becomes vacant, the Executive Committee, consisting of the college deans and a member from the Board of Trustees, officially has the responsibility of fulfilling the duties of the president, with decisions made by consensus. When the president's position is filled, the Executive Committee includes the president. During such times, the committee meetings are less formal, but serve as a way for the senior leaders of the institution to discuss what is happening in their respective areas and thus have an increases awareness of campus activities and issues.

#### **Curriculum Committee:**

Working with the dean of instruction, the Curriculum Committee is charged with the responsibility of obtaining faculty input into academic program oversight and development, program review, and instructional improvement, including recommendations to the Cabinet and the Board of Trustees.

#### **Division Chairs Committee:**

Representatives of each instructional division and the dean of instruction, the Division Chairs Committee are responsible for coordination of instructional services with the focus on accomplishing GCC annual goals within the overall expectations of the college's mission and the commitment to AQIP.

#### **Fiscal Priorities and Strategic Planning Committee:**

Composed of three MAHE members, two affiliated staff members, two non-affiliated staff members, the three college deans, the college president, and two GCC Board of Trustees members, this committee reviews all matters that have fiscal consequences for the College and advises the administration and Board of Trustees in the strategic planning and fiscal management of the College and in the process of setting fiscal priorities in each category. The committee serves as a link between planning and budgeting for the College.

#### **Institutional Effectiveness Committee:**

Consisting of a Board of Trustees member, the college president, a college dean, a community members and two staff members, the Institutional Effectiveness Committee began as an AQIP steering and review committee. However, as AQIP has become more integrated throughout campus, many individuals have taken on the responsibilities once performed by the Institutional Effectiveness Committee. Thus the

committee's purpose has diminished. Current discussions center on this group evolving into a community advisory committee, similar to a program advisory committee, but focused on advising the College on broader, community issues.

**Governance Committee:**

Members representing administration, non-affiliated employees, and each of the bargaining units (faculty, support staff, maintenance) are responsible for evaluating and improving upon the effectiveness of the shared governance structure adopted by the college community.

**AQIP Committees and Teams:**

Action project committees, with members representing various units and divisions across campus, work to set and fulfill the goals of the action projects. Led by the AQIP coordinator, a team of employees from across campus works to formally document the AQIP process in the System's Portfolio.

**Human Resources Committee:**

The Human Resources Committee was created to meet the specific goals of the human resources action project and is still working on fulfilling that purpose. However, it is intended that the committee will become a standing committee to oversee the human resource functions it is currently documenting. The committee also administers and analyzes the workplace satisfaction survey.

**Facilities, Safety, and Technology Committee:**

Led by the dean of Business Services, this committee identifies campus needs, researches options and, when possible, implements changes in the areas of campus facilities, safety, and technology. Such needs are often cost intensive. The committee provides direction for budget planning.

**Other Committees:**

Other standing committees are typically more narrowly focused on areas such as social events and employee recognition, marketing, financial aid appeals, off campus programs, and student personnel issues.

**Advisory/Program Review Committees:**

Composed of those involved in a current area of study, the committees represent faculty, clinical coordinators, community professionals, graduates, and current students whose purpose is the review of a specific academic program and the assurance of continuous improvement.

**Bargaining Units:**

The three campus bargaining units, Michigan Association of Higher Education (MAHE), Michigan Educational Support Personnel Association (MESPA), and American Federation of State, County, and Municipal Employees (AFSCME), represent their members during contract negotiations and grievance procedures. The units hold regular membership meetings to discuss campus issues. Each unit also has the opportunity to meet periodically with the college president to discuss matters of mutual concern.

**Michigan State Board of Nursing:**

The Michigan State Board of Nursing provides educational standards for accreditation of the GCC nursing program.

**American Health Association:**

The American Health Association provides educational competencies for medical coding and billing curriculum.

**Michigan and Wisconsin Boards of Licensing for Cosmetology:**

These boards provide educational competencies for cosmetology state licensing.

**Automotive Society of Engineers and the National Automotive Technicians Education Foundation:**

These organizations accredit the automotive program every five years and certify the graduates in the area of automotive repairs.

### **5C2. Ensuring Alignment of Practices**

The College utilizes two avenues to initiate practices. Both avenues focus on the mission, vision, and values of the College. Avenue A begins with the Board of Trustees, which sets board policy and board actions. Policies and actions move down the chain of command from the president and are implemented by the faculty and staff. Avenue B begins with committees, which recommend new policies/procedures or modifications to current policies/procedures. The recommendations are heard by the deans or the Cabinet, depending on the issue, and then, if supported, taken to the Board by the president so Avenue B merges into Avenue A. This two-tiered system helps to ensure alignment of practices at all institutional levels.

Programs that require students to sit for Board Exams at the completion of the program align their educational competencies with those set forth by their licensing boards (see 5C1).

To document, and thus more carefully ensure alignment of practices, efforts are being made to flow chart processes. The college community chose to begin this process with human resources functions (recruitment, selection, orientation, training and development, performance appraisal, compensation, benefits, health and safety, collective bargaining, employee relations, discipline, termination, succession planning, position analysis, position description, job analysis, task analysis, and rationalization), and is thus a current Action Project. The HR Action Project, which began in Fall 2007, has the stated goal “to develop consistent processes across campus to address human resource functions. Where possible, functions will be assigned to specific departments...(or) consistent practices will be developed.” Specific progress on this project is documented in the Annual Update for Fall 2008.

A current major project directly related to ensuring alignment of practices for faculty members is updating the Faculty Handbook. The Faculty Handbook is currently undergoing extensive updates and is being moved to a Web-based format. All procedures, processes, and documents related to faculty will be available on the Faculty Handbook Web site.

### **5C3. Identifying Institutional Values and Expectations**

In conjunction with the development of a vision for the College, the stakeholders developed and the Board of Trustees approved a listing of college values (0.1). Purposes 4 and 9 describe the College's social responsibility and community service. Enumeration of the College's efforts in community service and economic development in Criterion 2 further demonstrates these values. As stated in Criterion 4, the College has a number of policies regarding the ethical standards of Gogebic Community College. The College's policies on employment, admissions, and other benefits demonstrate equity. These policies are nondiscriminatory and afford opportunities to people of all race, sex, color, and creed. To allow for anonymous incident reporting regarding ethical standards, the College contracts with Ethical Advocate, a company providing a secure, Web-based system for reporting.

### **5P1. Determining College Direction**

The college president provides the Fiscal Priorities and Strategic Planning Committee (5C1) with a list of proposed institutional goals to consider in developing a Strategic Plan and employees are asked to vote on the prioritization of the goals via affinity mapping. The FP&SP Committee works with an external consultant to develop a draft Strategic Plan. The use of an external consultant provides an outside perspective on the environmental scan, as well as a more effective challenge to the beliefs of the committee members so that the Strategic Plan will be relevant, sound, and forward-thinking. The results of the Plan are then reviewed by staff, as well as the College Foundation (a community-based group). The Plan then goes to the Board of Trustees for approval. Upon approval, the President works with the Business Officer so the Plan is reflected in the Annual Budget.



### **5P2. Seeking Opportunities and Building a Learning Environment**

To assure that the College is aware of opportunities for educational advancement and funding, senior administrative leaders are active in state associations, such as the Michigan Community College Association and national/regional associations, including American Association of Community Colleges and the Higher Learning Commission. Leaders keep abreast of happenings in state government related to education, as well as legislation and trends that could impact the college's service area and thus impact /provide opportunities for the College. By using environmental scanning, the College identifies needs that lead to proposals and impact analyses, eventually leading to effective plans and measurable outcomes.

A major part of building and sustaining a learning environment for students is to encourage individuals to be life-long learners themselves. Deans and many staff members attend multiple educational activities throughout the academic year, such as the Michigan Technical/Occupational training program, TRENDS; the Liberal Arts Network for Development conference, LAND; and the Higher Learning Commission annual meeting. The College subscribes to the Gongwer News Service so all members of the campus community can keep educated on state happenings. Faculty and staff members are reimbursed for attending workshops and conferences related their specific content areas, as wells as those related to education topics in general. Before the start of each semester, faculty and staff engage in Professional Development Week activities, such as new technology/software training and seminars about current topics in education.

One of the ways senior administration fosters a learning environment is to let the educators in the college play a central role in making decisions related to student learning. For example, giving the Curriculum Committee (5C1) the authority to decide instructional matters fosters a stronger sense of purpose among the committee members. This creates an environment for honest debate that serves to continually improve the learning environment at GCC. The Student Learning Action Project is another example.

### **5P3. Making Decisions**

Decisions are made in the framework of a shared governance approach whenever possible. Standing committees, AQIP teams, and ad hoc committees work on various projects. These groups communicate with the campus community at large, mostly informally, but more formal means of communication are in the process of being implemented (see 5P5). The recommendations of the committees go to the deans or the Cabinet, depending upon the issue. At this level, the recommendation is either (a) altered (with reasons identified) and returned to the generating committee, (b) accepted and taken to the Board (if required), or (c) accepted and the affected personnel are informed so the decision can be implemented/a committee is created to oversee the implementation of the decision.

### **5P4. Using Information in Decision Making**

Many specific examples of how information is used in decision making are available in a document on data analysis and dissemination at Gogebic Community College. This document can be accessed through the URL <http://www.gogebic.edu/AQIP> -- Systems Portfolio 2006.

Implementation of the annual Workplace Satisfaction Survey (piloted in 2006, revised for 2007/08 and 08/09) has provided a new avenue for gathering data to use in making informed decisions concerning a variety of issues, especially effectiveness of leadership, effectiveness of communication, and valuing employees. See 5R1 and 5I2 for key results from the surveys that are being used in making decisions on these topics.

### **5P5. Communicating among Institutional Levels**

The College's small size and the logistics of buildings on campus provide an open environment for informal communication. Employees among and between all levels address each other by first name. Administrators, faculty, and staff typically have their office doors open to foster two-way communication with their colleagues and students.

Formal lines of communication are used to convey college goals, policies, procedures, and events, as well as federal, state, and regional information affecting the College. This includes e-mailing staff the Board of Trustee meeting agendas and minutes, Cabinet meeting summaries, and general communications from deans and president as needed. Additionally, the president forwards the monthly Institutional Overview to employees prior to finalizing it for the Board meeting. This gives the college community an opportunity to provide input while being made aware of the formal communications between the president and the Board. Television monitors have been distributed at key places around campus to communicate happenings on the college campus to staff and students. The president and deans' offices also forward relevant journal and magazine articles regarding educational issues to faculty and staff. The College subscribes to the Gongwer News Service so all members of the campus community can remain updated on state happenings.

Interest-based bargaining is still used with great success between GCC and all unions on campus. This approach improves understanding, communication, and cooperation during negotiations.

Information is further communicated both downward and upward during the Cabinet meetings, all-staff meetings, Division Chair Committee meetings, Student Services meetings, faculty meetings, and departmental/division meetings. All-staff meetings were moved from after a Board meeting to before the month's Board meeting in order to encourage employees to provide input to the president on matters that will be discussed at the Board meeting. Results from the 2008/09 Workplace Satisfaction Survey indicate that the current means and the preferred means of receiving information are one in the same – e-mail and personal contact with one's supervisor, with meetings being less preferred but still appreciated by many.

A more formal system for communicating what campus committees are doing is being pursued in conjunction with the implementation of a new shared governance structure shown below (figure 5.1). Currently, committees intermittently report their progress and ask for input at all-staff meetings. Efforts are being made to have all committees report out and request input at each all-staff meeting. To further facilitate awareness and increased input/discussion concerning decisions being made on campus, the college is moving towards posting meeting summaries (for all-staff meetings and committee meetings) on Blackboard, which will be accessible by all GCC employees.

#### **5P6. Communicating Shared Mission, Vision, Values, and Expectations**

The conveyance of a shared mission, vision, values and expectations comes from the Board of Trustees and is communicated through the president to the members of the GCC community. This is done by regularly sharing minutes of Board of Trustee meetings, Cabinet meetings, and the president's Institutional Overview to the Board with all employees. Because all committees include at least one member of administration, committee meetings also provide an opportunity for the College's senior supervisors to foster discussion that helps ensure a shared focus on the college mission, vision, and values while setting high performance expectations.

#### **5P7. Encouraging Leadership Abilities**

Leadership opportunities are available to all faculty and staff members by participation in college committees, program reviews, program development, and student activity development and planning. Senior administrators encourage participation by everyone who wants to be involved. Employees choosing to participate may opt to further develop their leadership abilities by acting as a committee chair or team leader. The faculty evaluation process requires individual faculty members to create professional development plans (evaluation processes for staff have not been finalized, but a formal professional development piece is being considered). In addition, faculty is encouraged to rotate the division chairperson position among members of the division.

The Workplace Satisfaction Survey results identified this as a potential area for improvement, as 19% of respondents in the 08/09 indicated "no one at work encourages the enhancement of their knowledge and skills," even though 92% believe they do have the opportunity to do so. College administrators have

acknowledged the need to do a better job at encouraging individuals to strengthen their leadership skills, as well as strengthening advancement opportunities internally. Part of doing so involves making employees more aware of the opportunities available to attend local and regional leadership conferences.

