The Board of Trustees of Grand Rapids Community College (GRCC) hereby presents the community with the 2014 performance evaluation of GRCC President Steven C. Ender, Ed.D. The President has assisted in this evaluation by providing the Board a document entitled “President’s Self-Assessment 2013-2014.”

The President is evaluated in these three areas.
1. Achieving the Ends.
2. Positioning the College for the Future.
3. Adherence to the Executive Limitations.
This document concludes with a list of expectations for the future.

**Achieving the Ends**

The Ends are the goals of the institution. Each End has two or more Indicators by which performance can be measured. Altogether there are six Ends and 27 independent Indicators. A listing of these Ends and a brief observation concerning each Indicator can be found in the Appendix of this document. More complete documentation on these Indicators can be found in the President’s Self Assessment, and a Dashboard summarizing the institution's performance on the Indicators can be found on the GRCC website at [http://cms.grcc.edu/sites/default/files/attachments/Dashboard%20Updated%204-1-14.pdf](http://cms.grcc.edu/sites/default/files/attachments/Dashboard%20Updated%204-1-14.pdf)

As CEO, the President’s performance is evaluated on the basis of the performance of the institution in achieving the Ends, and the achievement of the Ends is evaluated on the basis of the Indicators and whether a specific target for each Indicator has been achieved. It is understood that many factors other than CEO performance influence organizational performance. For some
Indicators there is a lag period of up to several years before interventions will yield results. Others reflect conditions over which the President has limited influence.

The Board is extremely pleased to see that of the 27 independent Indicators, the target was met in 22 of them (“green”). For three Indicators, the results were below target and below previous performance (“red”), while for two Indicators, the results were below target but improved from previous performance (“yellow”). The score of “green” to “red” most recently in April 2014 is 22-3, improved from 20-5 in April 2013 and 14-11 in October 2011.

One important cluster of Indicators are those having to do with rates of graduation, transfer, retention and persistence. The College's performance in these areas is mixed. While the three-year graduation rate (SS3) declined by 0.3%, the retention rate (fall to fall for first-time degree-seeking students) (SS4) improved by 1.9%, the three-year transfer rate (AA2) improved by 0.1%, and the six-year completion/transfer rate (SS2) jumped by 1.5%. The lower three-year graduation rate may reflect the fact that more and more students are studying part-time and it takes them more than three years to finish. It is disappointing that the persistence rate (fall to next term, part- and full-time) (SS5), now 71.6%, has steadily declined for four years in a row, although GRCC's rate has been at least 2% better than the State of Michigan benchmark since 2008. And in the area of subsequent completion of college-level coursework by developmental (Academic Foundation) students (AC3), there has been improvement in the field of English but not in Mathematics. The Board notes that these are areas of concern for all community colleges and that the President has taken aggressive measures to address these issues, measures which will not improve the Indicators immediately but should result in improvement in future years. These initiatives are discussed in the next section, “Positioning the College for the Future.”

Another extremely important cluster of Indicators relates to quality. The institution has demonstrated outstanding performance in this area. While the Board desires improved scores on student engagement benchmarks (SS7) in the future, the Board is very pleased with the College’s outstanding performance in all indicators related to quality, customer satisfaction and subsequent student success: student satisfaction (AA3), student achievement of their goals (SS1), accreditation (SS10), student performance at transfer colleges (SS11), student performance
against state standards (WD2), and student performance on state/national exams (WD3). With regards to accreditation, the Board notes that this past year has been extremely important for the College, with the climactic “check-up” visit from the Higher Learning Commission of the North Central Association just last month. The Board is pleased that all accreditations have been maintained and that the renewal of accreditation with the Higher Learning Commission has been proceeding so smoothly.

**Positioning the College for the Future**

The President is responsible not only for achieving the Ends in the present, but also for positioning the College to achieve the Ends in the future. The Board recognizes that the President has been very active in this regard.

**Quality**

The Board notes the tremendous amount of work invested in the new evaluation and promotion system. Other noteworthy initiatives include several action-projects including those to strengthen the teaching and learning experiences in the on-line and hybrid courses, to develop and implement a new model of program review based on program learning, and to establish an assessment and reporting process for the institutional learning outcomes.

