



Glen Oaks Community College

Review date: 11/4/2024

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

Funding for the college has been

Vj g'kpukwwkpau'o kukqp'ku'erget'cpf "ctkewrvgf "r wdrken(=k/i wlf gu'vj g'kpukwwkpau"qr gtcvkpu0

1.A - Core Component 1.A

Vj g'kpukwwkpau'o kukqp'ku'ctkewrvgf "r wdrken("cpf "qr gtcvkpcrk gf "vj tqwi j qw'vj g'kpukwwkpau0

1. The mission was developed through a process suited to the context of the institution.
2. Vj g'o kukqp"cpf "tgrvgf "ucvgo gvu'ctg"ewtgpv'cpf "tghetgpeg"vj g'kpukwwkpau"go r j cuku"qp" the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. Vj g'kpukwwkpau"cecf go le"qhtkpi u."uwf gpv'ur r qt'ugt'xlegu"cpf "gptqmo gpv'r tqhkg"ctg" consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

This mission is articulated publicly and operationalized throughout the institution. Glen Oaks Community College (GOCC) operates under a [shared governance](#) utwewtg0Vj g'eqmgi gaa" mission, vision, and value statements were developed through collaborative efforts among the Rt'gukf gpvau'Eqwpekn"vj g'Dqctf "qh'Vtwuggu."cpf "vj g'Eqmgi g'Eqwpekn"ctgr t'gugpvc'xg"dqf { "vj cv" aims to integrate planning processes and model continuous quality improvement.

Cf'qr vgf "kp"4227."vj g'I QEEa"o kukqp'y cu"oVtcpuhtqto kpi "Nkxgu"cpf "Cf'xcpeki "Eqo o wpkkgu0" This statement positioned GOCC as the primary higher education and workforce development egpvt'ht"U0Lqur j 'Eqwv'v'."O K'cpf "vj g'eqmgi gaa'ugt'xleg"ctgc0Cu'ko g'r tqi tessed, the mission statement evolved to fit the ever-changing needs of the college and community. In 2016, the [mission was modified](#) to what it is today:

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

oVtcpuhtqto kpi "Nkxgu"cpf "Cf'xcpeki "Eqo o wpkkgu.o'tgo ckpu"vj g'[Vision Statement](#).

Vj g'Eqmgi g'Eqwpekn'Rt'gukf gpvau'Eqwpekn"cpf "vj g'Dqctf "qh'Vtwuggu'tgxkgy "vj g'o kukqp" statement and strategic plan during the annual Board retreat to ensure the mission, vision, and

xcnwguctgtgxcpv'cpf 'tghgevj g'eqmgi gaur tktklgu'cpf 'i qcm0Qp'Lwnf '35.'4245.'vj g'gzgewkxg" director of institutional planning, assessment, and research led the group in a [review of the mission statement](#) and strategic plan objectives. The mission statement was reaffirmed at this [tgvgevcu'k'eqp'p'wgf 'v'ecr wtg'vj g'lpukwwkqpaur tktklgu0](#)

Vj g'eqmgi gaur'o kukqp'ucvgo gpvku'ctvewrcv'cpf "qr gtcv'kpcrk gf "cv'[all-college meetings](#) and strategic planning sessions, in the [college catalog](#), on the [website](#), in [new employee packets](#)

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

Further, the college utilizes advisory boards composed of members of the community, local

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

I QEE's [fall enrollment profile](#) is consistent with its mission to meet diverse educational needs. As noted in the fall enrollment profile 2019-2023, student headcount has gradually increased

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

1.B - Core Component 1.B

Vj g'lpukwwkppøi'o kuukpp'f go qpwtcvgu"eqo o ko gpv"q"vj g'public good.