Leadership best practices, knowledge, and skills are communicated through the sharing of articles and books forwarded to employees by the president and/or deans' offices, as well as sharing among colleagues directly. Occasionally professional speakers on this topic are brought to campus. Additionally, senior administrators and the Board of Trustees strive to formally recognize employees that display leadership best practices and skills in the course of performing their job duties.

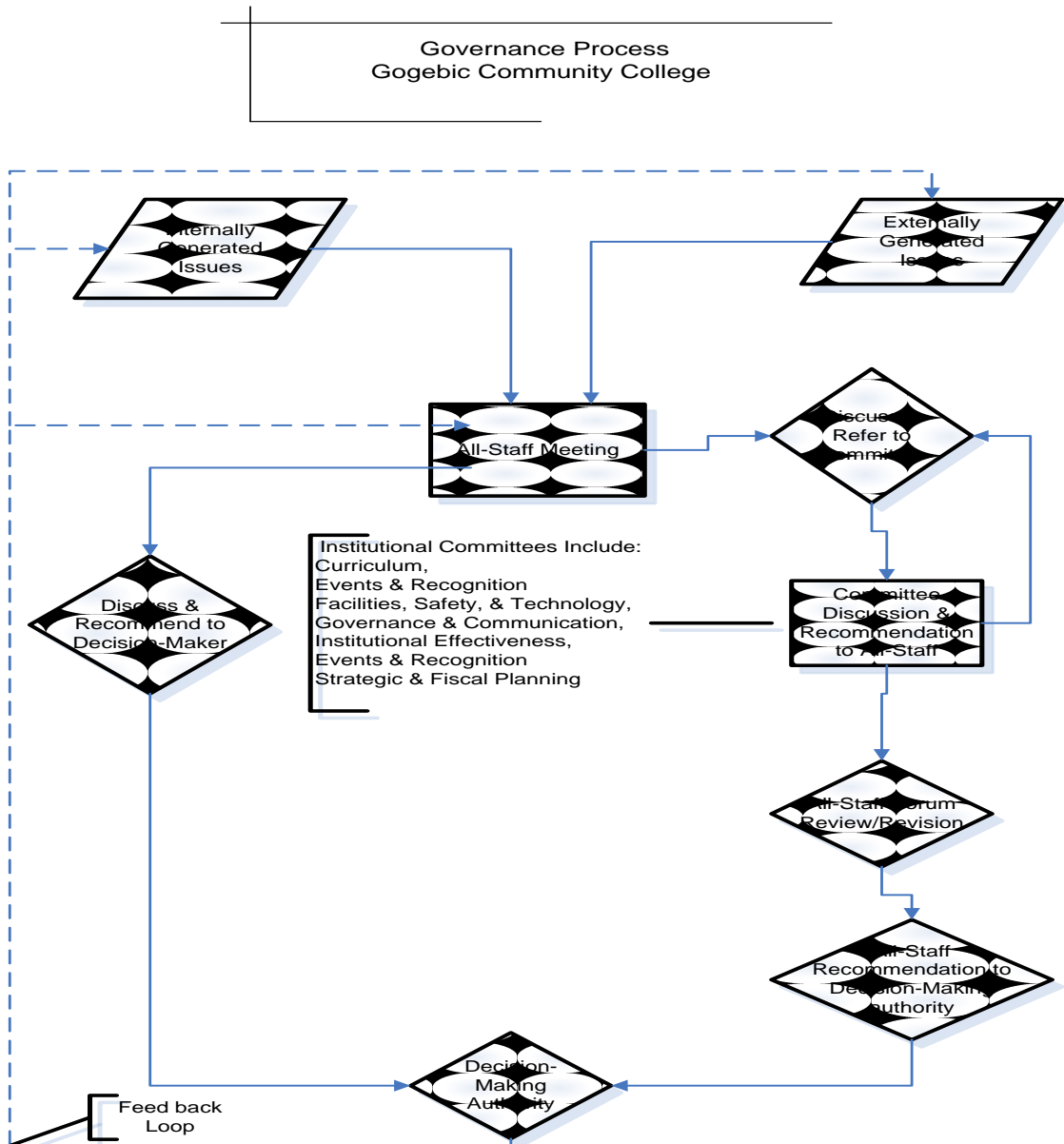


Figure 5.1

**5P8. Ensuring Leadership Succession**

If the president is not able to carry out the duties of the position, the Executive Committee (5C1) will carry out the duties of the president's office. The Board of Trustees temporarily appoints a dean to act as interim president for legal purposes, but the Executive Committee shall govern by consensus. If a permanent replacement is necessary, the College will employ the services of a professional presidential search agency. The requirements for the position of president will be based upon the vision, mission and values of the college, thus ensuring they are passed on.

The College recognizes that succession planning at all leadership levels is important for ensuring a smooth transition, as well as effective use of resources. Thus, succession planning has been slated as a potential action project once a current action project is retired.

#### **5P9. Measuring Leadership and Communications**

The Board of Trustees has an annual cycle of assessment and evaluation beginning with a self-evaluation. The self-evaluation is followed by an evaluation of the president. Both evaluations are followed by strategic planning and goal setting for the following cycle. Supervisors evaluate senior administration and staff annually with emphasis on their ability to lead and communicate. Faculty members annually evaluate the dean of instruction, with emphasis on the dean's ability to lead and communicate effectively. However, this has not been done for the past two years due to vacancies in senior administration and realignment of duties during that time. It is the intention of the president to resume evaluations for the dean of instruction.

A Workplace Satisfaction Survey was piloted in 2006/07. Based on the results, it was rewritten by the Human Resources Committee for 07/08. The same survey was again administered in 08/09. All employees were invited to complete the survey. The Human Resources Committee and the Executive Committee analyzed the results. The raw data and a summary of the results were forwarded to all staff and are available on Blackboard.

#### **5R1. Identifying Results for Communicating Processes and Systems**

Results from the Workplace Satisfaction Survey regarding the performance of the Executive Committee (EC) are as follows:

- **Q32:** 74.3% of respondents agreed that the EC has a clear vision of the future of the College, which is down slightly from the 07/08 survey of 80%.
- **Q33:** 81.9% of respondents indicated the EC is providing effective leadership, down from 95.5% in the 07/08 survey.
- **Q33:** 70.5% indicated the EC is doing a good to excellent job of knowing what is on employees' minds, down from 80% in the previous year's survey.
- **Q35:** 82% indicated the EC is doing a good to excellent job of stating collegiate objectives clearly (vs. 80% previously), and 78% agreed the EC is establishing worthwhile priorities (82% previously).
- **Q36:** 72% indicated the EC has done a good to excellent job in establishing appropriate college benchmarks (vs. 75% previously).
- **Q34:** 77% of respondents agreed they see evidence of leadership from the EC, compared to 93% the previous year, while 79% agreed they see evidence of leadership from their immediate supervisor, compared to 87% the previous year.

It is noteworthy that positive responses to the general questions about the EC (Q32, Q33a, Q34) have decreases of 10% or more from the 07/08 survey. The only specific question that saw a 10% decrease was about knowing what is on employees' minds (Q33b). This gives a little insight into why employees may have felt less positive about the performance of the EC compared to the previous year, but the percentages seem to indicate this is not the only/main reason. Alternative questions focused on different aspects. An opportunity for open-ended responses seems warranted.

Results from some other questions regarding leading and communicating are as follows:

- **Q1, Q2, Q9:** 85-97% of respondents feel they are informed about their jobs and the college (similar to 07/08 survey).
- **Q3, Q4:** Generally, employees indicated that the current means of receiving information are also their preferred means of receiving information, with personal contact with supervisor and one-on-one discussions being about even with e-mail, and meetings being seen as somewhat less effective and preferred by fewer than half of respondents, but still preferred by many
- **Q22, Q23:** 100% of respondents said they have a good working relationship with their peers and supervisors, which is about the same or better than the 07/08 survey (95.6% and 88.7% respectively).
- **Q21, Q26, Q27:** 90-100% of respondents feel valued, that their job is important to the attainment of the college mission and purposes and are satisfied with GCC as a place to work (similar to, or slightly up from 07/08 survey, a large increase from 06/07).

### **5R2. Comparing Results with Other Institutions**

Interacting with leaders of other community colleges provides GCC leaders the opportunity to gather anecdotal information regarding systems and processes at work in similar institutions. Such interactions provide a means for the leadership to compare progress and results regarding leading and communicating at GCC with that of other institutions. Although an informal benchmarking method, it also has the valuable benefit of learning about best practices so they may be implemented as appropriate for GCC.

A formal benchmarking relationship with the local hospital was sought for the Workplace Satisfaction Survey, but the hospital chose not to pursue such. Other formal measures are still being explored by the Human Resources Committee.

### **5I1. Improving Processes in Leading and Communicating**

The Workplace Satisfaction Survey is proving to be a valuable tool in obtaining feedback from faculty, staff, and administrators on the processes and systems for leading and communicating. In order to implement potential improvements based on the survey results in a timely manner, the survey was conducted during the fall semester this past year, as opposed to the spring in the previous two years. Areas of concern (negative responses of 19% or more) were identified, and ways to address these areas are under consideration.

The use of a “voting by sticky dots” system has also been used by the administration to obtain input from employees. The two areas in which this has been done thus far related to prioritizing new personnel needs and prioritizing proposed institutional goals. The results were forwarded to the Board of Trustees as well as employees.

Systems for committees to obtain feedback are being pursued in conjunction with the implementation of a new shared governance structure. Efforts are being made to have all committees report out and request input at each all-staff meeting. Some sort of electronic system is also being pursued as another avenue for communicating what is occurring in each committee, as well as for obtaining feedback from the college community on the committee’s activities.

Advisory committees (5C1) provide feedback to program leaders on a variety of issues related to specific educational programs, including the leadership and communication processes affecting those programs.

Feedback from the GCC service community is requested via the GCC AQIP Web site. Current and past Systems Portfolio, systems appraisal, and action project descriptions are available on the Web site for the community to review. A link to an electronic feedback form is provided on the Web site.

Two to three times a month, the GCC president travels to different morning gathering places around the community to solicit informal feedback from community members. He has found this to be a valuable source of information, but would also like to see a more formal community advisory committee

established that would function similarly to a program advisory committee, but focus on the broader community issues that are important to the success of the College.

To allow for anonymous incident reporting regarding ethical standards, the College contracts with Ethical Advocate, a company providing a secure, Web-based system for reporting.

## 5I2. Setting Targets for Improvement

From the results of the Workplace Satisfaction Survey, the following areas of concern (> 19% negative responses) related to leading and communicating are slated to be addressed:

- **Q6:** 28.2% of respondents indicated they do not have the time needed to do their work efficiently and effectively (08/09); this is basically the same as the 07/08 survey at 30.4% but better than the 06/07 survey at 41%)
  - Unfortunately, the wording of Q8 (What would allow you to do your job more effectively?) failed to indicate in terms of time (back to Q6) *and* professional support (back to Q7), thus most people answered this with reference to Q7 only (even though only 10.5% felt they lacked enough professional support). However, there were a few responses addressing the time issue in the 08/09 survey, and even more in the 07/08 survey. Some common themes between the two years are: release time for updating courses and exploring/creating new classes or programs, more training on use of technology, on-call support for Blackboard (for faculty and students), more staff, and less tasks/duties.
- **Q12:** 24.3% of respondents indicated they could not speak their minds without fear of reprisal; this is slightly up from the 07/08 survey (21.2%), but still much better than the 06/07 survey (53%).
  - The results here need to be explored further. At what level do people feel they cannot speak their minds at meetings, in committees, in the hallway? This is especially perplexing considering the that 100% of respondents said they have a good working relationship with their peers (Q22) and supervisors (Q23), which is about the same or better than the 07/08 survey (95.6% and 88.7% respectively).
- **Q13:** 18.9% of respondents indicated they do not have an effective avenue to provide input to the college, but in Q14, only 13.9% felt they do not have an effective avenue to provide input regarding their jobs, which is similar to the 07/08 result of 20.0% and 13.3% respectively.
  - It is interesting to compare the results of Q13 and Q14 to Q20 (At work, my opinions seem to be considered) in which only 10.8% disagreed in 08/09 and 11.1% disagreed in 07/08 (30% disagreed in 06/07).
  - Full implementation of the governance and communication systems will hopefully improve this result

Other current improvement priorities for leading and communicating include:

- **More involvement of students.** Students sit on program advisory committees, but it also the intention of the Curriculum Committee to actively involve students on that committee and the intention of the Governance Committee to actively involve students in the governance process.
- **Formal evaluation of the governance process.** Once shared governance procedures have been more fully implemented, especially with regards to the use of all-staff meeting, a formal evaluation will be conducted by the Governance Committee to solicit feedback for improvement of the system.
- **Electronic availability of the Faculty Handbook.** The faculty manual is currently undergoing extensive updates and is being moved to a Web-based format. All procedures and processes related to faculty – including links to all documents/flow charts that explain the governance system and leadership opportunities and systems, as well as the formal avenues for communicating – will be available on the Faculty Handbook Web site.

Communication of results and improvement priorities currently occurs primarily via e-mail and meetings. For example, the results of the Workplace Satisfaction Survey and the “voting by sticky dots” polls are

forwarded to the Board of Trustees and all employees. The College is moving towards having more of this information available on the College intranet and/or Blackboard.