**Completion Agenda**

It was mentioned earlier that improvement is needed in the cluster of indicators having to do with rates of graduation, transfer, persistence and retention. The President has initiated interventions that should bear fruit in the future. These include, among others, 1) innovative reverse-transfer agreements which have served as a model for other institutions; 2) participation in the Achieving the Dream program, supported by a $180,000 grant from the Kresge Foundation; 3) the establishment the Starfish Early Alert system to track student performance and enable earlier intervention, supported by a $2 million 5-year federal Title III grant; 4) the Degree-Works
software available 24/7 to students, faculty and staff, allowing students to better plan their academic paths; and 5) increased involvement of faculty in advising; 6) continuing to develop and standardize the CLS 100 “First Year Experience” course, and 7) mandating student participation in activities that data has shown improve likelihood of success, such as student orientation and enrollment in CLS 100.

**Academic Foundations**
The need for remedial education is a challenge faced by community colleges across the nation. Under the President's leadership, the GRCC has been working on solutions. After an initial pilot, GRCC is providing innovative “Fast-Track” programs to certain students that would otherwise have required semester-long remedial education courses, as well as raising funding to support these programs. And work continues on fostering seamless alignment between the KISD K-12 districts and the College.

**Enrollment**
The Board notes the steps that the College has been taking to facilitate enrollment, such as the “one-stop shopping” enrollment center, high school counselor breakfasts, and student/parent open houses. But GRCC, like most community colleges, faced declining enrollment this past year. Fortunately, the President had a budget stabilization fund in place to cushion the short-term impact on the institution, and the Board appreciates that he has contingency plans to deal with continued declines.

**Workforce Development**
Last year's presidential evaluation mentioned the establishment of the innovative Advanced Manufacturing Program to address the lack of trained technical skilled workers in certain industries. The Board notes that this program has continued and is expanding, propelled in part by a $4.1 million award from the U.S. Department of Labor. This nimble response is an example of what needs to be done to respond to the fast-changing needs of the job market.
**Return-on-Investment Program Review**

The President has continued to develop and execute an analysis to determine the cost-effectiveness of each program, weighing the net cost of each program against its value to students and the community, with the objective of guiding future investment in the various programs. The Board concurs with the President that this review is part of our responsibility as stewards of scarce resources, but also realizes that it requires a great expenditure of labor, in part because this is the first time that such a review has been performed.

**Access**

The Board recognizes the President's efforts at keeping the College affordable to students. Besides cost containment in order to limit tuition/fee increases, he is engaged together with the GRCC Foundation in raising $1M in endowed scholarships to celebrate the College's centennial this year. Additionally, the Board notes he has been conversing with community leaders on the Lakeshore, currently out-of-district, about how their communities could be incorporated into GRCC's service district so that their students could have lower-cost access to college education. Finally, the Board notes that the accessibility of the College to the disabled has been greatly improved.

**Advising**

The College has expanded efforts to help students establish academic and career goals. Since students are more likely to succeed if they have goals, it is anticipated that this will contribute positively to student success. Initiatives include increased faculty involvement in advising; merging and centralizing career services for one-stop service, resulting in a dramatic increase in the number of students seeking guidance; implementation of technological tools such as Career Coach (an on-line search tool) and the Big Blue Door (portal to GRCC web resources); and outreach to students including displays, surveys, workshops, and the “Pathway to Employment” on-line video series.

**Evaluation/Promotion System**

Promotions at the College were previously based primarily on longevity. Under the President's leadership, especially in the past year, much work has been done to develop an evaluation system...
to form the basis for promotions and raises. The Board recognizes that this represents a massive cultural change, as well as a huge investment of time on the part of administrators, faculty and staff. The Board appreciates everyone participating in this process which will result in improved quality of service to our students and community.

Infrastructure
Soon after the start of the President’s tenure in 2009, he noted the problem of outdated infrastructure as well as $34M in deferred maintenance projects. The Board acknowledges the work that the President has accomplished in protecting the College’s physical plant from further deterioration, ensuring safety and good learning environments, and providing the College the necessary infrastructure and technology for its second century. In previous years he raised funds for and completed the renovation of White Hall and the Hunsberger Arena. A $28M bond issue plus $5M in state funding and $7M in donated funds (part of $15M raised) are providing the $40M needed to address the other pressing problems in this area. In last year's report the Board acknowledged the completion of the on-time and under-budget $6M renovation of College Park Plaza. In the past year the Board has witnessed the completion of the renovation of Sneden Hall, ongoing renovations of Cook Hall and Main, and the start of renovation of the ATC. He has made progress in securing funding and making plans for the construction of a new Early Education Preschool Laboratory. He has been working to find funding for renovation of the Music Building and further renovation of Main.