1. Vj g'lpukwwkppøi'cevkppu'cpf 'f gekukppu'f go qpwtcvg"vj cv'ku'gf wecvkppcn'tqng'ku"vq"ugt'xg'vj g' public, not solely the institution or any superordinate entity.
2. Vj g'lpukwwkppøi'gf wecvkppcn'tgur qpukdkkkgu"veng'r tko ce { "qxgt"qyj gt'r vtr qugu."uwej "cu" generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

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

In addition to credit-bearing opportunities, the Business Outreach and Services department offers a broad range of non-credit courses. These courses are open to anyone and designed for an

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

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

Vj g'eqmgi g"gpici gu'y kj "gzvgtpcrl'eqpukwgpw'tgi wrctn{ 'kp'o cp{ 'y c{ u0I QEEø'r tgukf gpv' attends [monthly superintendent meetings](#) of the area high schools and the SJCISD to provide college updates and to receive information from our K-12 partners. The Board of Trustees represents various school districts and brings input from their districts as applicable. Board agendas include a [Xkukqtø'Ego o gpy](#) section for input from any meeting attendee. The director of business outreach and services regularly engages area employers to identify and help fulfill their training needs (e.g., [Sales, Leadership, Excel](#)). This includes [partnerships with area businesses](#) using state-funded grant programs such as the Going PRO Talent Fund for training, developing, and retaining current and newly hired employees.

GOCC hosts the St. Joseph County [College Fair](#) which the public is invited to attend, and area high school students are bussed in to meet with representatives of two and four-year institutions and gain information about various colleges and program offerings. GOCC students are invited to discuss transfer options as well. The college also hosted the St. Joseph County [Job Fair](#) which was open to students and the public. However, as the unemployment rate dwindled, and over 50

Articulation.Baker College
BloodDrive.20240207
BOT.Minutes.20221208
BOT.Presentation-Strategic Plan 2021
BOT.Presentation-Strategic Plan 2022
BOT.Presentation-Strategic Plan 2023
BusinessOutreach.Application.Excel

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

policies have been developed or updated due to changes in federal requirements, as a response to global issues, or in efforts to be more inclusive. Examples of these include the [Sex/Gender-Based](#)

1.S - Criterion 1 - Summary

The kpuwwkpa'o ku'kpa'ku'ergct'cpf "ct kwrcvgf 'r wdrnf =k'i wk gu'j g'kpuwwkpa'qr gtcvqpu0

Summary

The mission of Glen Oaks Community College is to provide opportunities for academic and lifelong success through excellence in teaching and comprehensive support services that meet qwt'eqo o wplv(au'f kgtug'gf wcvkpcn'pggf u0Vj g'eqmgi g'o cngu'epegtvgf 'ghqrts to align its academic programs and services with its mission, vision, and values. GOCC operates under a shared governance structure; continuous assessment and improvement are displayed through the strategic planning process, the involvement of internal and external stakeholders on committees and program advisory boards, and partnerships with the local K-12 systems and Intermediate School District. The institution provides curricular and cocurricular opportunities to prepare students for informed citizenship and workplace success while demonstrating an inclusive and equitable treatment of diverse populations. GOCC publicly articulates its mission through various platforms and is committed to engaging with and responding to community needs.

Sources

There are no sources.

During the 2022-2023 academic year, GOCC went through a comprehensive review of the Board of Trustee Policies and Procedures, whereby most sections were reviewed by the appropriate

The Information Technology (IT) department maintains security controls as outlined by the [Information Security Policy](#) and the

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

I QEEa'hpcekn'cw k'cpf "ukpi ng'cw k'ctg"eqo r ngvf "cppwcm{ "d{ "cp"gz vtpcn'cw k'kpi 'ht o 0' Vj g'hpcekn'cw k'ku"cp"qxgtxlgy "qh'yj g'eqmgi gø'hpcekn'ukwckqp"cpf "yj g'ukpi ng'cw k'tgxly u" federal and pass-thru grants GOCC has received. Auditors look at ledger information in August for the prior fiscal year and the final audited financial statements are presented to the BOT in [October](#). The auditing firm is [selected by the BOT](#)

BOT.Minutes.20230914
BOT.Minutes.20230914 (page number 3)
BOT.Minutes.20231019
BOT.Packet.20231019
BOT.Packet.20231109
BOT.Packet.20240222
BOT.Policies and Procedures
BOT.Policies and Procedures (page number 8)
BOT.Policies

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

page is the [Tuition and Fees Calculator](#), where current or potential students can calculate the cost

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

Website.Institutional Learning Outcomes
Website.Leadership
Website.Learning Commons
Website.Living Off-Campus Costs
Website.Living with Parents Costs

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution.

