Submitted by Steven C. Ender, Ed.D. to The Board of Trustees, April 4, 2014
As I have done in the preceding years of my presidency at GRCC, below are the goals I personally focused on during the 2013-14 academic year and my accomplishments. In addition to my goal accomplishments, this report also includes a summary of the GRCC, Board approved, indicators of success for each of our college’s Ends.

1. Working with manufactures on the lake shore, provide leadership to replicate the Advanced Manufacturing Program cohort model in Ottawa County utilizing the Thompson ATC center.

   My work in this area has been with the CEO’s of Herman Miller and Hayworth. It was our desire to begin a Middle College through the Ottawa Area ISD with a manufacturing track. The ISD chose Muskegon Community College. Even though we developed a differential tuition rate to assist out of county students in dual enrollment courses offered at the high schools, Muskegon offered a lower cost for the instruction. Both manufacturing companies are sending students and employees to our Advanced Manufacturing Program this fall that will be offered in the Applied Technology Center.

2. Provide leadership and convene a community planning summit to gather input to update GRCC’s Strategic plan for academic years 2014-15 through 2016-17.

   We hosted a Community Strategic Planning Summit on campus on September 12, 2013. 225 community members were invited to attend the summit to share their personal assessment of our present strategic plan efforts including the areas where they thought GRCC excelled, as well as our areas of opportunity. In addition, we asked for suggestions as to new directions the college might consider incorporating into our new strategic plan. The meeting was a great success with 40 community members participating in the highly interactive session. The community feedback was analyzed by SLT and the insight gleaned from these stakeholders was valuable as we began the process of working on the next iteration of our strategic plan. Summit participants were sent the follow-up analysis by SLT as a result of their work at the planning session and we will close the loop with this group by sending them a copy of our completed strategic plan in July of 2014.

3. Continue to work with the leadership of the GRCC Faculty Association to create and implement a new non-tenured contractual faculty teaching position.

   I met with the Faculty Association President throughout the fall term to see if we could find common ground to create a new contractual faculty
teaching position. To date we have not been able to forge an agreement and the conversation has shifted to pre-retired faculty who may be interested in a contractual position. To date the Association has not presented any information in writing for our possible response. I am unclear if we will find common ground on this issue.

4. Work with the executive leadership team to develop a rubric to examine the value-add return on investment proposition of all GRCC academic and non-academic support programs. This work will result in recommendations for expanding, maintaining, reducing or eliminating programs that would begin to be reflected in the 2015-16 college budget.

We have met several times to discuss criteria in addition to the budget analysis completed by the sub-committee of the Strategic Leadership Committee. Factors that we are considering include the following metrics: enrollment trends; total net revenue or expense; student success measure (e.g., graduating rates, transfer rates, retention); scatter-graph analysis of cost vs. demand; and ratings by deans and the provost. This is a work in progress and will be completed in the summer of 2014 with possible implementation for the 2015-16 budget year.

5. Continue to seek and secure external funding to support new building and renovation projects for music, early childhood education and the main building.

Significant work has been completed to secure funding from the Kellogg Foundation to support the building of a new Early Education Pre-School Laboratory. This work has included design charrets with faculty, staff and community leaders and parents. Progressive AE has led this work and Kellogg staff has been involved throughout the process. We will submit a request for $7.2M dollars. One half of the request is for a building grant and the other half will be requested at a no or low interest long-term loan. We have submitted a naming request for $2.0M dollars to a local family to help us with the loan and we have approached PNC bank and the Fry Foundation for additional funding.

We submitted a request for $5.0M to a local foundation to finish the renovation of floors two through five in the Main building and have recently been informed that funding will not be forthcoming.

We have struggled in regard to the Music building. Even though we have a $3.0M gift to support building renovation we are having difficulty identifying donors who would be willing to make a seven figure gift to support this work. We will continue to investigate potential funders.

6. Make a final decision and recommendation to the Board in regard to health care expansion as a result of the Universal Health Care Act.

We continue to work diligently towards full implementation of all provisions of the Affordable Care Act. Over the past year we have worked to put multiple systems in place to enable us to comply with the Act. We have identified our measurement, administrative and stability periods which are used to determine if any of our employees not currently eligible for health care coverage might need to be offered benefits based on hours worked.
We have developed fairly complex payroll reports that help us to track average hours worked for all employees not currently covered. Many of these employees hold multiple positions with variable hours across different departments and sometimes those work assignments vary by semester.