Strategic Plan
The current strategic plan runs through the end of this academic year. The Board notes that the President has taken the initiative in developing a new strategic plan for the next three years, and wisely enlisted input from community leaders through a Community Strategic Planning Summit in September 2013.

External Relations
The Board acknowledges the President's investment of time in other organizations which serve the College or the community. These activities include service on the Board of Directors of the Spectrum Health System; on the Board of Trustees of K-Connect, an initiative to increase student
achievement throughout Kent County; and on the Executive Committee of the Michigan Community College Association through which much valuable work is performed that benefits all Michigan community colleges.

**Adherence to Executive Limitations**

The Executive Limitations Policies set boundaries on the President, directing him as to what he may not permit to happen. The Executive Limitations Policies consist of the following: Academic Freedom, Asset Protection, Budgeting/Forecasting, Communication and Counsel to the Board, Emergency Executive Succession, Financial Condition, and Treatment of People. Over the course of the past year, the President has presented the Board with a report on each one of these policies. It is the consensus of the Board that the President has complied with these executive limitations.

**Expectations**

The Board is very pleased with the performance of the President and the College, and with the progress that the College is making under the President’s leadership. While the Board is looking forward to seeing continued progress in all the Indicators and initiatives previously discussed, the Board finds ten expectations to be worthy of special mention.

1. Quality. The College will maintain all its accreditations, and the cluster of Indicators related to quality of education will remain excellent.
2. Completion Agenda. Given the multiple initiatives directed toward improving graduation/transfer/retention/persistence rates, the Board expects continued improvement in this cluster of Indicators so that all completion indicators will eventually attain and exceed national quality standards.
3. Academic Foundations. Continue work and progress addressing the issue of students' need for remedial education as well as improving alignment between the College and the KISD K-12 districts.

4. Cost of Education. Inasmuch as cost can create a barrier for many students, the College will continue to make progress in containing expenditures so as to minimize the magnitude of tuition and fee increases.

5. Return-on-Investment Program Review. The College will continue with its cost-benefit review of each program, followed by appropriate action.

6. Faculty and Staff Engagement. The Board understands that for our employee colleagues, recent years have been associated with difficult adjustments (e.g. pay freezes, evaluation system) for the sake of fiscal sustainability and quality. Employees' concerns will be addressed within the constraints faced by the College. The Board acknowledges the President's increased prioritization of listening and communication and encourages continued efforts in this direction.

7. Diversity. There will be continued progress toward the goal of having the College reflect the diversity of our community and student body.

8. Facilities and Technology. Renovations and improvements will continue at reasonable cost and with minimal disruption, so as to provide our students and colleagues an infrastructure appropriate for these times.

9. Fund Development. Efforts to raise funds for further renovations and scholarship endowments will continue.

10. Vision. The College will be nimble in adapting to the changing needs of student and the workforce, and it will be prepared for the demographic trend of shrinking numbers of high school seniors. Additionally, a new three-year strategic plan will be implemented in the coming weeks.

**Conclusion**

President Ender’s leadership of GRCC is determined to be HIGHLY EFFECTIVE. Under his leadership the College is achieving the Ends that the Board has prescribed; this achievement is well-documented by specific measurable indicators. But beyond this, the Board notes that our
President is not one who ignores problems. He has relentlessly worked to address every issue that might hinder the College from achieving its Ends in the future. Furthermore, he has excelled at finding innovative solutions. No doubt the future will bring more daunting challenges, but under the leadership of President Ender, Grand Rapids Community College will continue to serve our community with distinction.
Appendix. Ends and Indicators

GRCC has six Ends: Academic Alignment, Access, Community Outreach, the GRCC Experience, Student Success, and Workforce Development. Here follows a brief observation on the performance on each of the Indicators measuring accomplishment of each End.