1. The governing board is trained and knowledgeable so that it makes informed decisions that meet its legal and fiduciary responsibilities.
2. The governing board meets regularly to discuss and make decisions on behalf of the institution.
3. The governing board considers the interests of internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the president and staff on matters.

Argument

The [Board of Trustees](#) (BOT) consists of seven members elected at large on a staggered six-year term according to Michigan law [Section 389.83](#). The role of the Board is to govern the college by setting the vision, mission, and values of the college ([policy 160 of Board Policies and Procedures](#)), participating in and [approving the strategic plan](#), approving college policies (e.g.,

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

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

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

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

Day-to-day leadership of the institution is provided by the president and the [Dqctf ø'i qxgtpcpeg](#)"
[role](#) ku"q"j kt g."r tqxkf g"qxgtuki j v'cpf "gxcnævkqp."cpf "kh'pgeguuct { ."vgtø kpcvø"j g'r tgukf gpvøi"

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

2.D - Core Component 2.D

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

Argument

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

2.E - Core Component 2.E

Vj g'lpukwkwqpø'r qrekgu"cpf "r tqegf wtgu'ecm'hqt "t gur qpukdng"ces wukwqp."f kueqxtg { "cpf " application of knowledge by its faculty, staff and students.

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

Argument

I QEEø'u'ø kuuqp'hqewugu"qp"vgcej kpi "cpf "hgctpkpi 0'Y j kg'hcewv{ "cpf "uxch'ctg'pqvtgs wktgf "vq" conduct research, it is common for employees to pursue additional educational opportunities that require research, or for external research requests to be made to the college. As a result, GOCC created an [institutional review board](#) process in 2024 to review requests and support individuals doing research. The review board, under the direction of the executive director of institutional planning, assessment, and research, provides oversight ensuring compliance, ethics, and accountability. The board consists of three faculty members and one external member, along with the chairperson.

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

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

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

this language along with a textbox for faculty to enter their [section-specific AI policy](#) was added to all syllabi effective fall 2024. In addition, nursing and allied health programs have academic honesty, AI, and other integrity-related policies and procedures published in their handbooks. Examples include the

2.S - Criterion 2 - Summary

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

Summary

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

for the purpose of ensuring the college remains a leader in providing a high quality education. The changes were implemented in a timely manner and the college continues to monitor the effectiveness of these changes. The college is committed to providing a safe and secure environment for all students and employees. The college is committed to providing a high quality education and to providing a safe and secure environment for all students and employees. The college is committed to providing a high quality education and to providing a safe and secure environment for all students and employees.

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

3.A - Core Component 3.A

Vj g'tki qt'qh'vj g'lpukwwkppa'cecf go le'qhhtkpi u'ku'cr r tqr tkcv'q'j ki j gt'gf vecvqp0

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. Vj g'lpukwwkppa'r tqi tco 's wcrk' 'cpf 'hgctkpi 'i qcm'ctg'eqpukvgp'cetqu'cm'o qf gu'qh' delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