Throughout our work, we have attempted to balance our fiscal realities and the impact that additional health insurance costs would have on our financial position, with being fair to our employees. As part of our analysis we recommended a new classification of meet and confer employee; our Professional Service, Limited Benefits category. We have placed employees that work more than 30 hours per week on a consistent basis (but not in a position with benefits) into this new classification and have provided them with single subscriber health benefits that meet the requirements outlined in the Affordable Care Act. In other areas like our student employee groups, we have worked with supervisors to limit total hours to no more than 28 per week to help us avoid as situation where we would be faced with offering health coverage for a student with hours that might have exceeded the 30 hour standard.

We included $750,000 in additional health insurance expense in our budget for the 2013/2014 fiscal year in anticipation of having to offer health benefits to some adjunct faculty members as of January of 2014. Since the budget was adopted, two things have occurred. First, many of the employer provisions in the Act were delayed by a full year. We are not required to provide benefits to any employees meeting the new definition of full time until January of 2015. In addition, and certainly of greater importance for us, the IRS has provided guidance around the tracking of total hours worked for adjunct faculty. The have stated that institutions should count 2.25 total hours for every hour of class time. Thus, an adjunct with 12 contact hours would be considered to work 27 hours per week, short of the required 30 hours to qualify for benefits.

We will continue to work to fully implement all requirements of the Act as we move towards January of 2015.

7. Work with area legislators, community leaders, and MCCA to change the Community College Act allowing non-contiguous school districts to determine through the voting process to become eligible to be included in GRCC’s service district.

Much of the impetus for this work has originated from community leaders and business owners in Ottawa County. For some time we thought we had a legislator who would sponsor legislation allowing non-contiguous counties, townships and school districts to annex their entity into an existing community college service district. Due to the politics of potential taxation there has been hesitation to sponsor legislation at this time. This
will be a continuing goal of my office with the hope of success after the 2014 election.

8. Work with the Foundation Board and the GRCC Foundation staff to begin to develop strategies to raise $1,000,000 scholarship dollars during the 2014-15 GRCC Centennial year.

   Working with Don Mackenzie and the Foundation we have developed an aggressive campaign with a goal of clearing $1,000,000 dollars in endowed scholarships to celebrate our Centennial year. As part of my responsibility in this effort, I will be calling on foundations, businesses, and individuals with a total ask exceeding $500,000 in support of the million dollar goal.

9. Continue to work with the board to promote honest, open and respectful communication between and among the board and the president.

   My analysis of my work in this area is one of optimism that we are moving forward in our efforts to reach consensus on issues or to, as a group, respectfully disagree and move forward.

Other Notable Accomplishments

Other outcomes that occurred since my last evaluation period that were not included in my 2013-14 goals, but are, in my estimation notable included:

1. As a result of faculty feedback from the Chronicles’ Great Colleges to Work For I believed it necessary for me to intentionally reach out to both faculty and staff colleagues with the goal of developing better relationships and communication with individuals and departments. A request was sent out to all departments asking for an hour during a departmental meeting for me to visit. This year I have visited the following departments: Language & Thought, Child Development, Automotive, Psychology, English, Physical Science, Wellness, Mathematics, Music, Counseling, Social Science, Visual Arts, Criminal Justice, Biology, Mechanical & Architectural Design, Library, Student Success and Retention, Media, School of Arts & Science Leadership, and the Enrollment Center. I am scheduled to meet with IT and HR prior to the end of winter semester. I have found these visits and subsequent discussions to be, for the most part, professional, respectful, open, honest and insightful. It is my plan to again extend an offer to visit all departments during the 2015-16 academic year. This has been time well spent!

2. I have also this year intentionally reached out and have met all new full time tenure line faculty that we have hired as part of the process of filling 55 tenure lines.

3. As a result of a chance meeting with a member of the Grand Rapids community in early fall of 2013 I have secured President Jimmy Carter and his wife Rosalynn to come to campus as part of our Diversity Lecture Series on September 22, 2014.
4. Later this winter semester our Student Success and Retention staff will be offering the Fast Track program to seniors in Union High School. It is our goal to start all participants who, as a result of this experience test out of development course work the opportunity to begin their first college course in the summer of 2014. To facilitate this enrollment I have secured $25,000 from the Wege Foundation to pay for the student’s tuition.

5. I have been asked and have accepted an appointment to the Board of Trustees for K-CONNECT a county-wide community impact organization focusing on families and children living in poverty.

6. I have been elected to serve on the Executive Committee of the Michigan Community College Association.

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GRCC Indicators of Success
Prepared for President Ender’s Evaluation

April 8, 2014
Academic Alignment

Board Definition:
GRCC collaborates closely with other educational providers to provide a seamless transition across all educational sectors.

President’s Interpretation:
The college will actively seek opportunities to articulate our programs of study with other secondary and post-secondary providers.