As the Workplace Satisfaction Survey matures, a baseline will be established and the leadership will learn how to better measure a variety of aspects of the campus community, thus affording them the knowledge and experience needed to set educated, reasonable targets for improvement throughout the College.

## **AQIP Category Six Supporting Institutional Operations**

### **6C1. Identifying Key Student and Administrative Support Services**

**Student support services at Gogebic Community College include:**

#### **Admissions:**

This service assists students through the admissions process, facilitating access to learning. Beginning with the provision of information to prospective students, the process provides guidance on matching programs of study to individual needs. The Admissions Department assesses students' basic academic skills and assigns advisors. The Admissions Department coordinates initial student orientation activities.

#### **Financial Aid:**

A majority of the students who attend Gogebic Community College apply for and receive financial aid. The department works with students to assure that they are knowledgeable about financial-aid options and receive the benefits for which they are eligible within the structures of the federal, state, and local financial-aid systems. The Financial Aid Department provides community seminars at regional high schools for the general community.

#### **Bookstore:**

The bookstore is part of a vital link for the students. Books provide a traditional basis for learning. The bookstore also makes other related school supplies available to students, faculty, and staff to support the learning and service delivery processes. It is also electronically linked to student accounts and facilitates seamless access to student funds for book purchases. The bookstore has added online services for book orders to serve students who are off campus, taking online courses, or have registered but are not yet located in the area.

#### **Registration:**

Student Services staff members offer a comprehensive registration system, providing multiple options for student access to course enrollment. Mailings of full schedules and registration opportunities reach 52,000 homes across the service region each semester. Students are able to register via mail, fax, telephone, Internet, and walk-in options. The majority (80%) of students utilize the Web registration module.

#### **Advising:**

The advising process assists students in setting goals, planning for successful realization of those goals, and scheduling. Each student is linked to a primary advisor, generally a faculty member. Students with special needs or high risk factors may have Student Services professionals as their primary advisors. The TRIO, Perkins, and At-Risk grant staff all serve as advisors, as do the transfer coordinator and dean of Student Services. The transfer coordinator also serves as the primary advisor for all off-campus degree-seeking students.

#### **Learning Resources and Instructional Technology Center:**

The center is one of the focal points of the College. It serves both the students at GCC and the community. The holdings of the LR & ITC include books, newspapers, videos/DVDs, periodicals, and Internet access. It provides interlibrary loan to the Upper Peninsula collegiate libraries and participates in Michigan E-Library, affording access to materials across the State of Michigan. The LR & ITC also provides technical equipment in classrooms, expanding information-delivery options for instructors and students.



**Tutoring:**

The ACES (Academic Choices, Enrichment, and Success) Center provides free tutoring services for all students. Students eligible for participation in the TRIO Student Support Services Project can also meet with professional tutors.

**Learning Support Services:**

The ACES Center offers a coordinating base for many of the other student supports. Networked computer stations, study tables for group work, and private testing rooms are available. The center provides opportunities for makeup testing, as well as specialized testing for students in need of accommodations. The center coordinates early intervention services by sending a survey to all faculty members during the fifth week of class to identify at-risk students. The center coordinates the subsequent referrals and interventions. Tutoring services, At-Risk grant services, the Perkins grant, TRIO Student Support Services, and the Career Center are all part of this grouping. Services for students with disabilities, the Phi Theta Kappa Honor Society, and ADAPT (Alcohol and other Drug Abuse Prevention Team) also meet in this environment, providing a diverse and energized mix of activity.

**Career Services:**

A full range of career services is available for occupational students and TRIO participants. Included in the services are opportunities for exploration of interests and aptitudes, identification of personality profiles, career search, resume design, mock interviews, and preparation of educational development plans.

**Disability Services:**

A part-time staff member coordinates disability services on campus. At orientation, students have an opportunity to self-identify potential need for special accommodation. The Gogebic Community College Catalog, Student Handbook, and course syllabi provide information on disability services.

**Student Computing:**

All students have campus network access, which includes wireless Internet and e-mail service. Networked machines are available in all buildings on campus.

**Student Records:**

Students are able to view their personal academic records, including current schedule, registration activity, and degree audits through confidential Internet access. Students can obtain official copies of academic transcripts from the dean of students' office. This office also maintains an automated degree-audit system available on-line and, on request, meets individually with students for degree-auditing services. As part of orientation activities, this office informs students of options to access their records, of the importance of maintaining and protecting their permanent records, and about monitoring their progress toward degree completion.

**Student Activities:**

The College enjoys the presence of two consistently strong organizations: the Student Senate and Phi Theta Kappa. ADAPT, Intersity Christian Fellowship, and a student newspaper are also active and vary from year to year in viability. The Lindquist Student Center came to the campus in 1993, introducing a wonderful array of opportunities for student activity. The student lounge, cafeteria, weight room, gym, and indoor walking track are the most popular areas of the facility. The center offers an intramural sports program. GCC students utilize the pool with less frequency. The Mt. Zion Recreational Complex, while providing an important instructional area, also adds an exciting recreational opportunity, with free lift tickets for students. Also of note is the integration of Student Senate members into the GCC committee structure and the GCC Foundation Board of Directors. During the current academic year, the College has expanded student life opportunities by introducing a 25% FTE Student Life coordinator to campus.

**Athletics:**

The College currently supports women's and men's intercollegiate basketball, women's volleyball, women's and men's Nordic skiing, and women's and men's cross country programs. Teams compete in NJCAA Division II and are comprised of a mix of regional and non-regional students, increasing diversity of the student population.

**Snack Bar:**

The snack bar affords students nutritious food at a reasonable cost in a friendly atmosphere. Multiple choices for breakfast, lunch, and the anytime snack are available to the student body. Daily luncheon specials are also available.

**Student Housing:**

A new two-story residence hall with 24 apartment-like suites opened for occupancy in the Fall of 2006. Each suite houses four students who have semi-primate bedroom areas and share a fully equipped kitchen and bathroom.

**Administrative support services at Gogebic Community College include:**

**Maintenance/Custodial Services:**

The services include maintenance and control of college vehicles, maintenance and painting of buildings, disposal of contaminated waste, and removal of snow. The Maintenance Department monitors campus safety through review and evaluation of incident reports. Maintenance is also responsible for facilities planning, including a five-year plan.

**Accounting/Business Department:**

This department encompasses many functions, including payroll, accounts receivable, payables, purchasing, cashiering, human resources risk management and post office.

**Administrative Computing:**

Administrative Computing supports the main computer services of the College and is a repository for GCC student records, employee records, payroll information, and college statistics. Upon request, Administrative Computing will process requests from the various facets of the College for statistical information.

**Gogebic Community College Foundation:**

The Gogebic Community College Foundation is an independent unit affiliated with the College. The Foundation works with GCC alumni, providing input to the College on alumni opinions and concerns. It also keeps the alumni informed of various college activities. The Foundation receives contributions for GCC student scholarships and capital fund-raising projects.

**6C2. Reinforcing Processes and Systems in Criterion 1**

Student Support Services at Gogebic Community College provides services and experiences that promote and contribute to the total development of students and their success in reaching their educational or vocational goals. Student Support Services (6C1) offers vital functions that assist students with entering the academic process, succeeding in attaining academic goals, and making the transitions to sequential goals. A discussion of the significance of each of these is in 6C1 above.

The Learning Resources and Instructional Technology Center provides vital access to research materials to both the students of GCC and the community. LR & ITC provision of technical equipment in the classroom enhances access to the materials.

Tutoring services provide important support to students in assisting them in their coursework and helping them to attain their educational goals.

The snack bar provides nutritious food to the students of GCC and to the community at large.

The maintenance and the business offices provide support to the students and the GCC staff. Maintenance provides a positive, safe, clean environment for the students to learn in and the faculty and staff to work in, including well-maintained grounds, parking lots, and sidewalks. In an environment where over 200 inches of snow falls each year, safe and well-maintained grounds are very important. Another function is providing staff with clean, well-maintained college vehicles. The Accounting and Business Office provides the College with the fiscal monitoring and management that any successful organization needs. This department also functions to provide students with loan and overage checks in association with financial aid.

#### **6P1. Identifying of Support Service Needs**

As part of the admissions process, admissions personnel collect and evaluate initial characteristics of the GCC students: age, gender, economic status, prior academic history, academic goals, interest in financial aid, veteran status, high school counselor recommendations, and similar information. All regular degree-seeking applicants and dual-enrollment high school applicants participate in assessment of current English and math skills. Personnel evaluate this information and make decisions concerning admission status and advisor assignments. (See 6C1e for additional information on advisor assignments.) These decisions are based on risk factors emerging during the intake process.

New degree-seeking students participate in Entering Student Orientation. During this activity, students complete Entering-Student Surveys to self-identify their own support-service needs. This information goes to appropriate staff members for evaluation of need and provision of services.

Additionally, faculty identify those students presenting indicators of difficulty through a survey process during the fifth week of each semester. Personnel collate the indicators to determine referral needs. Letters invite students to meet with appropriate Student Services professionals. Interventions can take many forms, including career counseling, financial-aid support, tutoring support, study-skills development, resources support (such as laptops), discussion of barriers to success, referral to community services, etc.

In addition to determining student-support-service needs on an individual level, personnel examine the data in a variety of ways on an aggregate level. Semester enrollment reports identify characteristics of the student population, with longitudinal examination of the student population (15-year analysis). Personnel collect and observe class sizes of all grades in regional K-12 schools for enrollment trends. College and (when time permits) high school examination (in aggregate) of assessment scores of entering students identifies remedial needs of incoming student populations. The College prepares multiple reports for federal and state funding sources and other entities which monitor student needs and student achievement. The College compares some of these to state and national norms, resulting in additional information about academic, financial, and other support needs among various groups within the student population.

#### **6P2. Identifying Administrative Support Service Needs**

Administrative Support Services utilizes multiple methods to identify stakeholder needs. The Maintenance Department receives written requests from faculty and staff regarding areas in need of their attention. Accident reports or written complaints regarding facilities go to the dean of business for evaluation and trend analysis.

The Human Resources Committee is working to enhance the Human Resources Web page to provide access to information that is pertinent to employees.

Business and Accounting Services encourages employees to identify needs. The department keeps apprised of the new offerings from financial institutions; when relevant to college payroll activities, they make the staff and faculty aware of new offerings.

As employee contracts change, the Business Office implements the pertinent financial aspects. The Business Office also monitors the state pension system for changes in policy regarding the purchasing of retirement years and forwards changes to employees for consideration.

The College monitors administrative computer systems for upgrades and enhancements to make information processing more efficient and, as the budget permits, introduces upgrades.

### **6P3. Managing Support Services Processes to Meet Stakeholder Needs**

The Student Services Department meets regularly to share information and plan for short- and long-term objectives. The department reviews past activities, generates ideas for improvements, and determines lines of responsibility for implementation. Maintaining open lines of communication across the department encourages information sharing and cross training. This, in turn, helps to assure that student and other stakeholder needs are met. A small staff requires each person to assume leadership in meeting the needs of students within his/her specialty while addressing the broad range of student-support needs. Student Services staff members participate actively across campus and the regional in many student, campus, and community organizations, actively serving in leadership positions, the committee structures and service activities, creating a multi-directional flow of information. This active participation across all levels of campus including the use of the Student Senate to identify needs and offer student based recommendations engenders a rich field of knowledge about student and institutional needs for discussion and problem solving.

The department establishes sets of individual goals with Student Services nonaffiliated staff as part of the annual evaluation process. They review goals for the prior year and establish goals for the new year. Goal development is based on a combination of individual employee development needs, departmental goals, and annual institutional goals. All are tied to the broader college mission. Additional forms of process documentation are in 6P5.

The business area meets with business, maintenance, and computer personnel regularly for brainstorming and information sharing. Open lines of communication assure the meeting of stakeholder needs. A small staff necessitates innovation and the empowerment of employees.

At the Cabinet meetings, the dean of Business Services discusses the needs of the other areas of the College with the Cabinet. Later, the dean, Cabinet, and staff discuss the needs and develop plans of implementation.

### **6P4. Improving Services**

Student Support Services: These areas regularly use information and results to improve services. Some examples include: monitoring of aggregate K-12 enrollment rosters to plan for future enrollment; monitoring of monthly application flow by major field of study to identify program enrollment trends; collecting information on student interests to tailor admissions processes to specific audiences; converting rates of prospective students to matriculated students and targeted adjustments to increase yield; evaluating student body makeup to identify trends in characteristics for enrollment planning and potential service needs; reviewing student evaluations of orientation to adjust presentations and agenda; meeting with regional high school counselors to seek input on offerings, service satisfaction, and emerging trends; using the strategic planning process and student input (Student Senate and student participation on institutional committees) for long-term planning; using the Perkins outcome criteria to direct future expenditures to targeted areas; examining of TRIO data to enhance retention services and transfer success; using data from the Lindquist Student Center to determine user-preferred hours of operation; tapping regional and national organizations for new ideas and innovative techniques; evaluating of numerical trends in the dean's list, suspensions, probations, graduation rates, etc.

Administrative Support Services: The annual accounting audit evaluates and identifies areas to improve services.