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

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

the program, and faculty engagement. The [Program Assessment and Review Committee \(PARC\)](#) is a cross-functional committee that maintains program review and the ongoing assessment of student learning processes. PARC supports curricular and cocurricular departments in the program review processes and assessing student learning outcomes. It also creates subcommittees to review program review submissions and provide feedback regarding the status of the review and future action plans documented in the review. These reviews, described in more detail within Core Component 4.A, align with the Curriculum 5-year course master review. Program-specific courses are reviewed by departmental faculty and then the Curriculum Committee during the program review process to ensure high-quality learning experiences for students. For example, the [Associate of Applied Science in Allied Health program](#) was reviewed in 2023-2024 which led to the review and approval of multiple [allied health course changes](#) during a Curriculum Committee meeting. Additional examples that were modified because of the program and course master review processes include [Automotive](#), [Criminal Justice and CADD](#), and [Electrical](#) courses. Elective or general education courses are reviewed according to the rotation specified in the [Department Assessment Process Timeline](#) within the Program Assessment and Review Handbook. In addition to faculty and shared governance feedback on courses and programs, advisory boards give feedback for curriculum improvement and alignment with industry - recent examples include [Business](#), [Education-Teacher Academy](#), and [Welding](#). While courses are reviewed systematically based on the five-year rotation outlined in the Program Assessment and Review Handbook, changes can occur yearly as needed. For example, recommendations for improvement can come from advisory board feedback or from faculty as they recognize the need to improve curricula. In 2022-2023 alone, GOCC had over 111 course modifications that spanned from description to topic and objectives to requisites changes and more.

The [process to create a curriculum](#) is described in the Curriculum Handbook and begins with faculty. Ideas often come to faculty from multiple sources including their interests, transfer partners, and business and industry. Recently approved programs include the Associate of Arts in Computer Science, Associate of Arts in Cybersecurity, and the Mechanized Irrigation Certificate which were reviewed and approved by the [Curriculum Committee](#), [Program Review Committee](#), and the [Board of Trustees](#). As the faculty builds the curriculum, GOCC departments and peer review help form the course or program before a review from the Curriculum Committee. New programs must be justified by a rationale and include information about anticipated enrollment numbers, staff

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

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

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

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

On 11/15/2023, the GOCC reviewed the [Policy Series 300 - Students](#) or [Series 400 - Instruction](#). Policies applicable to students are communicated through the [college catalog](#). These policies were reviewed, and many have been modified since 2022 to align with national best practices. For example, certificate and degree requirements were modified to create a consistent residency requirement that requires a minimum of 25% of the program's requirements to be completed at GOCC ([policy 331](#), [Curriculum Committee Minutes](#), [BOT Minutes](#)). Catalog rights and details for obtaining additional degrees or certificates ([policy 332](#)) were also reviewed with minor edits. The [Course](#)

AdvisoryCommittee.TeacherAcademy.20221101
AdvisoryCommittee.Welding.20240314
Agricultural Equipment Technology - AAS Program Template
ALH.CAAHEP Approval Letter
Articulation Agreements
Associate of Arts PLO-ILO Mapping
Associate of Business - Program Master
Associate of Science - PLO-ILO Mapping
BOT.Minutes.20200514
BOT.Minutes.20230413
BOT.Policies and Procedures
BOT.Policies and Procedures (page number 76)
BOT.Policies and Procedures (page number 210)
Catalog.Accounting
Catalog.Agricultural Equipment Technology
Catalog.Agricultural Equipment Technology.Certificate
Catalog.Arts-AA
Catalog.Computer Information Systems - AAS
Catalog.Course Information.IndependentStudy
Catalog.Credit for Prior Learning
Catalog.Cybersecurity
Catalog.DegreeRequirements
Catalog.Degrees and Certificates
Catalog.Earning Your Degree
Catalog.Policy321.Attendance
Catalog.Policy331.Degree Requirements
Catalog.Science
Catalog.Transfer
Catalog.Visual Arts_ Emphasis in Graphic Design
CM.CIS-240
CM.Form
CM.MUS-150.24WN
CM.PHIL-210.24WN
CM.PSY-101
Credit for Prior Learning Form
CTE.MOU.2024-25
CTE-DE.Three Rivers.MOU 23-26
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Syllabus.LNG-125-10.24FL
Syllabus.NUR-109-11.24FL
Syllabus.WELD-105-C3.23FL
Website.Programs of Study

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by education is the education 912 0 612 7000[()] TJETa1Sle Tmsi Tfyded learning

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

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

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

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

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

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

[ENG-201](#), where students recognize diverse perspectives through reading, analyzing, and discussing literature written by women.