Indicators of Success:

AA1: Number of articulation agreements with four-year institutions
Provided below is the number of articulation agreements between GRCC and four-year institutions. Our goal is to increase the number of these agreements by 5% each year to increase the likelihood of a successful transfer experience for the student.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Articulation Agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>42</td>
</tr>
<tr>
<td>2011-12</td>
<td>35</td>
</tr>
<tr>
<td>2010-11</td>
<td>30</td>
</tr>
<tr>
<td>2009-10</td>
<td>25</td>
</tr>
<tr>
<td>2008-09</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning/Student Records Office (Updated October, 2013; Next update, October, 2014)

**Target:** 5% growth per year. **Trend:** GREEN. **Benchmark:** No benchmark available
AA2. Percent of students who successfully transfer to another college/university

The chart presents the number of documented transfers to other institutions of higher education within three years of attending GRCC for the first time.

*Beginning in Fall 2008 includes vertical transfers only. Prior years include both vertical and lateral transfers.

Source: Institutional Research and Planning/National Student Clearing House/National Community College Benchmarking Project (Updated October 2013; Next update, August, 2014)

**Target:** Increase each year  **Trend:** GREEN.  **Benchmark:** NCCBP
AA3: Student satisfaction with GRCC preparation for transfer
On the Alumni survey, graduates who are currently continuing their education are asked “How well did GRCC prepare you to continue your education?” The data below report the percentage of students who gave positive responses. Our goal is to continue to remain at 95% or higher.

Source: Institutional Research and Planning/Alumni Report (Updated, October 2013; Next update, October, 2014)
Target: Remain at 95% or higher. Trend: GREEN. Benchmark: No benchmark available

AA4: Incidence of Developmental Education
These data report the percentage of students who based on their placement test scores, test into at least one developmental course. NOTE: Placement test cut scores were changed for Fall 2009 students.

Board Definition:
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.

President’s Interpretation:
The college will implement an array of learning opportunities to maximize alternative course offerings.

Indicators of Success:

AC1: Percent of GRCC credits offered in non-traditional formats
The table below provides the percent of credits for fall semesters offered non-traditional formats including distance learning, weekend, or off campus. Our goal is to increase credits offered in non-traditional formats by 1% per year.

Source: Institutional Research and Planning/Fall Enrollment Report (Updated: October 2013, Next update: October 2014)
Target: 1% growth per year - Distance Learning. Trend: Green. Benchmark: No benchmark available.
AC2: GRCC student body mirrors the KISD region in terms of minority representation

These data show that GRCC is accessible to a wide range of peoples within our community. Our goal is for GRCC to be accepting of all and that our student body to continue to reflect the diversity of ethnicity within the county.

Source: Institutional Research and Planning /Fall Enrollment Report, American Community Survey (Updated: October 2013, Next update: October 2014)

**Target:** % of minority students at GRCC is greater than or equal to the percent of the Kent County/Ottawa minority percentage.

**Trend:** Green. **Benchmark:** No benchmark available.
AC3. Students who enroll in AFP classes at GRCC are subsequently able to successfully complete college level coursework.

The table below shows the percent of students who successfully completed the next level Math and English course who originally completed a developmental course. Our target is to increase this percentage by 1% per year.

*MA104, MA105, MA107  **EN100, EN101

Source: IRP/NCCBP (Updated: October 2013, Next update: September 2014)

**Target:** Increase 1% per year.  **Trend:** Yellow.  **Benchmark:** NCCPB
**AC4: Incidence of Developmental Education**
These data report the percentage of students who, based on their placement test scores, test into at least one developmental course.

![Bar chart showing incidence of developmental education](chart)

- **State of MI Benchmark**
- **GRCC**
- **NA for 2013**
- **NA for 2012**
- **0**
- **10**
- **20**
- **30**
- **40**
- **50**
- **60**
- **70**
- **52.8**
- **51.5**
- **48.6**
- **52.8**
- **57.4**
- **62**
- **63**

**Source:** Institutional Research and Planning/State of MI Dashboard. (Updated: October, 2013, Next update: February, 2014)