The Activities Classification Structure (ACS) Report from the Michigan Department of Labor and Economic Growth provides comparative enrollment, demographic, and financial statistics for community colleges across the state. By analyzing these reports, the College identifies areas for improvement and creates a plan of action.

#### **6P5. Collecting and Analyzing Measures of Support-Services Processes**

Student Support Services: Departmentally, the College regularly collects a massive amount of data; some is analyzed, and some is not. External accountability requirements drive much of the data collection. Funding resources and governing bodies request reports on many data elements as external measures of the College's activities. The College evaluates this same data for internal institutional measurement but could utilize the resource more widely with more frequency within the College. Examples of student-support-process measures that the College currently collects and analyzes include number of recruiting contacts, accepted applicants by program of study, accepted students converting to enrolled students, financial-aid students, community financial-aid nights, scholarships/grants/loans/work-study awarded annually, FT FTIC degree-seeking students retained from year one to year two, students on dean's list/suspension/probation/warning status, tutoring contacts, veterans assisted, disability accommodations, students attending university campus visits, students attending distant cultural events, students with Educational Development Plans, students participating in Laptop Loan program, counseling contacts, advising contacts for TRIO students, GED/Civil Service/PPST/other tests the College administers to the general public, makeup and special accommodation tests ACES administers; average aid per eligible applicant; annual enrollment and distribution by residency/gender/age/race/program of study/student intent/etc; rates of graduation and degrees conferred by program; rates of transfer; rates of job placement and retention and success rates of occupational students in academic and occupational courses by program.

Administrative Support Services: The College utilizes a Strategic Fiscal Planning Committee to review state appropriations and student enrollment figures for the purposes of planning and accommodating changes.

An outside auditing firm performs an annual audit of GCC's financial records. The administration reports the results of the audit and a statement of the financial stability of the GCC to the Board of Trustees.

The maintenance area/dean of business reviews all incident reports and repetitive maintenance requests, evaluating them for trends. They recommend corrective action and create and implement a plan of action.

Administrative computer network personnel analyze data regarding the data-processing system to assure its integrity and update the software on a regular basis to keep the systems current.

A large amount of data is collected on a daily basis. This information is stored and utilized at critical decision points, as in program reviews to verify student interest and sustainability, internal retention reports, diversity reports, student success reports, graduation reports, placement reports, and various other internal queries essential to making data driven decisions.

#### **6R1. Identifying Results for Student-Support-Service Processes**

Results are available for many different areas. The College collects and analyzes data and results in many areas and could also benefit from significant expansion of data analysis and information dissemination across campus. Some of the results currently available include information relative to graduation, retention, honors status, transfer rates, nursing exam pass rates, cosmetology certifications, occupational success rates, academic success of athletes, enrollment trends, student-satisfaction data,

feedback from student groups, completion of staff annual goals, Student Services support of annual institutional goal achievement, audits findings, comparative campus crime statistics, etc.

GCC is currently in the process of hiring an institutional researcher who will be tasked with analyzing internal and external data for benchmarking and comparative trend analysis.

### **6R2. Identifying Results for Administrative-Support-Service Processes**

The president annually analyzes the fund balance to be sure it is positive. Business Services' performance ensures the financial stability of the College. The annual audit reports that the College is in a sound fiscal position and has appropriately maintained and retained financial records.

Feedback from the stakeholders regarding the internal and external environment of the College also reflects that the College is in sound shape. At the budget development stage information is gathered from the administration and other stakeholders to improve internal and external equipment, appearance, and environment.

In an appropriate response time, administrative computer network personnel provide the statistical information for various reporting functions to meet administrative reporting needs.

### **6R3. Comparing Administrative Support Process Results to Other Higher Educational Institutions**

GCC recognizes the need for improvement in this area and will be tasking the new institutional researcher to identify comparative institutions and trend a comparative analysis to identify improvements.

### **6I1. Improving Current Processes**

Student Support Services: Improvement of processes is an ongoing activity, with both formal and informal structures. Gathering of input occurs on many fronts -- from students, faculty, staff, external agencies and governmental units, and other community stakeholders. The College then utilizes the input to plan within individual areas and departments and establishes annual goals with participation in broad institutional goals, unit goals, and individual goals; all relate to the College's mission. The College then prioritizes the goals within the resource base and implements them. Evaluation occurs through ongoing discussion and annual review, which then loops into the continuous improvement cycle.

An example of this process is the development of student Educational Development Plans (EDP) on campus. The process began several years ago and has improved each year. Initially, the concept of developing EDPs was part of the planning cycle for Perkins grants. The State of Michigan was recommending -- followed by requiring -- that students receiving assistance through the Perkins funding source have a comprehensive educational plan to guide them through their educational journey. This planning began as a small pilot project within the Career Center and included completion of a basic form to meet "a requirement." The students were not effectively engaged in a meaningful experience, but they and the staff completed the form, and their funding was intact. Completion of the form was labor intensive for both students and staff, limiting the number of participants.

As the project emerged, students and staff alike discussed the ineffectiveness of this model, and a transition began. First, they attempted to computerize the process, creating an electronic shell into which the student or staff member could enter information. This first step improved the process, making that routine function more attractive and easier to manage. This improvement increased the number of students who completed the EDP over a two-year implementation period, from the approximately 20 per year receiving direct funding to the approximately 140 per year of the majority of new on-campus degree/certificate-seeking occupational students. The document required a face-to-face meeting between advisor and student and a discussion of goals, improving student and staff satisfaction with the process. In reviewing this system, both internally with students and staff and through discussion with the Perkins review staff on the state level, the College determined that the EDPs were helpful but still represented a somewhat stagnant "one-time" tool. Primarily through leadership of the career counselor, staff undertook

a plan to improve this system further. Discussions with the intermediate school district and the State of Michigan began tying the K-12 and postsecondary EDP processes together. The Michigan Virtual University and the myDreamExplorer on-line career-development tool got involved as well.

The career counselor undertook a project to work with a group of high school occupational students on a model EDP where student and staff met to explore interests, personality types, skills, life experiences, and values. Then students defined a life purpose, created a vision statement, and developed subsequent action goals. In addition to placing this information into a portable on-line format, the students created laminated EDP identification cards with their pictures and their purpose, vision, and goal statements to carry with them daily. This successful project moved a previously stagnant exercise for students into an engaging, meaningful undertaking. The College is now examining features of this pilot for integration into the GCC student process. Additionally, GCC expanded the process from occupational students to all newly entering degree-seeking students as part of the freshman seminar (approximately 250 students).

This service is in a regular process of review and improvement, which will continue into the future. As the current year experiences unfold, planning is already occurring for future improvements. These include discussion of identification cards with vision statements and goals for all participants, expanded service to off-campus students, and the introduction of ongoing Personal Success Plans as an enhancement of the initial EDP. This example is one of the continuous improvement processes within Student Services.

Administrative Support Services: Deficiencies within the system become rapidly apparent to the individuals who have the authority to rectify them. These are the services that the administration needs to meet the responsibilities within their areas. Systems in place provide immediate feedback regarding the source of problems lie. The staff develops corrective action plans and enacts them rapidly.

#### **6I2. Setting Targets for Improvement**

Student Support Services: Determination of targets for improvement and communication of targets occur through varied methods and settings, which include annual institutional goal setting; individual goal setting; departmental goal setting; weekly Student Senate meetings, Student Services staff meetings; monthly all-staff meetings; weekly meetings; president's Cabinet meetings; monthly directors-with-the-president meetings; the GCC committee structure; reports to Board of Trustees at monthly meetings; the annual report; press releases; the hosting of high school counselor days; region-wide strategic planning sessions with community members; participation in community service organizations, such as Integrated Family Services and the Range Suicide Prevention Council, and meetings with external organizations, such as Michigan Works, Michigan Indian Employment and Training Services, etc.

Specific targets for improvement include:

- GCC will continue the current enrollment growth pattern established in the year 2006-07 and will realize a 2% enrollment gain each year through the 2011-12 academic year. Examples of specific goals associated with this target are: a. reaching 90% occupancy of new on-campus housing by Fall 2010, b. introduction of a third intercollegiate sport by Fall 2009, c. introduction of a full time nursing support staff member in the Copper Country by fall 2009, d. improving retention (by increasing return rate of FT FTIC degree-seeking students) by 0.25%. Examples of specific goals to increase retention are: a. increased personalization of the orientation process and introduction of a separate parent-orientation program, b. continued expansion of Educational Development Plan process, c. enhanced availability of student services to off-campus and on-line students, and d. increased student engagement in campus life through introduction of new activities and updating of existing activities to meet current student interests.
- GCC will increase the combined graduation and transfer rate of FT FTIC students by 1% per year for the next three years.

Administrative Support Services: The internal and external stakeholders establish many of the targets such as for updating software, setting dates for the completion of statistical reporting, and establishing time frames for the fiscal stability of the organization. The main target for improvement is to assist all

stakeholders in meeting their individual targets in a timely manner with statistically accurate and fiscally sound information. For maintenance, the target is the assurance of a structurally sound, environmentally appealing campus.



## **AQIP Category Seven Measuring Effectiveness**

### **7C1. Collecting, Storing, and Sharing Data**

Gogebic Community College has a number of informational systems, all of which play a large role in the College. The central information system is a series of networked servers hosting an integrated, centralized data base. The administrative software system, Jenzabar EX, is a windows-based system specifically targeted for small to mid-sized educational institutions. Client software, installed on each user machine, provides an easy-to-follow, point and click interface to the database. The system automatically manages tasks, such as handling record locks and queuing updates, making high-speed and multi-user applications reliable and easy to create and maintain.

The administrative software package includes the following information systems:

- student registration
- admissions (applicants and prospective students)
- financial aid (including interface with PowerFaid)
- advising (including student degree plans, student progress, and graduation reports)
- student life (including housing)
- business office (accounts receivable, accounts payable, purchasing, general ledger, and fixed assets)
- the Web module (interface)
- advancement/development (GCC Foundation)

A decentralized academic network is accessible to students and faculty for instructional purposes. This network contains our online course management platform (Blackboard), additional instructional software, internet access, e-mail access, and Microsoft Office software that facilitate students' learning process.

Also decentralized are the following informational systems:

- TRIO ( including student Educational Development Plans, EDPs)
- Asset management
- Room assignment software

Information from these systems is on the College's network drive and is accessible to everyone upon request for reporting purposes, program reviews, and budgetary issues.

In July 2006, the College committed to a major data platform conversion from an IBM AS/400 environment to a commercial software product sold by Jenzabar. The Jenzabar product has multiple applications using one platform. In 2007, AS 400 data were converted to fit the Jenzabar platform.

In 2008, the College also brought the Gogebic Community College Foundation from a stand-alone information system to the Jenzabar platform. Until recently, the GCC Foundation utilized The Raiser's Edge, which is an excellent development software system. Unfortunately, the software was underutilized. The platform was problematic in that data transfer to and from Raiser's Edge and the balance of the college's Jenzabar modules were extremely cumbersome. This data transfer was further complicated by having staff trained on only one system or the other, limiting cross-over supports. Initiation of the Jenzabar development module in 2008-09 fostered improved data integrity, more reliable data transmission between applications, and enhanced communication with constituents through a Web interface.

An important motivator driving the decision to move to an integrated, web-accessible, windows based data system was creating an environment where information was increasingly available to those who

need it: students, alumni, faculty, staff, administrators, board members, and a whole range of external stakeholders. Examples of increased accessibility are cited throughout this document as well as in the updated Data Analysis and Dissemination report posted on the college's web site.

### **7C2. Tracking Effectiveness**

Institutional measures, currently tracked through internal, state, and federal reports, review and compare the effectiveness of the College's mission. Examples of these measures include:

- Inclusive Admissions (Age, Gender, Race, etc)
- Financial Support for Students
- Graduation Rates
- Transfer Success
- Job Placement
- Community Involvement
- Financial integrity and stability
- Support of regional economic development
- Alumni giving

Public comment at formal Board meetings and informal discussions with stakeholders also measure effectiveness. The College is currently constructing dashboards and other graphic monitoring tools, allowing each department or individual to customize standards and monitor performance. Specific measures are also detailed as part of the process and results portions of each category in this portfolio. For example, 3P7 and 3R1 examine student satisfaction measures and results.

### **7P1. Selecting, Managing, and Using Information and Data**

Gogebic Community College strives to develop and use measures that assist in self-assessment and improvements for all students, faculty, programs, and overall institutional objectives.

The Student Learning Team has worked diligently to create appropriate and meaningful surveys and evaluations dealing with all aspects of the student-college interaction as delineated in Category 1.

Information from intervention lists that instructors provide and the monitoring of Educational Development Plans (EDPs) for at-risk students results in improvement in proper student placement and increased student retention rates.

The college monitors its desired outcomes based on employer surveys, non-returning student surveys, graduate surveys, and transfer institution reports.

Students monitor desired outcomes through electronic, web-based access to their individual grade reports, grade history, degree audits, grade projection tools, and "what if" major change tools.