1. Academic Alignment. “GRCC collaborates closely with providers to provide a seamless transition across all educational sectors.” This End has four Indicators of success.

AA1. Number of articulation agreements. From 2012 to 2013 the number of articulation agreements increased from 35 to 42, an increase of 20%. And in the four years since President’s first year, the number has increased by 100%. This far exceeds the target of an annual increase of 5%.

AA2. Percent of students who successfully transfer to another college/university. 19.5% of first-time full-time students entering GRCC in Fall 2009 successfully transferred to other institutions of higher learning within three years of entering GRCC. This represents a slight increase from the previous year when the number was 19.4%. While GRCC’s performance improved slightly, the benchmark of from the National Community College Benchmarking Project fell from 16.8 to 16.3%.

AA3. Student satisfaction with GRCC preparation for transfer. When 2011-12 graduates were asked the question “How well did GRCC prepare you to continue your education?”, 97.2% of them gave positive responses. This exceeds the target of 95% and represents an improvement compared to the previous year when the number was 95.5%.

AA4. Incidence of developmental education. GRCC strives to coordinate with K-12 districts to reduce the percent of students entering GRCC who require developmental education. Most recent data shows that in Fall 2013, 47.2% of students entering GRCC tested into one or more developmental course. This represents a decrease of 1.4% from the previous year and a 10.2% decrease over four years, substantially exceeding the target of a 1% decrease per year. The GRCC statistic is also better than the most recent State of Michigan benchmark of 62%.

2. Access. “GRCC minimizes the barriers of time, place, cost and educational preparation levels so that all members of the community have an opportunity to participate in college programs.” This End has five Indicators of success.

AC1. Percent of GRCC credits offered in non-traditional formats. For the Fall 2012 semester GRCC offered 21.1% of courses in non-traditional formats: distance learning, weekend or off-campus. The compares with a statistic of 19.8% for the previous year and 16.5% four years ago. The College has exceeded the target of a 1% annual increase.

AC2. GRCC student body mirrors the KISD region in terms of minority representation. For this Indicator the target is met: The percent of minority students at GRCC is greater than the percent in the general population, both for students from Kent and students from Ottawa County.

AC3. Success in subsequent college coursework for students enrolled in academic foundation (remedial/developmental) classes. The goal is to increase this Indicator by 1% per year. The College has not attained this goal.

AC4. Incidence of Developmental Education. Same as AA4 above.

AC5. A Pell Grant is sufficient to cover tuition, fees, and books for a full-time student. GRCC remains the most affordable option in college education in the area. A student receiving a
full Pell Grant of $5730 for the coming academic year would be expected to be able to have the grant cover all educational expenses with more than $2000 left over to pay for books and supplies and to help defray living expenses.

AC6. Compliance with Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973. GRCC is compliant with this legislation, which is the target.

3. Community Outreach. “GRCC enriches the community through educational and civic programming and partnerships.” This End has three Indicators of success.

CO1. Community Satisfaction with GRCC (e.g. surveys, public comment). According to the latest survey in November 2013, 81% of respondents indicated that they were “satisfied” with GRCC and the services it provides to the community. This exceeds the target of 80%.

CO2. Number of lectures/events/symposia/conferences/athletic events on GRCC campus open to the public. The most recent data is for the 2011-12 year, when the total participants for the year exceeded 170,000; this more than doubled the participation rate in 2009-10 and far exceeded the target annual increase of 2%.

4. The GRCC Experience. “GRCC provides students with co-curricular experiences that help them develop their citizenship skills.” This End has two Indicators of success.

EX1. Percent of credit students who participate in clubs, organizations, athletic teams or service learning. In the 2013-14 year, 6.7% of students participated, versus 6.6% last year. This achieves the target of increasing the percentage each year.

EX2. Percent of credit classes that offer a co-curricular activity option as part of the course experience. 1.67% of sections offered service learning, co-curricular learning, in 2013-14. This is more than the 1.29% in the previous year. This increase of 0.42% exceeds that the target increase of 0.25% per year.

5. Student Success. “GRCC students will achieve their educational goals.” This End has eleven Indicators of success.

SS1. Students achieve their goals for attending GRCC (transfer or degree completion). For students completing GRCC in 2011-12, 99.2% reported that their goal in attending GRCC was accomplished. This represents an impressive improvement from 97.7% for students completing GRCC in 2010-11 and 90.1% in 2007-8. Benchmark data is not available for 2011-12, but GRCC’s recent ratings exceed the past benchmark range of 88-95%, and exceed the target of 95%.