**Target:** Decrease each year /remain under State of Michigan average **Trend:** Green.

**Benchmark:** State of Michigan.

**AC5: Grant dollars for a full Pell Grant recipient are adequate to cover tuition, fees, and books for a full time student at GRCC.**
This table reports the average costs for a full-time, in-district student at GRCC as well as the amount of a full-time Pell grant. The “excess” Pell grant is the amount left over for the student’s use after paying GRCC costs. Our goal is for the Pell grant amount to exceed the average costs for an In-district student.
<table>
<thead>
<tr>
<th>Year</th>
<th>In-District Tuition and Fees*</th>
<th>Out-District Tuition and Fees*</th>
<th>Books/Supplies Estimate</th>
<th>Total Direct Costs for an In-district Student</th>
<th>Total Direct Costs for an Out-district Student</th>
<th>Full Time Pell Grant**</th>
<th>“Excess” Pell Grant for an In-district Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>$3639</td>
<td>$7299</td>
<td>$1222</td>
<td>$4861</td>
<td>$8521</td>
<td>$5730</td>
<td>$869</td>
</tr>
<tr>
<td>2013-14</td>
<td>$3549</td>
<td>$7104</td>
<td>$1200</td>
<td>$4749</td>
<td>$8304</td>
<td>$5645</td>
<td>$896</td>
</tr>
<tr>
<td>2012-13</td>
<td>$3399</td>
<td>$6909</td>
<td>$1200</td>
<td>$4599</td>
<td>$8109</td>
<td>$5550</td>
<td>$951</td>
</tr>
<tr>
<td>2011-12</td>
<td>$3091</td>
<td>$6511</td>
<td>$1100</td>
<td>$4191</td>
<td>$7611</td>
<td>$5550</td>
<td>$1359</td>
</tr>
<tr>
<td>2010-11</td>
<td>$2925</td>
<td>$6120</td>
<td>$1100</td>
<td>$4025</td>
<td>$7220</td>
<td>$5550</td>
<td>$1525</td>
</tr>
<tr>
<td>2009-10</td>
<td>$2755</td>
<td>$5650</td>
<td>$1100</td>
<td>$3855</td>
<td>$6750</td>
<td>$5350</td>
<td>$1495</td>
</tr>
</tbody>
</table>

*Tuition/Fees - based on 30 contact hours per year
**Full Time Pell Grant - maximum grant for full time student enrolled for two semesters

Source: Student Financial Aid Office (Updated: March 2014, Next update: March 2015)

**Target:** Fulltime Pell grant exceeds total direct costs for in-district student.
**Trend:** Green. **Benchmark:** No benchmark available
Community Outreach

**Board Definition:**
GRCC enriches the community through educational and civic programming and partnerships.

**President’s Interpretation:**
The college will provide leadership and programs to enhance the social fabric of the communities we serve.

**Indicators of Success:**

**CO1: Community Satisfaction with GRCC (eg. surveys, public comment)**
The table below show the percentage of the community survey respondents who indicated that they are “satisfied” with GRCC and the services it provides to the community (as measured by the top two categories on a five point scale.) Our goal is for this number to increase over time.

<table>
<thead>
<tr>
<th>Year</th>
<th>“Overall, I am very satisfied with GRCC and the services it provides to the community” (Top two categories on a 5-pt scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>81%</td>
</tr>
<tr>
<td>2011</td>
<td>82%</td>
</tr>
<tr>
<td>2009</td>
<td>82%</td>
</tr>
</tbody>
</table>

Source: GRCC Community Survey (Updated December, 2013)

**Target:** 80% or greater  
**Trend:** Green  
**Benchmark:** No benchmark available.

**CO2: Number of lectures/events/symposiums/conferences/athletic events on GRCC campus open to the general public.**
This table shows the number of participants who attend the cultural activities, public meetings and sporting events offered at GRCC. This total is then divided into the total number of Kent County residents to calculate a penetration rate. Our goal is to increase the penetration rate.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cultural Activities</th>
<th>Public Meetings</th>
<th>Sporting Events</th>
<th>Total</th>
<th>GRCC Penetration Rate</th>
<th>Benchmark Penetration Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>31208</td>
<td>89008</td>
<td>50762</td>
<td>170978</td>
<td>27.8%</td>
<td>8.4%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>27647</td>
<td>54474</td>
<td>46497</td>
<td>128618</td>
<td>18.1%</td>
<td>9.4%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>10773</td>
<td>28929</td>
<td>37650</td>
<td>77352</td>
<td>12.8%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

Source: Institutional Research and Planning/ NCCBP data (Updated March, 2014; Next update, August 2014)  
**Target:** 2% increase  
**Trend:** Green  
**Benchmark:** NCCBP
The GRCC Experience

Board Definition:
GRCC provides students with co-curricular experiences that help them develop their citizenship skills.

President’s Interpretation:
The college will develop programs and services designed to promote civic responsibility on the part of our students.