### **7P2. Meeting the Informational and Statistical Needs of Departments**

Gogebic Community College completed an AQIP Action Project on Data Analysis and Dissemination. In the report, the use of information at the College was discussed as well as the efforts to meet informational and statistical needs of departments. This document was updated in 2009. Please refer to these documents at <http://www.gogebic.edu/AQIP> - Systems Portfolio 2006 & Systems Portfolio 2008.

The college's Data Team developed a Data and Information Request process for faculty, staff, and administration. Request forms were developed, tested, and refined. Forms were then distributed to all faculty and staff for ongoing use. The new request form process assists employees as they frame their data and information needs into understandable projects for the Data Team. The Data Team evaluates the request and responds accordingly. If a request is a "one time only" request, then the report is prepared by IT staff or a specific office with full data access. If the request is for ongoing information, the Data Team examines options to a) collect the needed data efficiently, and b) move the point of data access as close to the end user as possible. This frequently means the IT staff writing a Jenzabar

“Infomaker” Report that the end user can run on demand. Typically these reports are structured in a way that the end user can enter key variables (such as year and term) to run comparative reports.

### **7P3. Determining Needs and Priorities for Comparative Information**

Determining needs and priorities for comparative information is still a relatively new activity for the College. Currently, the College uses several comparative options. The State of Michigan Activities Classification System (ACS) reports provide comparisons of GCC to 27 other community colleges throughout the state. For many variables, the ACS reports are categorized by institutional size, allowing comparisons across “like” institutions, as well as comparisons to less similar colleges. Each division receives a copy of the ACS report where individuals are able to gather information necessary for the assessment and improvement of their programs.

The College also reviews comparative information with other Michigan community colleges through the Carl Perkins vocational education grant program. Data for various core indicators are collected and analyzed statewide, measuring performance indicators for all occupational students and occupational students with special needs. These reports and comparisons are utilized annually in determining priorities for allocation of grant funds to targeting intervention projects.

The federal IPEDS system also provides an ongoing source of comparative data and information. This system has made dramatic improvements in recent year in ease of access. Reports are now obtained from this system for institutions with similar characteristics (such as: small, rural, 2 year, public, Midwestern). IPEDS reports are posted on the college’s internal AQIP Blackboard site for all employees and board members to access.

Additional comparative reports are obtained and utilized from other smaller, and generally program specific sources. For example, passing rates are obtained from state licensing boards such as nursing and cosmetology, identifying patterns of success and shortfalls across groups of graduates. Another example is the collection of transfer grade point averages for first time entering students from Gogebic in comparison with entering transfer student GPAs from other community colleges at specific universities of interest.

### **7P4. Analyzing and Sharing of Performance Information and Data**

The College examines enrollment trends for each program, completion rates (GPA of 2.0 or higher), and general and divisional budgets. Annually a cost effectiveness analysis is conducted for each academic/occupational program. Currently, the College shares most information through Division Chairs Committee meetings, division meetings, all-staff meetings, individual requests, and Web postings. Again the Data Analysis and Dissemination Document indicates how the information is shared and then used in the decision making process at GCC.

### **7P5. Ensuring the Alignment of Institutional Goals with Departmental Analysis of Information and Data**

The formal Program Review process ensures alignment of departmental analysis with institutional goals, including student learning goals. Part of this formal process includes presentation of analysis to the Curriculum Committee, which includes broad representation across campus. The departmental analysis is then reviewed by the administrative cabinet, and presented by departmental representatives to the Board of Trustees at a public meeting. Ongoing informal sharing within each division or unit supplements the formal processes.

Flow charting of processes across the College supports the evaluation of data and indicates the success of that process and the impact on related processes. This indicates success or failure in meeting the institutional goals and possible revision of the process to better meet those goals. Several examples of flow charting are contained in this document (1P12, 3P3, 4P3, 4P4, 8P3).

#### **7P6. Ensuring System Effectiveness**

The College purchases by subscription Jenzabar EX software and available updates. The use of software agreements consistently upgrades other software. In upgrading the system to the new Jenzabar software, the college is attempting to meet the increasing informational needs of those at the College. Performance and scheduled upgrades within units of the College determine hardware upgrades. The College upgrades one to two servers each year to ensure the reliability of the system.

Weekly system and network backup ensure integrity and reliability. Computer Services backs up individual data on a daily basis. Reliability is also ensured through editing and cross referencing processes. For example, enrollment reports are designed to run multiple ways across the integrated data base to verify validity and reliability. Edit reports are designed and run to locate missing or invalid data entry. Additionally, key fields are set to deny updates if left blank or filled with inappropriate data.

The college allows only need-to-know access to confidential information. Questions of confidentiality and access are reviewed by the Data Team. Data field security is managed by specific field, page, program, module, etc. for each individual or group of users. Each user profile determines access to view and/or change data on a field by field basis.

#### **7P7. Measuring Effectiveness of Systems**

Jenzabar examines the performance of the Jenzabar EX System and communicates frequently with campus IT staff. The AVAYA phone system handles performance issues similarly. The College network tracks and logs security issues at all times. Computer Services examines these logs frequently and acts when necessary.

#### **7R1/R2. Measuring Effectiveness to Meet Institutional Needs**

Measuring the effectiveness of our measurement systems is in its infancy at Gogebic. At this time, these measurements are still limited to a) ensuring reliability and validity of the new data platform, and b) developing new "ease of use" processes for employees, departments, students, alumni, and other stakeholders. As this new system matures, benchmarks will be developed for various components and comparisons will be made to other institutions. Perceptions of availability, reliability, user satisfaction, and rates of use will be surveyed and evaluated. Currently, new student survey tools contained in the Jenzabar web interface are being tested, beginning with student satisfaction in the new student housing program.

#### **7I1. Improving Processes and Systems to Measure Effectiveness**

Now that the initial conversion activities to the Jenzabar platform are complete and validity/reliability edits have emerged, the institution is position to begin measuring the effectiveness of measurement systems and related processes. The Data Committee is working with groups across campus to support evaluation of measurements in each category. In support of this process, the Board of Trustees voted to create an institutional researcher position and a candidate search is nearing completion, with a planned start date of July 1, 2009. This position will allow for better use, dissemination, and evaluation of the collected information and data and associated processes.

#### **7I2. Setting Targets for Improvement and Communicating Results**

GCC is currently in the process of creating and implementing individualized dashboards and other monitoring tools for individual, departmental, and college-wide use. To ensure the College addresses its Mission, the College will continue and increase the use of responses from students and stakeholders to measure effectiveness. Each department or division, or the College as a whole, with support from the Data Team will design additional dashboards and other monitoring tools so each one reflects statistical elements vital to monitoring effective performance. At a glance, a department or division can then review results and interpret levels of performance. The use of monitoring tools will continually improve communication at Board meetings, staff meetings, Division Chairs Committee meetings, and division meetings, leading to a better-informed and knowledgeable community.

Gogebic Community College has identified data elements in association with each of the nine categories and is developing measurement processes around these elements. The list is included below:

### **Data Element Worksheet**

#### Category I: Student Learning

- Student Goal Attainment
- Student Success
  - Common Learning Objectives
  - Job Transfer
  - Cert/Licensure Pass Rates
  - Comparison Between Entry and Exit Testing
- Student Retention
  - During the semester
  - Return after 1<sup>st</sup> year
  - GPA's

#### Category II: Accomplishing Other Distinctive Objectives

- Number of employers served by credit/noncredit educational programs/courses.
- Nonstudent individuals who come on campus.
- Room reservation counts by type of user and number of attendees
- Measures of contributions to and impact on local community (including comparison to other community college districts in Michigan)

#### Category III: Understanding Students' and Other Stakeholder Needs

- Survey through MCCA by CCBenefits.com regarding the benefits GCC provides to the community
- Course Evaluation Surveys by student population
- Internal surveys to identify student needs
- Degree Completion Rates (IPEDS & state reports)
- Exit surveys
- Retention rates
- Levels of participation by students in Student Life activities
- Other areas where we collect stakeholder needs include:
  - Forums
  - Program Reviews
  - Advisory Board Meetings

#### Category IV: Valuing People

- Workplace Satisfaction Survey Results

#### Category V: Leading and Communicating

- Workplace Satisfaction Survey Results
- Presidential Evaluation Survey Results
- Levels of staff participation on college committees
- Levels of student participation on college committees

#### Category VI: Supporting Institutional Operations

- Incorporate Data Elements on Student Satisfaction from Exit Surveys by Student Learning
- Data Elements from Administrative Support Services
- Data Elements from Student Support Services

Category VII: Measuring Effectiveness

- Identifying, collecting and analyzing data elements for each of the Categories

Category VIII: Planning Continuous Improvement

- Measurement of current institutional performance against goals and the strategic plan.

Category IX: Building Collaborative Relationships

- Identify number of MACRAO and dual enrollment agreements.
- Measure number of encounters with outside agencies listed in Category 9 of Systems Portfolio.

## **AQIP Category Eight Planning Continuous Improvement**

### **8C1. Defining the College Vision**

As stated in the overview section of this document (O1), the Gogebic Community College's vision for the future is that the students, community, and stakeholders will recognize GCC as a post-secondary education provider of choice, presenting high-quality, relevant, and enriching programs and services in a caring environment. The nature of our programming will remain agile and responsive to the changing needs of our stakeholders.

### **8C2. Correlating College Strategies with Mission and Vision**

The vision (O1, 8C1) and mission (O1) statements of Gogebic Community College primarily reflect our long-term objectives. We will achieve these long-term objectives by remaining attuned with changing stakeholder needs. Staying in tune with our stakeholders involves a willingness to communicate with our stakeholders on a regular basis and respond appropriately by either developing a short-term action project or by referring the need to the appropriate area in the governance structure of the College. This approach constitutes our short-term strategy for satisfying the needs of our stakeholders.

Our current and upcoming list of action projects includes:

- Data Needs and Access: Created to help the college remain responsive to stakeholder needs.
- Human Resources: Created to help the College fill position vacancies with individuals having the skills and knowledge base to meet our current and future needs.
- Assessment of Student Learning: Created to assess the established common learning objectives, provide assessment tools for faculty, and to standardize the collection and analysis of data related to student learning.
- Campus security planning and processes: Proposed to meet the security and safety concerns on campus.

### **8P1. Defining the Planning Process**

The College has made efforts to define and formalize stakeholders, and to include them in planning processes by:

- Creating a president's council that allows for more informal and face-to-face communications with non-affiliated college personnel.
- Including faculty and staff on the Strategic Fiscal Planning Committee.
- Renewing emphasis on including community and business presences on advisory committees.
- Involving the entire staff in the exploration of new programs to meet the needs of local businesses and community members.
- Including student representatives on college foundation committees.
- Including key area representatives and stakeholders on the millage renewal committee.
- Increasing efforts toward creating and broadening administrative tie-ins with community groups, such as local Kiwanis groups (Steve Wesselhoft) and Rotary groups (Steve W.—Ironwood, Jeanne Graham—Wakefield).
- Creating links that allow the Student Senate direct access to college administration.
- Scheduling Board of Trustees meetings to 4:45 p.m. so that more faculty and staff could be present.
- Creating an AQIP "How are We Doing" section on the college Web site.

The Fiscal Priorities and Strategic Planning Committee was formed to provide faculty and staff members with a voice in the strategic planning and financial management of the College. The committee participates in the setting of long-range fiscal priorities and budget planning as well as immediate fiscal and budget concerns. The committee reports regularly to faculty and staff via the all-staff meetings and works closely with the administration of the College, especially the president, dean of instruction, dean of

Student Services, and dean of Business Services. The committee meets on a monthly basis and is represented by all working groups on campus.

### **8P2. Selecting Short- and Long-Term Strategies**

Using results of the stakeholder meetings and the Strategic Plan, the GCC Board of Trustees, president, and Cabinet establish the long- and short-term objectives of the College. They share these with the College staff for review and input. The Cabinet develops proposed annual goals, based on input from the staff, stakeholders, and the Strategic Plan. The staff reviews the goals, and the Board of Trustees formally adopts them.

Financial resources, physical resources, creative imagination and the availability of qualified faculty and staff are important factors in establishing realistic long- and short-term objectives, as are accreditation standards and licensing standards.

The formal program review process is conducted every five years (more often if a concern is raised) to ensure that program offerings and directions reflect employment trends and transferability. An annual review of enrollment for each program is conducted, with an eye towards anticipating enrollment trends.

Other, more formal measures/tools used to determine long-term college strategies include adherence to state issued Perkins funding outcomes, which establish state-wide performance objectives for colleges receiving Perkins funding.

### **8P3. Developing Key Action Plans**

The process by which action plans are developed by the college is illustrated in Figure 8.1 below. The process involves input from both internal and external stakeholders and also provides opportunities for the Strategic and Fiscal Planning Committee to be proactive and anticipate future needs. Implementation efforts are evaluated and the results reported. Ineffective plans are restructured, implemented and reevaluated.

### **8P4. Coordinating Planning across Institutional Levels**

Gogebic Community College's regular full-time faculty and staff include approximately 74 people. Members of the Cabinet share the goals and objectives with their staff through a formal structure. The dean of instruction works with division chairpersons to share institutional goals. The division chairs then return to their respective divisions and develop divisional goals and plans of action, which coordinate with those of the College. The dean of instruction also holds regular meetings with all instructional and related support staff to discuss goals and issues. The dean of students has Student Services meetings to develop plans consistent with the overall goals of the College. Monthly staff meetings provide opportunities to comment and coordinate processes. After additional staff input and review, the finalized goals go to the GCC Board of Trustees.