NUR-101, where students develop presentations on [various cultures](#) and incorporate appropriate client-centered care.

[REL-231](#), where students compare the major spiritual concepts of the five religions.

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

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

GOCC is home to the Flora Kirsch Beck Art Gallery which annually showcases the artistic talents of community members, faculty, employees, and students. The gallery is supported by an exhibit of 2023-2024 [The Arts of Healing: My Journey](#) and [A Retrospective of 22 Years at the Oaks](#) and [Echos of the Past](#). [Coiler Alert](#) is a Commons staff member.

Sources

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ALH.SocialMedia-BLS-CPR-AED Training
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ART.CIA-fieldtrip
ART.eSports logo
ART.FieldTrip
ART.GraphicDesign-ABE logo
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Assessment.ILO4.BIO-210
Assessment.ILO4.NUR-111 x
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Syllabus.HIST-101-H1.24FL
Syllabus.MATH-101-11.24FL
Unify America Challenge.Email.2024
Unify America Challenge.Poster.2024
Webpage.Michigan Transfer Network
Website.Clubs and Organizations
Website.Institutional Learning Outcomes
Website.Learning Commons
WELD.AnimalControl

The college has dedicated resources to support student diversity and has strategic initiatives and

is hired, their [transcripts and application materials](#) are stored in Etrieve, a document management and electronic forms system. The Office of Academics enters credentials and all approved

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

Faculty are accessible for student inquiry in person and live via Zoom or Microsoft Teams. Full-time faculty are required by the CBA to post and hold a [minimum of five office hours](#) weekly over at least two days. As student needs have changed, faculty may hold up to three of these hours virtually. Annual faculty (faculty teaching 26-29 contact hours annually) must hold three office hours over two days and [adjunct faculty](#) are recommended to have at least one office hour per week per section. Faculty list their office hours in their [syllabi](#), post them on their office

skills is encouraged by nominating at least one employee annually to participate in the St. Joseph

JD.Coordinator Curriculum Improvement and Implementation
JD.Coordinator of Adjuncts and Instructional Support
JD.Coordinator Program Review and Assessment
JD.Faculty-Nursing.2022
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Website.Shared Governance

3.D - Core Component 3.D

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

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

Argument

GOCC is committed to providing academic, advising, basic needs, mental health, and placement services to support teaching and learning. The Student Services one-stop-shop assists students with applying for admissions and financial aid, completing course placement requirements, requesting official transcripts, completing new student orientation, and applying for student housing. From the point of application, the Admissions Office [communicates with students](#) and ensures students complete all processes, including mandatory [new student orientation](#). The [hybrid orientation](#) includes an online (in Canvas) experience to introduce students to their rights

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

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

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

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

[Smartboard](#). The college is in the initial steps of migrating course and program masters from Etrieve to a curriculum management software [CIM from CourseLeaf](#). In addition to campus facilities, the Health Science Department partners with numerous healthcare facilities as clinical sites for Nursing and Allied Health programs and [Burnips Equipment Co](#).

LC.Testing Center
LC.VibeBoard
New Student Orientation Canvas
Nursing.Advising Forms
Room Count and Capacity 2024
Syllabus.COM-110-10.24FL
Syllabus.COM-110-10.24FL (page number 9)
Tutoring
USDA Loan Application 2023
Uwill.2024
Watermark
Watermark.Staff-Initiated-Alerts
Website.Care0 0 1 94.584 h 0 1 94.584 h 0 1 94.584 h 0 1 94.584 h 0 1 94.584 h 0 1 94.584 h 0 1 94.584

3.S - Criterion 3 - Summary

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

Summary

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

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

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

[PARC](#) is a faculty-led collaborative committee that includes academic leaders, staff, administrators, and students. The committee evaluates the quality of curricular and cocurricular programs and assists departments with program reviews and student learning assessment