Indicators of Success:

EX1: Percent of credit students who participate in clubs /organizations, athletic teams, and service learning

The purpose of student organizations, athletic teams and service learning at GRCC is to provide opportunities for the enhancement of academic, cultural, social and recreational aspects of student life through participation in group programs and activities. Every GRCC student has the opportunity to become involved in campus organizations. Our goal is to increase the number of students who take advantage of these opportunities.
* Data for Winter 2014 is estimated
**Number estimated due to change in how data was collected.
Source: Student Activities Office, Experiential Education Office, Equity in Athletics report, IRP Fall Enrollment Report
(Updated, March 2014; Next update, August 2014)
**Target**: Increase each year **Trend**: Green **Benchmark**: No benchmark available
EX2: Percent of credit classes that offer a co-curricular activity option as part of the course experience

Academic Service-Learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Instructors embed service experiences into courses with an average of 20 hours per student per semester. Our goal is to increase the percentage of courses that include a service learning component.

Source: GRCC Service Learning, GRCC Enrollment Reports (Updated, March 2014; Next update, March 2015)

Target: 0.25% growth per year. Trend: Green. Benchmark: No benchmark available.
**Student Success**

**Board Definition:**
GRCC students will achieve their educational goals.

**President's Interpretation:**
The college will seek to personalize the learning experience for all students as they strive to reach their educational goals.

**Indicators of Success:**

**SS1: Students achieve their goals for attending GRCC (transfer or degree completion)**
This table shows the percent of GRCC graduates/completers who report having achieved their goal for attending while at GRCC. It is our goal to remain at 95% or greater.

<table>
<thead>
<tr>
<th>Year</th>
<th>GRCC Graduates/Completers</th>
<th>Benchmark Graduates/Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>98.90%</td>
<td>94.3%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>97.70%</td>
<td>95%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>98.50%</td>
<td>88%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>91.00%</td>
<td>91.00%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>93.8%</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

Source: IRP/NCCBP (Updated January, 2014; Next update, September 2014)
**Target:** Remain at 95% or greater.  **Trend:** Green.  **Benchmark:** NCCBP
SS2: Successful completion or transfer – Percent of students successfully completing a degree or certificate, or transferring after six years (Michigan metric)
The percent of students successfully completing a degree or certificate; or transferring after six years.
Our goal is to increase this number by 1% each year.

*Students started at GRCC in 2006. Data was collected in 2012 regarding current status.
Source: IRP, MI Dashboard, National Student Clearinghouse (Updated, January 2014; Next update, January 2015)

SS3: Completion (150% graduation rate) for first time, full time students
The table below shows the percent of students who successfully graduate (complete a degree or credential) after three years of first attending as a full-time student. Our goal is to increase this percent by .05% per year.

First-time, full-time in Fall 2005 First-time, full-time in Fall 2006 First-time, full-time in Fall 2007 First-time, full-time in Fall 2008 First-time, full-time in Fall 2009* Benchmark GRCC Percent Completed Within 3 Years

*Students started at GRCC in Fall 2005. Data was collected in 2012 regarding current status. Source: IRP, MI Dashboard, National Student Clearinghouse (Updated, January 2014; Next update, January 2015)
Target: Increase by .05% per year. Trend: Red. Benchmark: NCCBP

SS4: Retention rate (fall to fall for first time, degree-seeking students)
This table shows the percent of first time, fulltime, degree-seeking students who return to GRCC for the following fall semester. Our goal is to increase this number of 1% per year.
*Students started at GRCC in Fall 2012 who returned for Fall 2013 term
Source: IRP, CSRDE (Updated, October 2013; Next update, October 2014)
**Target:** 1% increase per year. **Trend:** Green. **Benchmark:** CSRDE (Benchmark for Fall 2012 is not yet available.)
SS5: Persistence rate (fall to next term, part and full time)* (Michigan Metric)
This table shows the percent of fall students both full and part-time who return to GRCC for the winter semester.
Our goal is to increase this number by 1% per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>GRCC Percent Returning</th>
<th>Benchmark (Michigan CCs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014 to Winter 2014</td>
<td>NA</td>
<td>71.6</td>
</tr>
<tr>
<td>Fall 2012 to Winter 2013</td>
<td>NA</td>
<td>73.2</td>
</tr>
<tr>
<td>Fall 2011 to Winter 2012</td>
<td>74.5</td>
<td>72.0</td>
</tr>
<tr>
<td>Fall 2010 to Winter 2011</td>
<td>76.0</td>
<td>73.0</td>
</tr>
<tr>
<td>Fall 2009 to Winter 2010</td>
<td>76.3</td>
<td>74.0</td>
</tr>
<tr>
<td>Fall 2008 to Winter 2009</td>
<td>74.4</td>
<td>72.0</td>
</tr>
<tr>
<td>Fall 2007 to Winter 2008</td>
<td>74.3</td>
<td>71.0</td>
</tr>
</tbody>
</table>

*NCCBP definition
Source: IRP, Mi Dashboard (Updated, January 2014; Next update, January, 2015)
Target: 1% increase per year. Trend: Red. Benchmark: State of Michigan (Benchmark data for Winter 2013 and Winter 2014 is not yet available.)
SS6: Course success rates (% of A to C grades)
This table shows the percent of courses grades that are A, B, or C from the total number of grades awarded.
(D, E, and W grades are considered non-successes)

Source: IRP, NCCBP (Updated February, 2014)
Target: 1% increase per year. Trend: Yellow. Benchmark: NCCBP (Benchmark data for Fall 2012 and Fall 2013 is not yet available.)