The Curriculum Committee is a cross-departmental committee with broad representation. Every instructional division, as well as Student Services, has representation on this committee. The Curriculum Committee addresses student-learning issues, executes action plans, and develops cross-departmental goals.

### **8P5. Selecting Measures and Setting Performance Projections for Strategies and Plans**

State and federal reporting agencies give the College, in part, measures of institutional strategies and action plans. The College completes 84 major reports for these agencies each year, covering almost every aspect of GCC operations. These include student follow-up studies, financial information, and enrollment information, in addition to other matters. Within this framework, the College assesses its situation and determines strategies and action plans to achieve institutional goals.

The College regularly assesses the service area's need for the current programs of study and the development of new programs. The College reviews reports, the Occupational Outlook Handbook,



projected trends analysis, and input from stakeholders, the recruiting staff, and advisory boards. Gogebic Community College also has a subscription to the Community College Benefits Strategic Planning database for gaining increased information about trends, demographics, emerging needs in the occupational sector, and recommended alignment of academic programs and employer needs. The College also has a site license for the Gongwer News Service, which summarizes daily Michigan legislative activities. This online publication is used to keep faculty and staff up to date on state-wide issues affecting higher education.

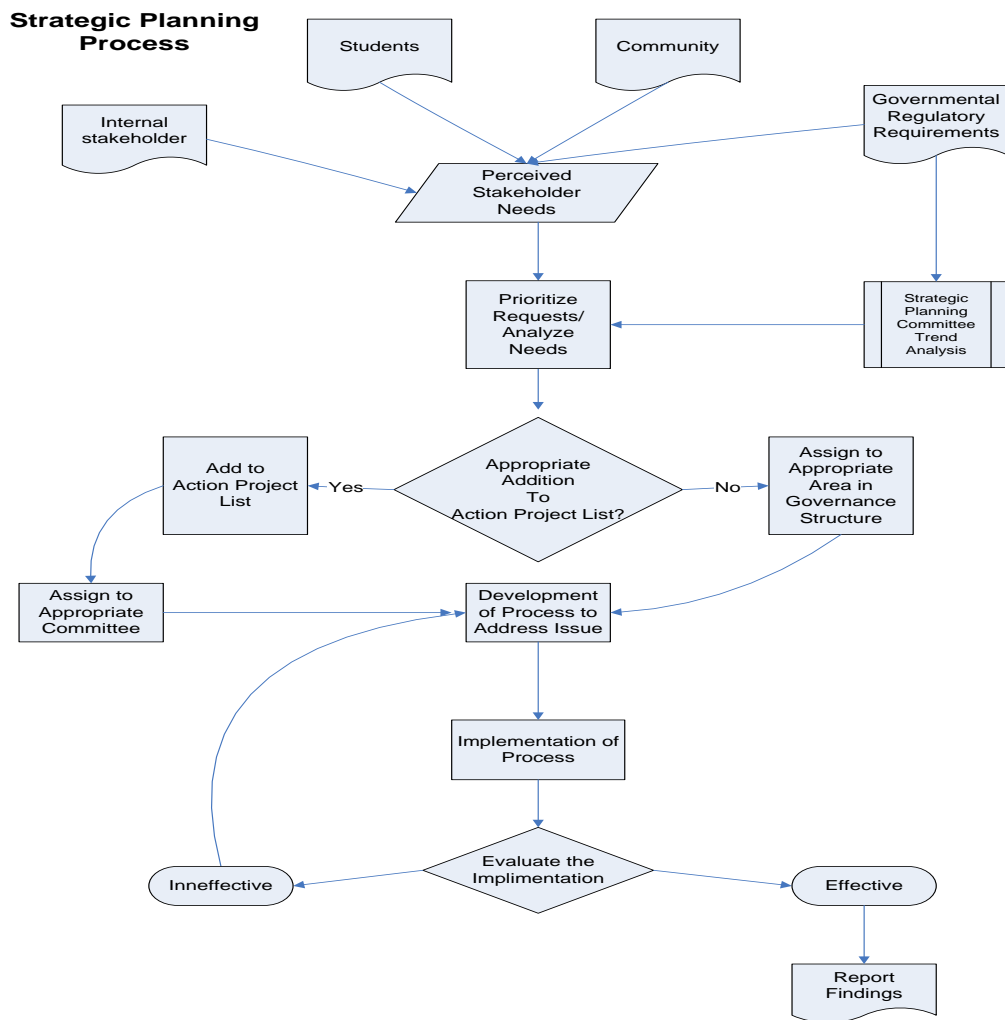


Figure 8.1

**8P6. Accounting for Resource Needs**

The planning process deals with budgetary as well as physical and human resource needs. The process places the annual budget and goal development processes side by side and coordinates them to ensure appropriate resource allocation. Input from the strategic and fiscal planning committee as well as those who will be directly involved in the implementation of the plan helps to create an accurate projection of needs.

**8P7. Ensuring Staff Development Consistent with Strategies and Plans**

The planning process considers the training needs of those executing the plan and incorporates the cost of training into the budget. The percentage of the budget spent on staff development has increased dramatically in recent years. Teacher training sessions orient new instructors and improve the skills of seasoned instructors. These practices correlate with the specific GCC objectives of updating faculty and staff technology, incorporating new instructional technologies, and reviewing curriculum.

**8P8. Measuring Effectiveness of Systems**

Measures collected and analyzed regarding the effectiveness of our systems for planning continuous improvements include:

- Satisfaction surveys
- Administrative evaluations
- Course Evaluations
- Enrollment Trends
- Faculty and Staff performance evaluations
- Student success rates on licensure examinations
- Cost effectiveness data for all programs

**8R1. Identifying Results for Accomplishing Strategies and Plans**

The College completed its five year strategic plan in June 2008. Specific action plans including measures of effectiveness were developed. Results will be posted on the AQIP section of the College web site as action plans are completed. The proposed action plans including evaluation measures are as follows:

**GCC will expose 100% of the student population to global economies and/or culture**

- We will host a multi-cultural student activity each year.  
Measures: Attendance
- We will infuse International Perspectives in all courses (1C4).  
Measures: 100% compliance
- We will offer a study abroad program to provide travel opportunities to our students.  
Measures: Enrollment; outcomes, satisfaction,
- We will add and support new courses on different global economies and /or courses.  
Measures of success: Enrollment, Evaluation of Transferability
- We will actively recruit international students to provide campus diversity (1C4).  
Measures: Enrollment, Retention, Satisfaction

**To provide 100% goal attainment for each student exiting Gogebic Community College.**

- We will provide direction on Goal definition in Freshman Seminar classes (1C1, 1P4, 1P5).  
Measures: Exit Survey, Class Evaluations
- We will provide student-first advising to further develop and define personal goals (1P5).  
Measures: Advising records on Student Information System
- We will develop an educational plan specific to the student's goal attainment.  
Measures: Goal Attainment Via Exit Survey and Student satisfaction survey
- We will perform an educational exit survey to determine if the student's educational goals were met (1R2).  
Measures: Exit Survey Results

**100% of graduates seeking Bachelor's Degrees will successfully have courses transfer to the University of their Choice.**

- We will annually identify each student with a transfer goal and record it in the student information database.  
Measurement: Transfer record for every transfer student.
- We will provide direct access for each student to and advisor / transfer coordinator to examine and establish transfer goals (1R2).

- Measurement: Student registration Determination of transfer goals
- We will align transfer goals with a specific academic course plan (1P9).  
Measurement: Transfer success
  - We will survey all transfer students to evaluate transfer success within one year.  
Measurement: Transfer survey results
  - We will annually review follow-up survey results to determine any course transfer difficulties and make adjustments.  
Measurement: Transfer success
  - We will maintain and develop formal and informal agreements with transfer institutions.  
Measurement: Formal and informal transfer agreements
  - We will provide professional development training activities for all transfer advisors.  
Measurement: Training sessions held, Training certificates awarded

**Provide current market demand programs to students measured by 100% graduate placement for those seeking employment.**

- We will conduct an annual environmental scan to consider workforce and labor trends, locally, statewide, and regionally, and update programs to reflect career and enrollment trends (1R1).  
Measurement: Program enrollment
- We will provide placement services to connect students and graduates with prospective employers.  
Measurement: Successful placement, Follow-up survey results
- We will provide professional development opportunities to all appropriate staff involved in program development and employment.  
Measurement: New program development, Current updates to programs
- We will provide Alumni links to prospective graduates in related fields.  
Measurement: Alumni/student participation

**8R2. Projecting Performance of Strategies and Plans**

The college projects a continued high degree of satisfaction with its performance by its stakeholder groups. Due to the slow economy and our reasonable tuition rates, we also predict a continuation in the trend towards increased enrollment.

**8R3. Comparing Projections with Other Higher Education Institutions**

The Michigan ACS Report provides comparisons with 27 other Michigan Community Colleges. Future enrollment projections are not present but current enrollment patterns can be compared with the other Michigan Community Colleges. Enrollment data comparisons with community colleges classified as similar to ours in the ACS report can be found in Figure 8.2 below.

**8R4. Providing Evidence of Planning Effectiveness**

Figure\_ illustrates the process used by Gogebic Community College to develop and implement a strategic plan which responds to the needs of stakeholders and allows for the Strategic and Fiscal Planning Committee to be proactive by conducting S.W.O.T. (Strengths, Weaknesses, Opportunities, and Threat), analysis and Trend analysis of available data and forecasts.

As stated in the overview section (O8), the region served by Gogebic Community College has a shrinking and aging population. An analysis of High School enrollments done by the College in the early part of this decade projected a significantly reduced number of students graduating from area High Schools. Smaller High School graduating classes were forecast to have a devastating impact on the Colleges' enrollment and limit our ability to offer our full array of courses and programs to area students. The Colleges' response to this looming problem was to expand our student base and thereby stabilize enrollment. An action plan was developed to accomplish this by:

- Capturing a greater percentage of college bound students from the local area
- Expanding our offerings to underserved areas

- Increasing our distance education offerings
- Providing student housing by the construction of dorms on campus
- Beginning an International Student recruiting effort
- Expanding our sports program
- Investing greater resources in Student Life activities

While the dorm occupancy for the first two years were only 50% and 80% respectively, 100% occupancy is projected for the 2009/10 academic year. Enrollment at the college has stabilized and we are currently experiencing higher than normal registrations for next semester.

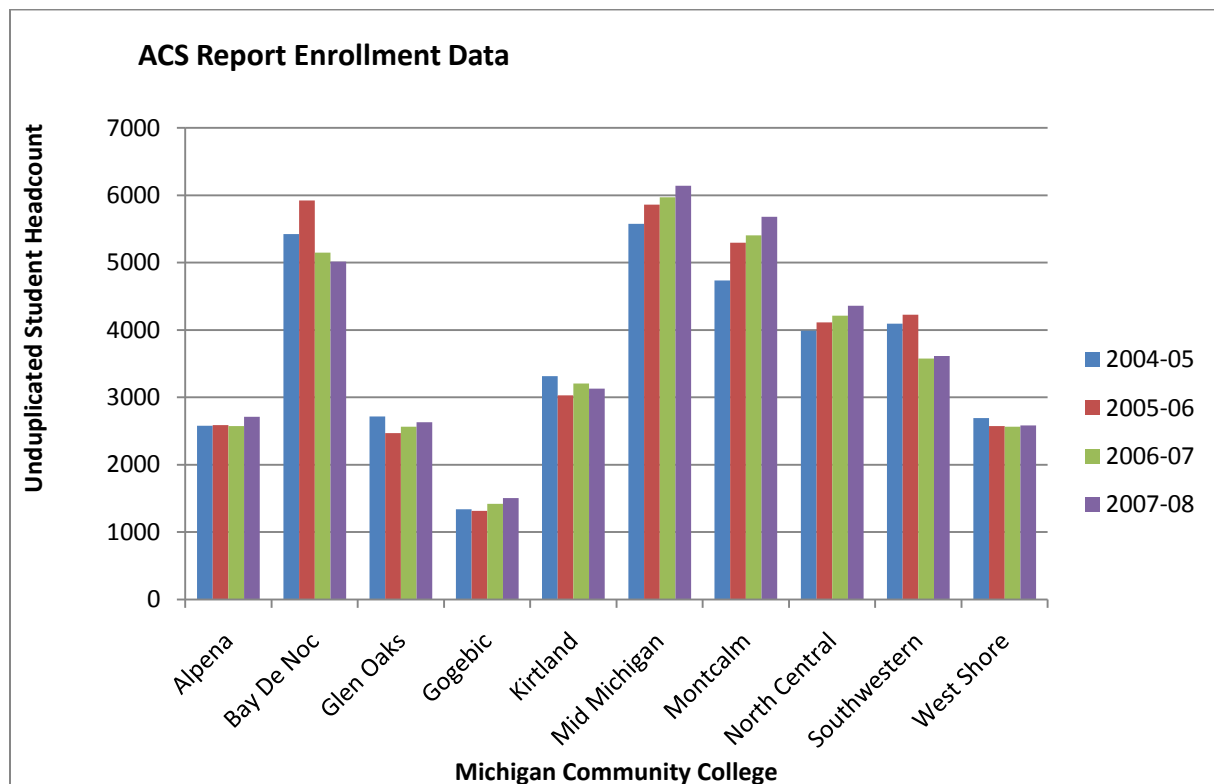


Figure 8.2

### 811. Improvement of Processes and systems for planning continuous improvement

The College believes that the best way to improve processes is to continually obtain input from stakeholders through regular contact. Action projects and “To Do” lists assigned to committees are the means through which we explore how best to improve our processes. The goal of one of our current actions projects, “Data Needs and Access,” is to identify data needs across campus, expand our data sources, make data more accessible, and improve our analysis capabilities.