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

Evaluation of Credit

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

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

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

Transfer of Credit

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

Academic Rigor, Qualifications, and Expectations

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

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

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

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

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

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

An indirect measure of graduate success includes an annual [stakeholder survey](#) that captures perceptions from local employers, business and community leaders, and alumni on how well

AdvisoryCommittee.Minutes.Auto20221019
AdvisoryCommittee.Welding.20240314
ALH Course Revision Planning Documents
ALH.CAAHEP Approval Letter
ALH-Proposed Changes to Allied Health Programs
Assessment.StudentConduct
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OLAT.ANTH-201-10.Rubric

OLAT.ANTH-201-10.Rubric 12 0 612 792 reW*BT/F2 12 Tf1 0 0 1 173.1.506.02 Tm0 g0 G[(OL23] TJE

4.B - Core Component 4.B

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Assessment.Presentation.Program Development and Review Committee
Assessment.Reporting.Math-117
Assessment.SLO-EmailEmail.22FL
Assessment.WrapUp.NUR-224
Athletics Assessment Training 2024
CADD PLO Summary 2024
CIS 101 Assessment Close the Loop
CM.Form
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CM.PSY 210 (page number 3)
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ILO metrics 22WN thru 24SM (CCOs 1 to 6)
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Mapping.Cybersecurity AA
NUR-111.Clinical Performance Evaluation
PARC Effective Communication Forum Follow Up
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PARC.Minutes.20240917
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Program Assessment and Review Handbook (page number 11)
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Program Assessment and Review Handbook (page number 21)
Program Assessment and Review Handbook (page number 29)
PSY 210 Assessment Close the Loop
PSY-210W*BT/F2 12 Tf1 0 0 1 290.09 280.97 Tm0 g0 G[() TJETQ/ 602 267.17 Tm0 g0 G 0.0436Tc]

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

4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of

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

GOCC collects, reports, and disseminates outcome data at the institutional level. GOCC relies on the IPEDS 150% Graduation Rate Survey, the standard federal metrics that allow for ease in internal and external benchmarking. In 2022, GOCC had the highest IPEDS 150% graduation rate of the twenty-two states at 42.45%. [IPEDS graduation rate](#) exceeded the state average of 24%. [IPEDS Outcomes Measures](#) (OM) track award completion rates at 4-, 6-, and 8-year intervals, disaggregating by enrollment status, Pell eligibility, and whether the student was a first-time attendee at GOCC. The current 30% 6-year IPEDS OM rate is an important benchmark to monitor, but more even aligned with the

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

IPEDS.GradRate.2024
IPEDS.OutcomeMeasures.2024
IR.DevEd-MATH-Data.2022
IR.VFA-KPI-Math.2024
JD.IRAssistant
Microscope Receipt
PARC.Minutes.20230911
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StrategicPlan.Pillar1
Student Success Coach position description
TRIO.Annual Student Success Plan
TRIO.Financial Literacy-101
TRIO.Retention-Completion-Rates

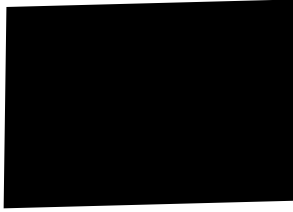
4.S - Criterion 4 - Summary

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

Summary

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

The college is dedicated to assessing student learning, a critical aspect of its mission, through faculty-led evaluations at the course, program, and institutional levels. After recognizing the need for a more robust assessment system during its earlier participation in the Higher Learning Commission Assessment Academy, GOCC joined a second cohort in 2018, overcoming challenges related to leadership transitions and software changes. Faculty assess student learning through common course outcomes (CCOs) and program-level outcomes (PLOs), supported by training and guided by tools such as the course and program master forms. CCOs are aligned to PLOs at introduce, reinforce, and mastery levels and to institutional level outcomes (ILOs). CCO assessment data measures ILO and general education learning outcomes within the program review. The Office of Institutional Planning, Assessment, and Research and the PARC support faculty with assessing student learning, analyzing annual and five-