SS7: Student Engagement Benchmarks
CCSSE’s survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to a randomly selected group GRCC credit classes, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. Results are given in five benchmark areas provided below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Active and Collaborative Learning</th>
<th>Student Effort</th>
<th>Academic Challenge</th>
<th>Student-Faculty Interaction</th>
<th>Support for Learners</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>47.4</td>
<td>45.5</td>
<td>46.0</td>
<td>45.8</td>
<td>46.1</td>
<td>50</td>
</tr>
<tr>
<td>2011</td>
<td>48.4</td>
<td>48.6</td>
<td>46.8</td>
<td>45.5</td>
<td>46.1</td>
<td>50</td>
</tr>
<tr>
<td>2009</td>
<td>48.5</td>
<td>48.8</td>
<td>48</td>
<td>46.3</td>
<td>46.6</td>
<td>50</td>
</tr>
<tr>
<td>2007</td>
<td>46.4</td>
<td>46.9</td>
<td>45.4</td>
<td>44.4</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>2005</td>
<td>47.5</td>
<td>45.9</td>
<td>45.3</td>
<td>45</td>
<td>44.8</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: IRP, CCSSE (Updated, October 2013; Next Update, October 2014)
Target: Increase by 1%. Trend: Red. Benchmark: CCSSE
SS8: Entering Student Benchmarks of Effective Practice
The Survey of Entering Student Engagement (SENSE) helps community and technical colleges focus on the “front door” of the college experience. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. Similar to the CCSSE, SENSE is administered to a random selection of classes with high proportions of first time students. Results are given in five benchmark areas provided below.

Source: IRP, SENSE (Updated, March 2013; Next update, March 2015)
Target: Increase by 1%. Trend: Green Benchmark: SENSE.

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Connections</th>
<th>High Expectations/Aspirations</th>
<th>Clear Academic Plan and Pathway</th>
<th>Effective Track to College Readiness</th>
<th>Engaged Learning</th>
<th>Academic and Social Support Network</th>
<th>National Benchmark (All SENSE Colleges)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 GRCC</td>
<td>45.5</td>
<td>45.0</td>
<td>46.1</td>
<td>42.9</td>
<td>51.6</td>
<td>51.4</td>
<td>50</td>
</tr>
<tr>
<td>2010 GRCC</td>
<td>44.4</td>
<td>45.9</td>
<td>42.4</td>
<td>39.5</td>
<td>48.2</td>
<td>50.4</td>
<td>50</td>
</tr>
<tr>
<td>2012 Benchmark (Ex-Large Colleges)</td>
<td>46.5</td>
<td>49.2</td>
<td>48.0</td>
<td>49.8</td>
<td>49.3</td>
<td>49.0</td>
<td></td>
</tr>
</tbody>
</table>

SS9: GRCC faculty/staff mirrors the student body in terms of minority representation
This table compares the percent of credit students from racial/ethnic minority groups with the percent of employees from minority groups. Our goal is that our employees reflect the diversity of the students we serve.

Source: Executive Summary GRCC Workforce Statistics (Updated, October 2014; Next update, November, 2014)
Target: Within 5%. Trend: Green.

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.
The table below provides information regarding our current accreditation status. Grand Rapids Community College has been accredited continuously since 1917 by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA).

NCA was founded in 1896 as a membership organization for educational institutions. It is committed to developing and maintaining high standards of excellence. NCA is one of six institutional accrediting associations in the United States and is a member of the Federation of Regional Accrediting Commissions of Higher Education.