### 812. Establishing Targets for Improvement

Priorities are identified by input from appropriate stakeholder groups, identified in Category 3. Staff meetings allow college stakeholders to address and communicate improvement priorities. The College’s Strategic Fiscal Planning Committee, which now includes faculty and staff participants, clearly identifies improvement priorities and identifies ways to implement them.

## AQIP Category Nine Building Collaborative Relationships

### 9C1. Identifying Key Collaborative Relationships

As a way to ensure two-way communication and meet the emerging needs of our stakeholders, Gogebic Community College maintains collaborative relationships with a variety of institutions, organizations, and individuals. Key relationships are identified below:

#### K-12 schools located within our service area:

Gogebic Community College's historic source of students is the Gogebic- Ontonagon Intermediate School District (GOISD), along with the Gogebic County Community Schools and the area high schools. The College provides reciprocal services as evidenced by the GOISD high school occupational on-campus courses and the housing of the GOISD occupational office (2C1). The College has a very strong relationship with Hurley High School, which is located approximately eight miles from the College and adjacent to the boarder with Michigan. The College also provides grade school winter recreation programs and dual enrollment opportunities for high school students.

#### Health Care Related Organizations:

Gogebic Community College has established collaborative relationships with several health care related organizations. These relationships have made it possible to expand our Allied Health programs by providing clinical experiences for our students. Health Care facilities the College partners with to provide GCC students with these clinical experiences:

- Grand View Health Systems – our closest facility
- Ministry Health – Howard Young
- Aspirus Keweenaw Hospital
- Baraga Hospital and Long Term Care facility
- Portage Health System
- Houghton County Medical Care facility
- Gogebic Medical Care Facility
- Marquette General Hospital

Gogebic Community College enjoys a particularly close relationship with Grand View Hospital, which is the nearest hospital to campus. In addition to the hospital providing clinical experiences for nursing students, Grand View has also partnered with the College on several community initiatives. Most recently, the College and Grand View Hospital sponsored an event which was underwritten by a variety of local businesses and community development organizations. The College and Grandview Hospital worked together to bring Rebecca Ryan, author of *Live First Work Second – getting into the mind of the next generation*, to campus to lead a discussion with the local community on attracting and retaining young professionals in the area. Follow-up groups from this initial conversation meet monthly at the college to continue the discussion and seek ways to achieve the community goals of attracting and retaining young people to the area. This is of particular concern to the local community as we have seen a decline in population due to outmigration in recent years (Overview). Physicians from Grand View serve on the Allied Health Program Advisory Board and the College president and foundation director currently serve on the Grand View Health Systems governing board of directors.

#### Community Organizations:

Gogebic Community College works with many community organizations to provide educational opportunities and other services to the residents of the area. Snowflake Aquatics works with GCC to provide community swimming opportunities in the on-campus swimming pool. The annual American

Cancer Society Relay for Life event occurs on the campus of GCC. Each year, a flu shot clinic is held on campus by the regional health care system and nursing students from the Allied Health division participate in the American Red Cross blood drives conducted on campus. The Student Senate and members of Phi Theta Kappa participate in the local food pantry food drive before the holiday season. The local Civic Center, where community activities are held by a number of community organizations including the youth hockey league, is located on campus. The Gogebic Range Concert Band holds its weekly rehearsals on campus, provides music for the commencement exercises and performs many free concerts for the local community. These are only a few examples of the collaborative relationships GCC enjoys with community organizations.

**Transfer Institutions:**

Gogebic Community College has articulation agreements and academic transfer guides with various colleges and universities across the Midwest. In order to assure effective advising and student transfers, the College works hard to maintain close relationships with these institutions. Maintaining current agreements ensures that the viability of the agreements and the ultimate transfer of the coursework from GCC is uninterrupted. Currently, 49% of the College's student population is in academic transfer programs. Many students attend GCC to start their baccalaureate studies because of the cost savings and the assurance that courses will transfer to their baccalaureate institution of choice. Our Allied Health division is currently developing a collaborative relationship with the University of Wisconsin-Green Bay. This would allow our students to transfer as many as 90 credits taken at GCC into their BSN completion program.

**Gogebic Community College Foundation:**

In 1977, the Gogebic Community College Foundation was formed to promote, encourage, aid and support the College by receiving and investing money to fulfill the needs of the College. This funding cannot or is not easily met by state and local tax revenues. The Foundation is supervised by a board of directors made up of dedicated and involved community leaders and is a tax-exempt organization 501(c)(3) under the Internal Revenue Code. The Gogebic Community College Foundation's sole mission exists to meet the needs of Gogebic Community College.

**Michigan Works and the Michigan Job Force:**

Gogebic Community College works with the local work-force development agencies to retrain dislocated and displaced workers. This alliance results in a major source of students for the College in particular in the Houghton/Hancock area. In 2001, the College received the Michigan Works state-wide award as Collaborative Agency of the Year.

**Industry and Organizations Supporting Instruction:**

Gogebic Community College works with local industry to identify instructional needs. An example of this is the close working relationship the College has developed with the Keweenaw Economic Development Alliance in Houghton, Michigan. Industry also partners with the College on program advisory boards as well as providing internship and clinical opportunities to students. These companies are the future employers of our graduates. Occupational degree-seeking students account for 32% of the GCC student population. Other examples include the partnering of GCC with Xcel Energy to provide the College with equipment, such as a utility truck for use in the line technician program.

**Upper Peninsula Colleges/Universities and Intermediate School Districts:**

The State of Michigan has awarded grant funding to a collaborative effort between the Upper Peninsula colleges/universities and intermediate school districts to develop entrepreneurial programs across the Upper Peninsula. The focus of the program is to encourage small business development.

**Economic Development Commission:**

As evidenced in criterion 2C1, the College supports and is active in economic development for its service area. GCC is a key partner in industry recruitment and provisions of on-the-job training for new industry.

**MCCA:**

The College is an active member of the Michigan Community College Association (MCCA) and takes a leadership role in lobbying the state legislature for community college funding each year.

**Federal, State, and Local Government:**

The College works closely with federal, state, and local government agencies on a variety of areas each year. Staff training, civil service testing, conference hosting, resource sharing, and collaborative strategic planning are continuing shared efforts (2C1).

**AQIP and the Higher Learning Commission:**

In a collaborative relationship with AQIP, Gogebic Community College is striving to make improvements in all areas of its operations and is in the process of improving the quality of education.

The College is open to the exploration of other collaborative relationships.

**9C2. Reinforcing Mission and Supporting Institutional Directions**

An effort to accomplish such an important endeavor as enriching the lives of the people within the service area requires more than just the efforts of Gogebic Community College. Collaborative efforts are vital to the accomplishment of the College mission. Elements of the College mission are consistent with the needs and expectations of collaborative partners. As a result, if successful in meeting the needs of students, the College is meeting the needs and expectations of the local schools, businesses, and transfer institutions. See criteria 1C2 and 2C2, where the mission of the College is correlated with student learning and with community/economic development.

**9P1. Creating, Prioritizing, and Building Relationships**

Gogebic Community College reaches out to the sources of students on a regular basis. The admissions recruiter visits each traditional source of students every fall and continually contacts the schools and agencies throughout the year. The director of financial aid conducts financial aid seminars at the local high schools for students anticipating attending college, whether that college is Gogebic Community College or not. Counselors from various high schools attend for roundtable discussions with faculty and administration. Students and counselors attend College Day and College Preview Day on campus. The president of the College meets with the superintendents on a rotating basis throughout the year. Employers and Michigan Works attend program advisory board and program-review committee meetings to discuss the needs for training. Informal communication is ongoing with community organizations. Individuals know each other on a first-name basis. Such open informal communication makes the college aware of educational needs in the area and opportunities for new collaborative relationships.

Gogebic Community College maintains open communication with all organizations that accept its transfer students or employ students. The transfer coordinator has a close relationship with the admission/transfer professionals at the other institutions of higher learning with which the college has articulation agreements. The transfer coordinator maintains our relationship with transfer institutions by remaining in contact with our transfer institutions and keeping them informed of curriculum changes. Sharing syllabi regularly with our transfer institutions assures that the content of the coursework is similar and that the courses will transfer seamlessly. Transfer institutions regularly visit the college and set up booths to share information with potential students. Employers assist in the education of the students through advisory boards and acting as internship/clinical sites for the students. In this way, the employers are directly involved in the education of their future employees. By taking part in the training, employers develop a sense of involvement and commitment to the success of the students' educational process. The college constantly enlists new employers to participate in the educational process.

The College is aware that its financial livelihood is based upon state appropriations and actions by the State Legislature. As such, the college maintains contact with members of the legislative body.

Representatives from the College travel on a regular basis to Lansing, Michigan, to meet with legislators. The college has also entered into a contract with the Michigan Policy Leadership Group to assist the College in lobbying work with the state legislature. Gogebic Community College is an active member of the Michigan Community College Association (MCCA). MCCA provides a source of information and functions as a lobbying partner, addressing the needs of community colleges across the state of Michigan. In a fiscally challenging environment, such collaboration is vital to the continued existence of the College.

Gogebic Community College believes in the AQIP process. Faculty and staff travel to AQIP educational sessions and the annual meeting of the Higher Learning Commission. As questions or concerns arise, GCC administrators, faculty and staff ask for advice and assistance. Members of the faculty have presented at the annual meeting, as well.

The most important relationship that the College has is with the local community. As stated previously, members of the college administration are on governing boards of a number of organizations, including health care, economic development, and housing, to name just a few. More importantly, the entire faculty and staff are active members of the community. They are involved in civic affairs, church groups, music groups, theater groups, etc. Through their involvement in the community, they build and maintain relationships that reflect on their place of employment – GCC.

#### **9P2. Ensuring Varying Needs of Relationships Are Met**

Close, personal interaction (9P1) is the best way to define and address the varying needs of the College's collaborative partners. In relationships where everyone knows each other by her or his first name, individuals feel comfortable sharing their needs and expectations among themselves and with the administration at the college. The unique nature of each relationship makes awareness of circumstances, needs and motivations critically important in development of plans of action. As other categories in this document show, more formal avenues are also at work – stakeholder meetings, advisory committees, internships/clinicals, employer surveys, transfer-student feedback, and telephone surveys. The College maintains well-documented regulatory standards and processes that allow comparison to actual performance. Overall, response rates to surveys of local employers regarding our graduates have been low, making this an ineffective means of evaluating our relationships. Our presence in the community and personal relationships have proven to be the most dependable, although the least documented.

#### **9P3. Creating and Building Relationships within the Institution**

Category 4, "Valuing People," addresses creating and building relationships. As Category 4 states, the College is composed of a small group of hard-working people. Due to the small workforce, each individual takes on a number of responsibilities and participates in a number of committees. Regarding external collaborative relationships, internally each person must call on the help of others to accomplish the overall mission of the College. This process creates an internal collaborative environment.

The GCC administration maintains an open-door policy, which facilitates direct and timely communication. Communication between individuals and groups of individuals usually takes place through e-mails, phone calls, memos, all-staff meetings, division meetings, support-staff meetings, Curriculum Committee meetings, division chairs meetings, and AQIP-team meetings. Because the GCC staff is small, individuals know who to ask for information.

#### **9P4. Collecting and Analyzing Measures of Collaborative Relationships**

The College keeps records of facility use by area public schools, governmental agencies, and outside organizations. The College has conducted public opinion polls and conducts focus groups regarding various projects with the community. For its efforts, GCC has received the Michigan Works Collaborative Award. The GCC president meets monthly with the superintendents of Gogebic and Ontonagon K-12 school districts. The College's many collaborative relationships provide a healthy mechanism for affecting



performance outcome measures, such as those dealing with enrollment, student retention, and the success of students who transfer.

### **9R1. Building Key Collaborative Relationships Results**

There are a number of ways that the College evaluates success in collaborative relationships (9P4). Although not all are quantifiable, results suggest that the College has a positive relationship with a variety of local groups. Examples include:

- The Gogebic-Ontonagon Intermediate School District houses its vocational programs on campus.
- Ottawa National Forest conducts training on campus.
- Michigan Works conducts training on campus and has provided funding for new program development (e.g., utility technician program, the certified nursing assistant program, practical nursing program and Associate Degree nursing program) and facilities for college programs (e.g., the partnership in the Copper Country office).
- Area agencies use GCC conference facilities.
- An area aquatics group now manages the GCC pool.
- More examples are in criterion 2C1 under Community Service and Economic Development.