Vj g'kpukwwkppa'tguwtegu."utvewtgu."r tgeguugu"cpf "r rppkpi "ctg'uwhelekp'v'q'hwikriku'o kuukp." improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its cf o kputcvxg'utvewtgu'cpf "eqmcdqtcvxg'r tgeguugu."vj g'kpukwwkppa'rgcf gtuj kr " demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituenciesô including its governing board, administration, faculty, staff and studentsô through planning, policies and procedures.
2. Vj g'kpukwwkppa'cf o kputcvkp'wugu'fcv"q'tgcej "kphqto gf "fgekukppu'k'vj g'dguv'k'pvtgumu" of the institution and its constituents.
3. The kputcvkp'cf o kputcvkp'gputgu'vj cv'hcwv' "cpf ."y j gp'cr r tqr tkvg."uch'cpf " students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Vj g'eqtpgtuvpg"qh'I rpp"Qcmi'Ego o wkv' "Eqmgi gâ" I QEE+"uweegu'ku'ku'eqo o ko gp'v'q'vj g" shared governance principles of transparency, trust, and inclusiveness. The GOCC [Board of Trustees](#) (BOT) remains informed about the college and is judiciously involved in its governance. The BOT holds regular monthly meetings and, when appropriate, additional special

Student data from the [Survey for Entering Student Engagement \(SENSE\)](#) revealed a gap

consists of four pillars that each have multiple objectives. The Strategic Plan is updated annually at the [Board of Trustees retreat](#), in collaboration with college leadership and the College Council. The Office of Institutional Planning, Assessment, and Research provides an overview of the [current status of existing Strategic Plan](#) objectives, as well as quantitative and qualitative data collected for consideration and discussion. Objectives are reviewed, updated, revised, added, removed, etc., to reflect new and changing priorities. Emphasis is placed on identifying objectives that reflect the ever-changing landscape of higher education. Objectives are created and are owned by various

I QEEøi'dwf i gv'r tqegu'dgi kpu'k'F gego dgt'y kj 'yj g"

educational purposes are achieved.

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

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

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

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

Sources

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Audit.2022
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BOT.Presentation-Strategic Plan.202007
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Budget.Rehmann Professional Service Plan.FY24 (page number 16)
Budget.Requisition
Budget.Template and Calendar.FY24
Buget.MillageWorksheet.2024
Canvas.FacultyResources

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

Eqewtlewrt'ctgcu'cpf 'f gr ctvo gpw'cni p'hppeknt'gs wgu'y kj 'vj g'eqngi gá'utcvgi k'r rcp'cpf " budget process. As described above, department directors determine unit needs with input from staff, [provide rationale for any budget increases](#), and send budget requests to the vice president of student services. In some cases within student services, grants were obtained outside of the normal budget process and funds were used to implement software or to streamline processes. A recent example includes the purchase of [Aviso Retention](#) (acquired by Watermark Student Success & Engagement) using federal CARES Act funds. Before 2021, GOCC did not have a formal early alert system for faculty to communicate with advisors; however, due to increased student success following the implementation of the early alert system, the college is now institutionalizing Watermark into operating expenses.

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

Staffing levels are reviewed during the budget development process and are incorporated into the draft budget. Human Resources consolidates all new personnel requests and shares them with the [Rtgukf gpwá'Eqwpekni](#) j lej 'r tlqtkk gu'dcugf "qp'o kúkp."gptqmo gnt, operational needs, and budget availability ([FY22](#), [FY23](#), [FY24](#)). Recent examples include hiring a [dual enrollment and early middle college mentor](#) to support the growing dual enrollment student population and an [institutional research assistant](#) to support the increased demand for data and institutional reporting. As noted in Core Component 5.A, the mentor was recommended by the dual enrollment advisory board and directly seen as a critical position that would help the college implement plans to improve dual enrollment operations and student outcomes. This individual tgi wctn' 'o ggw'y kj 'uwwf gpw'q'j gr 'vj go 'ugrgev'ercuugu."pcxki cvg'vj g'eqngi gá'vgej pqmi kgu." and stay on track within their dual enrollment instructional calendars. Also, due to increased compliance reporting, to better support faculty and the PARC Committee with assessment and program review, and to assist with data for grants and other college initiatives, the IR assistant