In addition to NCA/HLC college-wide accreditation, many programs also hold unique accreditations. Those programmatic accreditations are also listed in the table below.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Name/Address of Accrediting Agency</th>
<th>Most Recent Site Visit</th>
<th>Date of Accreditation or Re-accreditation</th>
<th>Anticipated Date of Next Accreditation Visit or Recertification</th>
<th>Reports Required</th>
<th>Accreditation Site Visit Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Degree Nursing and Licensed Practical Nursing</strong></td>
<td>NLNAC (National League for Nursing Accrediting Commission) 3342 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326</td>
<td>February 2010</td>
<td>August 2010 (8-year approval)</td>
<td>2018</td>
<td>2013 Annual Report accepted 9.12.2013</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Automotive Technology</strong></td>
<td>NATEF (National Automotive Technicians Education Foundation) 101 Blue Seal Drive, Suite 101, Leesburg, VA 20175</td>
<td>Spring 2013</td>
<td>2018 (5-year approval)</td>
<td>Spring 2018</td>
<td>No annual report required</td>
<td>NATEF approval Received in May 2013.</td>
</tr>
<tr>
<td><strong>Child Development (ECADA—Early Childhood Associate Degree Accreditation)</strong></td>
<td>National Association for the Education of Young Children 1313 L St. NW, Suite 500, Washington, DC 20005</td>
<td>Spring 2008</td>
<td>September 2008 (7-year approval)</td>
<td>Spring 2015</td>
<td>Annual reports required by September 30</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Child Development Lab Preschool (Programs for Young Children)</strong></td>
<td>National Association for the Education of Young Children 1313 L St. NW, Suite 500, Washington, DC 20005</td>
<td>July 2011</td>
<td>October 2011</td>
<td>July 2016</td>
<td>Annual reports required by July 31</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Criminal Justice Corrections Program</strong></td>
<td>Michigan Correctional Officer’s Training Council Phone: (517) 373-2081</td>
<td>NA</td>
<td>July 2010 (Annual approval)</td>
<td>2016</td>
<td>Annual Report</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Culinary (Secchia Institute for Culinary Education)</strong></td>
<td>American Culinary Federation, St. Augustine, FL 180 Center Place Way, St. Augustine, FL 32095 (904) 824-4468</td>
<td>February 2013</td>
<td>July 2013</td>
<td>December 2020</td>
<td>Annual Report</td>
<td>ACF accreditation letter received July 29, 2013 noting exemplary status.</td>
</tr>
<tr>
<td>Program Name</td>
<td>Name/Address of Accrediting Agency</td>
<td>Most Recent Site Visit</td>
<td>Date of Accreditation or Re-accreditation</td>
<td>Anticipated Date of Next Accreditation Visit or Recertification</td>
<td>Reports Required</td>
<td>Accreditation Site Visit Updates</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Dental Assisting and Dental Hygiene Program | Commission on Dental Accreditation, American Dental Association 211 East Chicago Ave.  
Chicago, IL 60611 - 2678  
DH CODA approval March 4, 2013                                                  |
| Global Wind Organization (GWO)     | RenewableUK Greencoat House, Francis Street  
London SW1P 1DH, United Kingdom                                                                                                                                                                                                 | August 2013            | August 2014                              | Training Records                                             | N/A                      | Certified to deliver:  
GWO: Basic Safety Training Working at Height Standard  
GWO: Basic Safety Training Fire Awareness Standard  
GWO: Basic Safety Training Manual Handling Standard  
GWO: Basic Standard First Aid Standard                                          |
| Law Enforcement (Police Academy)   | Michigan Commission on Law Enforcement Standards, 106 W. Allegan Street  
Suite 600, Lansing MI 48933                                                                                                    | March 5, 2013          | 2014 (Annual approval)                   | December 2014                                               | Annual Report            | N/A                                                                              |
| Medical Assistant Program          | CAAHEP (Council on Accreditation of Allied Health Education Programs), 1361 Park Street  
CAAHEP approval received March 15, 2013  
Citation resolutions completed and submitted November 20, 2013  
CAAHEP approval awarded March 15, 2013 to expire March 31, 2018               |
| Music Department                   | National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21,  
| Visual Arts                        | NASAD (National Association of Schools of Art and Design), 11250 Roger Bacon Drive, Suite 21,  
2008 (Fall 2008)  
April 7-8 2014  
No annual report required                                                                                                          | April 7-8 2014         | No annual report required                 | N/A                                                                     | N/A                      |                                                                                                                                                   |
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Name/Address of Accrediting Agency</th>
<th>Most Recent Site Visit</th>
<th>Date of Accreditation or Re-accreditation</th>
<th>Anticipated Date of Next Accreditation Visit or Recertification</th>
<th>Reports Required</th>
<th>Accreditation Site Visit Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Radiologic Technology</strong></td>
<td>JRCERT (Joint Review Committee on Education in Radiologic Technology) 20 N Wacker Drive, Suite 2850, Chicago, IL 60606-3182</td>
<td>May 2010</td>
<td>December 2010 (8-year approval)</td>
<td>2018</td>
<td>Mid-Cycle Report due May 2014</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: IRP (Updated, March 2014; Next update, October 2014)