SS2. Six-year completion/transfer rate. Of those students entering GRCC in 2007, 44.7% had successfully completed or transferred by 2013. This is an improvement from the previous period, students entering GRCC in 2006, among whom 43.2% had successfully completed or transferred by 2011. And this is a marked improvement from the period before that, students entering GRCC in 2005, among whom 38.9% had successfully completed or transferred by 2010.

SS3. Three-year completion rate for first-time, full-time students. Of those first-time full-time students entering GRCC in Fall 2009, 15.1% completed a degree or credential within three years. This is a slight decrease from the 15.4% the year before, falling short of the benchmark of 20.2% and the target of an increase of 0.05% per year.

SS4. Retention rate (fall to fall for first-time students). First-time students entering GRCC in Fall 2012 had a retention rate of 56.8%, improved from the 54.9% retention rate for first-time students who entered in Fall 2011. This increase of 1.9% exceeds the goal increase of 1% per
year. And GRCC's retention rate exceeds the most recent benchmark of 53.1% from the Consortium for Student Retention Data Exchange.

SS5. **Persistence rate (fall to next term, part- and full-time).** Students, including both part- and full-time, who entered GRCC in Fall 2013 had a persistence rate of 71.6%. This is a decrease from the 73.2% for the year before and the fourth annual decrease in a row. It falls short of the target of a 1% increase. But it is noted that the State of Michigan benchmark rate has also been decreasing, and GRCC's rate has consistently been better than the benchmark by at least 2%.

SS6. **Course success rates (% of grades C- or better).** 73.4% of grades in Fall 2013 were C- or better, down from 74.3% for Fall 2012, but up from 71.9% for Fall 2011. This indicator falls short of the target of a 1% increase per year.

SS7. **Student engagement benchmarks.** This survey is performed every two years, most recently in 2013. GRCC scored in the range of 45.5 to 47.4, falling short of the targeted 1% increase and slightly short of the CCSSE benchmark of 50.

SS8. **Entering student benchmarks of effective practice.** The most recent Survey of Entering Student Engagement (SENSE) at GRCC was performed in 2012. GRCC’s score averaged 47.1, compared to 45.1 in 2010. Thus the score increased by 2, double the target increase of 1.

SS9. **GRCC faculty/staff mirrors the student body in terms of minority representation.** 20.5% of faculty/staff in 2013 were minority, up from 19.5% in 2012, and within the target of 5% of the student body minority percentage of 24.4%.

SS10. **GRCC remains fully accredited by the Higher Learning Commission of the North Central Association; individual programs remain accredited by their corresponding accrediting agencies where applicable.** GRCC does indeed remain accredited by the HLC/NCA; 15 specialized accreditations have been maintained as well.

SS11. **Student performance at transfer colleges.** For the 2012-13 year, former GRCC students who transferred to a transfer college/university earned a cumulative grade point average of 3.00, exceeding both the 2.97 from the year before as well as the benchmark of 2.93 from that year. The target increase of 0.03 per year has been achieved.

6. **Workforce Development.** “GRCC students are prepared to secure employment in all sectors of the economy.” This End has three Indicators of success.

WD1. **Percentage of GRCC career graduates who are continuing their education or are employed in their field of study.** For the 2012-13 year, 60% of graduates were employed in a related field or were pursuing continued education. The percentage for the previous year was 56%. The target increase of 3% per year was thus exceeded. The most recent benchmark of 58% was also exceeded.

WD2. **Perkins core indicators for workforce development program performance.** For the 2012-13 year, GRCC impressively outperformed the state standard in all categories having to do with quality of the programs: technical skill assessment (96% versus 92%), earning a credential, certificate or degree (40% versus 29%) and student placement (97% versus 71%). GRCC also outperformed the state standard in the area of student retention or transfer (77% versus 71%).

WD3. **Licensure pass rates.** For the 2012-13 year, 95.7% of workforce graduates passed the licensing test in their field. The target is to outperform the national benchmark, which is 92%. GRCC impressively exceeded this target, having a failure rate of about half the national benchmark.