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

The [FY25 budget](#) includes revenues from tuition and fees (26%), property taxes (45%), and state appropriations (23%). Tuition and fees are budgeted based on assumptions from prior year enrollment along with any [increase to the tuition cost](#). The CFO/controller uses [enrollment reports](#) and trends for budgeting purposes. Once anticipated enrollment numbers are determined, tuition and fee revenues are calculated and added in with anticipated other revenue funds to decide what changes in tuition should be recommended to the Board of Trustees based on overall expense projections. The CFO/controller maintains and uses a five-year income statement projection that includes conservative increases across revenue and expense categories. Enrollment and college initiatives, GOCC budgeted a 1% (\$2.00/contact hour) [increase in tuition rate](#) for the 2025 fiscal year.

State appropriations and property taxes have remained consistent. State appropriations are based on the [governor's budget](#) and based on these allocations, GOCC is set to receive 2.5% of the state budget. /Span A/CID 14/L

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JD.IRAssistant
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SEM Plan 2023-2025
SEM.Minutes.20230118
USDA Loan Application 2023

5.S - Criterion 5 - Summary

Vj g'lpukwkpø'tguqtegu."utvewtgu."r tqeguugu"cpf "r rcppkpi "ctg'lwhtkpgv\q"hwtkrku"o kuukqp." improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Glen Oaks Community College (GOCC) relies on shared governance, entrusted by the Board of Trustees to the president and college employees, to advance institutional effectiveness, resources, and planning. The college has multiple committees that create, review, and improve initiatives and processes that advance the college and student success. Examples include the College Council which contributes to the development and monitoring of the Strategic Plan, the Curriculum Committee which reviews curriculum-related policies and procedures as well as systematically reviews and improves GOCC curricula, the Program Assessment and Review Committee which reviews program (curricular and cocurricular) effectiveness and student learning outcomes on a systematic five-year basis, the Online Learning Advisory Team which created a rubric to review online course design of new and existing online classes and many more. These committees are overseen by college leadership and consist of members from various employee groups. During President Cabinet, President Council, and other e

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

Sources

There are no sources.

Effective September 1, 2024⁶August 31, 2025

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

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

Note that some federal requirements are related to and accounted for in the Criteria for Accreditation or Assumed Practices. Those related Criteria and Assumed Practices have been identified for cross referencing purposes. Cross-references are also provided to the Code of Federal Regulations. Because HLC requirements may, in some cases, exceed the requirements of

Course or program credit assignment procedures. (Note: The Federal Compliance
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activation of the account occurs when the student changes the password using the first-time learning management system, follow the same format. Log-in directions, including password or do not know their user ID or password or need help within college systems such as Canvas may request assistance from the Learning Commons or other authorized staff. Students must verify their username before any password is reset to the original format.

Test proctoring services for paper/pencil and computer-based exams are available for faculty who wish to utilize the testing center in the Learning Commons. Test instructions and course rosters are provided to Learning Commons staff before the testing window. Proctors verify student identity by requesting a photo ID card before providing exam access to the student.

No

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

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

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

Link:

[Tuition & Fees](#)

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

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

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

5. Protection of Student Privacy

privacy and security of student data, including student records.

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

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

Link:

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

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

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

7. Standing With State and Other Accreditors

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

Michigan Community Colleges

Provide the name of the state agency or authority to grant degrees or offer programs.

N/A

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

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

Nursing - Accreditation Commission for Education in Nursing (ACEN)

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

N/A

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

Link:

[Nursing](#)

[Medical Assistant Certificate](#)

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