**Target:** Remain accredited. **Trend:** Green. **Benchmark:** No benchmark available
SS11: Student Performance at Transfer Colleges
The table below shows transfer student performance during their first year at the transfer college/university. Our goal is to increase the GPA of transfer students by .03 per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark (top performers)</th>
<th>Benchmark (median)</th>
<th>Former GRCC Student Cumulative 1st Year GPA at Transfer College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>3.07</td>
<td>2.95</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>3.1</td>
<td>2.93</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>3.06</td>
<td>2.91</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>3.15</td>
<td>2.93</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>3.17</td>
<td>2.97</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>3.00</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

Source: IRP/ NCCBP, Target - .03 increase per year, Indicator: GREEN (Colleges reporting data include: Aquinas College, Central Michigan University, Cornerstone University, Davenport University, Ferris State University, Grand Valley State University, Hope College, Lake Superior State, Michigan Tech, Saginaw Valley, Western Michigan University, the University of Michigan, and Michigan State University)

Source: IRP/ NCCBP (January 2014; Next update, January 2015)

**Target:** Increase by .03 per year.  **Trend:** Green.  **Benchmark:** NCCBP
Workforce Development

Board Definition:
GRCC students are prepared to secure employment in all sectors of the economy.

President’s Interpretation:
The college will continue to develop and refine academic curricular to insure alignment of learning outcomes with the expectations of employers in the workforce.

Indicators of Success:

WD1. Percentage of GRCC career graduates who are employed in their field of study

![Graph showing percentage of GRCC career graduates employed in their field of study from 2008-2009 to 2012-2013.]

Source: IRP/ NCCBP (Updated, March 2014; Next update, March 2015))
Benchmark data is not yet available for 2012-2013 graduates; data for 2012-2013 is preliminary
Target: Increase by 3% per year. Trend: Green. Benchmark: NCCBP

*Includes those who are continuing education & employed in related field as well as those employed in related field.

WD 2. Perkins Core Indicators for Workforce Development Program Performance
The data below shows how GRCC workforce students have performed on the Perkins core indicators. Our goal is to outperform the "standards" or expectations for performance set by the State of Michigan.
<table>
<thead>
<tr>
<th>PERKINS IV CORE INDICATORS</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>Met Standard (within 90%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1Technical Skill Assessment</td>
<td>85.3%</td>
<td>99.0%</td>
<td>96.8%</td>
<td>91.5%</td>
<td>95.5%</td>
<td>91.8%</td>
</tr>
<tr>
<td>2P1Credential, Certificate, or Degree</td>
<td>28.3%</td>
<td>38.9%</td>
<td>33.8%</td>
<td>38.0%</td>
<td>27.7%</td>
<td>37.2%</td>
</tr>
<tr>
<td>3P1Student Retention or Transfer</td>
<td>60.3%</td>
<td>69.2%</td>
<td>65.5%</td>
<td>67.2%</td>
<td>65.5%</td>
<td>76.3%</td>
</tr>
<tr>
<td>4P1Student Placement</td>
<td>43.3%</td>
<td>88.6%</td>
<td>56.4%</td>
<td>93.6%</td>
<td>62.2%</td>
<td>100%</td>
</tr>
<tr>
<td>5P1Non-Traditional Participation</td>
<td>16.8%</td>
<td>22.1%</td>
<td>24.0%</td>
<td>21.6%</td>
<td>23.6%</td>
<td>21.6%</td>
</tr>
<tr>
<td>5P2Non-Traditional Completion</td>
<td>13.3%</td>
<td>23.9%</td>
<td>21.0%</td>
<td>23.4%</td>
<td>20.6%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

Source: IRP, State of Michigan (Updated, November 2013; Next update, November 2014)

**Target:** Outperform the state standard in all six areas. **Trend:** Green. **Benchmark:** State of MI.
**WD 3. Licensure Passing Rates**
The data below show the percentage of workforce graduates who pass licensing tests in their field as compared to state and national averages. Our goal is to maintain the percent of GRC C students passing at 95% or higher and stay above the national benchmark.

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark</th>
<th>GRCC Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>92</td>
<td>95.7</td>
</tr>
<tr>
<td>2011-2012</td>
<td>92</td>
<td>92.8</td>
</tr>
<tr>
<td>2010-2011</td>
<td>91.5</td>
<td>95.5</td>
</tr>
<tr>
<td>2009-2010</td>
<td>91</td>
<td>96.8</td>
</tr>
<tr>
<td>2008-2009</td>
<td>85.3</td>
<td>98.1</td>
</tr>
</tbody>
</table>

Source: IRP/School of Workforce Development (Updated, March 2014; Next update: March, 2015)
**Target:** Outperform the state benchmark. **Trend:** Green. **Benchmarks:** National licensure passing rates.