The faculty, staff, administration, and board of trustees at GCC (internal stakeholders) enjoy a good working relationship. Evidence for this can be found in the 2008 Employee Satisfaction Survey and the more recent Presidential Evaluation which can be found at <http://www.gogebic.edu/AQIP> - Systems Portfolio 2008. With few exceptions, these surveys paint a picture of an organization that is committed to mutual understanding, respect and success. (3R3 and 3R4)

### **9R2. Comparing Our Results with Other Higher Educational Institutions and Organizations Outside of the Educational Community**

We do not make comparisons of our results for building external collaborative relationships with those of other colleges or non-educational organizations. For the most part, this is because very little comparative data exists. This data does not exist because the unique nature of each institution's collaborative relationships would render any such comparisons meaningless. Differences in the scope, needs, goals, and administration of collaborative relationships introduce far too many variables for statistically relevant comparisons to be made.

A recent survey conducted by Grand View Hospital found that 165 of their employees volunteer in 65 different community organizations. As stated in 3P3, GCC employees volunteer in 55 organizations. We could say that we are comparable to Grandview in this regard. However, that would be a misleading statement given that the number of individuals employed by our two organizations is very different, the wording of the surveys were not identical, the surveys were not conducted in the same year or in the same format. Inquiries made during the writing of this portfolio however have generated an interest on the part of both organizations to develop some comparative measures.

### **9I1. Improving Current Processes for Building Collaborative Relationships**

Gogebic Community College's approach to building, maintaining and improving collaborative relationships is simple, direct and highly effective. We know the organizations we work with; we know the people who work for those organizations. Our process improves when we learn more about our partners and understand how our mutual needs can be met. We have expanded the travel resources of our president so he can maintain the relationships he has established both in Lansing and in Washington, D.C. We have an ongoing dialogue with all of our partners – both formally and informally. This provides us with a great deal of feedback that we can access and act on. In an attempt to increase our awareness of student needs and concerns, we have expanded the resources earmarked for student life activities.

### **9I2. Setting Targets for Improvement**

The improvement of collaborative relationships is a perpetual process (9I1). The College's strategic planning process (8C2) is one avenue used to identify specific areas in need of improvement but certainly

not the only one. Establishment of improvement priorities can begin at any number of levels within the organization including the president's Cabinet, individual instructional divisions, or the Strategic Fiscal Planning Committee.

## Index to Gogebic Community College's Systems Portfolio and the Five Criteria for Accreditation

**Criterion One: Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, administration, faculty, staff, and students (AQIP categories 1, 2, 3, 5).

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

- The Board of Trustees has concluded its review of the College Mission documents (O1).
- The Board of Trustees approved the current College Vision and Values on June 24, 2003 (O1).
- The Mission is articulated publicly in the College Website, the College Catalog, Student Handbook, and on page 4 of the Strategic Plan. All are in print and on the College Web site.  
(Catalog URL: <http://www.gogebic.edu/studentinfo/catalog/pdf>,  
Handbook URL: <http://www.gogebic.edu/handbook/general.shtm>,  
Strategic Plan URL: <http://www.gogebic.edu/portfolio>)
- The Mission documents clearly state the College's commitment to its various constituencies and the goals of GCC (O1).

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

- The philosophy of Gogebic Community College documents recognition that the student must be prepared for active participation in a diverse world (O1).
- Gogebic Community College recognizes the diversity of the student population and the learning environment. (O3)
- Through community participation, the student becomes aware of community and its role in the advancement of learning opportunities (2C3).
- The College community recognizes the diversity of its students and stakeholders and their varying needs (3C1, 3P1, 3P3).
- The College offers a variety of learning alternatives to serve the diverse needs of the learners (1C4).

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

- The Strategic Plan is consistent with the Mission documents of the College.  
(<http://www.gogebic.edu/AQIP>)
- Student learning aligns with the Mission documents of the College (1C2).
- Other distinctive objectives align with the Mission documents of the College (2C2).
- College strategies correlate with the Mission and Vision (8C2).
- The Workplace Satisfaction Survey shows that the College employees feel that their jobs are important to the College mission (<http://www.gogebic.edu/portfolio> - 2008 portfolio).

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

- The Strategic Plan, Annual Goals, and Departmental Goals are consistent with the College Mission and are available to the College faculty and staff (O1,8P2, 8P3, 8P4).
- Stakeholder meetings every five years provide input to the College Strategic Plan (2P1, 8C2, 8P1).
- Collaborative efforts with the community and economic development allow the College to fulfill its Mission (2C1, 2C2).

- The College committee structure allows staff participation in the administrative process and effective execution of the College Mission (5C1).
- The College Governance Structure promotes leadership and collaboration (5P5).

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

- The activities of Gogebic Community College are consistent with its Mission documents (1C2, 2C1, 2C2).
- The College assesses and recommends placement of students into appropriate level courses (1C2, 1P5).
- The College has a quality assurance policy for transfer and non-transfer students (1C2).
- The College addresses and documents stakeholder complaints in a private, timely, and equitable fashion (3P6, 5I1).

**Criterion Two: Preparing for the Future.** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the Mission, improve the quality of education, and respond to future challenges and opportunities (AQIP categories 6, 7, 8, 9).

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

- Periodic Stakeholder meetings provide input to the College Strategic Plan (2P1, 8C2, 8P1).
- The College offers a variety of learning alternatives to serve the diverse needs of the learners (1C4).
- The College analyzes trends for workforce needs (4C3).
- The College is involved in the selection of short- and long-term strategies for the future (8P2, 8P3).
- The College Fiscal and Strategic Planning Committee, a committee with campus wide representation, was formed to advise on issues related to strategic planning and setting fiscal priorities (5P1, 8P1).

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

- Student and administrative support areas help to reinforce student learning (6C2).
- The College invests in people through continuing education and technology (4C4, 1P7, 1P9).
- Employee selection and retention processes support current educational programs and plans to maintain and improve their quality (4P1, 4P2).
- Employee training and professional development needs are assessed and supported by the College (4P4, 4P5).
- The College is fiscally responsible <http://www.gogebic.edu/AQIP> - College financial audit.

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

- Student- and administrative-support areas identify service needs and develop processes to meet demands and needs of our stakeholders (6P3, 6P4).
- The College is involved in AQIP, and the Systems Portfolio and Strategy Forum process assist the College in identifying weaknesses and strengths and in developing corrective action plans (8I2).
- Evaluation of the National Postsecondary Education Cooperative Integrated Postsecondary Education Data Systems and the Activities Classification Structure Report from the Michigan Department of Labor and Economic Growth provide comparative statistical results (8R3, 3R2).
- The Program Review process evaluates the effectiveness of programs in assisting students in meeting their educational goals (1P2, 1P8).

- The Student Assessment Process provides a means for assessing students before, during, and after their enrollment at GCC (1P11, 1R1, 1R2, 1R3).

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

- The Strategic Plan, Annual Goals, and Departmental Goals are consistent with the College Mission and are available to the College faculty and staff (8P2, 8P3, 8P4, <http://www.gogebic.edu>).
- Stakeholder meetings provide input to the College Strategic Plan (2P1, 8C2, 8P1, 8P3).
- The College is involved in the selection of short- and long-term strategies for the future (8P2).

**Criterion Three – Student Learning and Effective Teaching.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (AQIP categories 1, 3, 5, 7).

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

- The purposes of the College are general benchmarks in measuring student-learning outcomes (O1, 1C2, 1R2, 1R3).
- The Curriculum Committee formally evaluates course learning objectives and program learning objectives in the program-review process (1P1, 1P2, 1P8).
- The Student Learning Team has developed common learning objectives for every student of the College (1C1).

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

- The College has a quality-assurance policy for transfer and nontransfer students (1C2).
- Student and administrative support areas help to reinforce student learning (6C2).
- The College invests in people through continuing education and technology (4C4, 1P9).
- Employee selection, retention, and continuous professional development processes support the current educational programs and plans to maintain and improve their quality (4P1, 4P2, 4P3, 4P4, 4P5).
- The course evaluation process includes an evaluation of the instruction provided (3R1).

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

- The College work environment stresses learning and student services (1C5, 4C1).
- Along with regular classroom activities, the College has a Learning Resources and Instructional Technology Center and ACES (Academic Choices, Enrichment, and Success) Center for student academic support and learning (1P9, 6C1).
- The community offers a real-life classroom to our students; the learning is real, now, and hands on (2C3).

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

- Student- and administrative-support areas help to reinforce student learning (6C2).
- Along with regular classroom activities, the College has a Learning Resources and Instructional Technology Center and ACES Center, which are focused on learning (1P9, 6C1).
- Advising, TRIO (the federally funded student-academic-support program), Perkins, at-risk staff, and the transfer coordinator all provide essential support to student learning and to effective teaching (6C1).
- The College provides instructional technology and wireless accessibility to the Internet for staff and students (4C1, 6C1).

**Criterion Four: Acquisition, Discovery, and Application of Knowledge.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, sound practices, and social responsibility in ways consistent with its Mission (AQIP categories 1, 2, 3, 4, 7).

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

- A statement of dedication to lifelong learning is in Philosophy, Item 3, and stated in the catalog, Student Handbook, Strategic Plan, and on the Web site (O1).
- The College invests in people through continuing education and technology (4C4, 1P9).
- Employee selection, retention, and professional development processes support current educational programs and plans to maintain and improve their quality (4P1, 4P2, 4P3, 4P4, 4P5).
- The College demonstrates its commitment to a life of learning through its efforts in economic development and community service (2C1, 2C2, 2C3, 2P5).
- The support services for all students and, in particular, nontraditional students, offer advising, career counseling, TRIO, ADAPT (Alcohol and other Drug Prevention Team), etc. and indicate the College's commitment to the success of students of any age (6C1).

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

- College Philosophy statements 2 and 3 designate the importance of intellectual inquiry. (O1, <http://www.gogebic.edu/>)
- The College reviews the Mission documentation to assure that it is consistent with the general education principals of the College (1C2, 2C2).
- Student learning outcomes demonstrate the Colleges commitment to graduates having achieved the breadth of skills and capacity to exercise intellectual inquiry (1C1).
- Student achievement of learning outcomes is supported by a commitment to providing learning experiences both in and out of the classroom (Category 1, 6C1)
- Employee selection and retention processes support the current educational programs and the offerings of the future (4P1, 4P2, 4P3, 4P4, 4P5).
- The College invests in people through continuing education and technology (4C4, 1P9).

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

- Every five years, the Curriculum Committee reviews programs and includes community, professional, and student participation in the process (1P1, 1P2/1P8, 1P12, 3P1).
- Occupational programs conduct advisory panel meetings (1P2/1P8, 1P3, 3P1).
- Learning goals and outcomes are consistent with the needs for professional competence (1C3, 1P1, 1P2/P8, 1P3, 1P5, 3P3).
- In addition to structured goals, applied practice through clinical internships provides real-life experience for the students (2C2, 2C3).

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

- Student rights and responsibilities are in the Student Handbook. (<http://www.gogebic.edu/publications/index.shtml>)
- The organization has and enforces policies on intellectual property (1C5).
- Board Policies 101 and 204 require ethical practices by faculty, students, and staff. (<http://www.gogebic.edu/AQIP>)
- The students learn responsibility through clinical internships and their many involvements with the community (2C2, 2C3).

**Criterion Five: Engagement and Service.** As its Mission instructs, the organization identifies its constituencies and serves them in ways both value (AQIP categories 2, 3, 4, 5, 7, 9).

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

- The College Purposes outline involvement with College constituencies (O1).
- Stakeholder meetings are a part of the Strategic Planning process (8P1, 3P3).
- The College identifies, analyzes, and responds to constituencies' changing needs (3P1, 3P2, 3P3, 3P4, 3P5, 9P1).

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

- The College's cocurricular activities involve students, staff, administration, and faculty with external communities (2C1, 2C2, 2C3, 2P1).
- The College identifies, analyzes, and responds to the constituencies' changing needs (3P1, 3P2, 3P3, 3P4, 3P5, 9P1).
- The College has a strong collaborative relationship with Michigan Works (9C1).
- The College's educational programs connect the students to the community through experiential learning (2C1, 2C3, 1C2).
- In the 2003/2004 academic year, Gogebic Community College provided classrooms and support to second, third, and fourth grade students after a fire damaged their local elementary school (2C1).

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

- The College has collaborative relationships with the Gogebic-Ontonagon Intermediate School District and area high schools for occupational training and the housing of the GOISD office (2C2, 2C3, 9C1, 9P1, 9P2).
- The College participates in the Economic Development Commission and houses the EDC office (2C2, 2C3, 9C1, 9P1, 9P2).
- The College demonstrates responsiveness to constituency needs through a number of examples (2C2, 2C3, 9C1, 9P1, 9P2, 9P4).
- The College hosts annual events for local school students such as Science Fun Day and a semi-annual Quiz bowl competition (3P2)

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

- In 2001, the College received the Collaborative Agency of the Year Award from Michigan Works (9C1).
- The students feel that the College does an effective job of preparing students for transfer or occupational careers (3R1).
- The College interrelates with the community as the many services outlined in Criterion 2 reveal (2C1, Category 9).
- The community, region, and state perceive the College as an avenue to accomplish its educational goals and as one of the primary players in economic and community development. (O1)

