



BOARD OF TRUSTEES
EVALUATION OF
PRESIDENT JUAN R. OLIVAREZ, PH.D
May 17, 2004

INTRODUCTION

In the 2002-2003 academic year the GRCC Board of Trustees took a bold step in evaluating the President by designing an evaluation that was not only a record of achievement but a blueprint for the future. This step in our governance model has made the evaluation process dynamic and forward thinking. As the evaluation committee met to prepare the President's evaluation it was evident that those goals (vision for the future) outlined in the past year's evaluation were used to direct much of the work of the current academic year of 2003-2004. It is with this vision for the future that the Board in its role of evaluating the President's performance, monitors the progress of the institution toward its desired "ends." This circular process makes it a valuable planning tool for the College. It also gives the Board of Trustees valid and documented evidence on which to base the President's performance evaluation. The Board of Trustees charges President Olivarez with the responsibility of achieving the vision and mission of GRCC.

GRCC is a vibrant institution of higher education dedicated to enriching people's lives and contributing to the vitality of the community. Our mission is to provide the community with learning opportunities that enable people to achieve their goals.

The Board of Trustees, with confidence, provides this evaluation to the community as a record of the outstanding achievement of President Olivarez. With this same document the Board of Trustees is proud to present a blueprint for the future work of the college in keeping with its mission.

COMMUNITY OUTREACH

Definition: *We serve the community as a quality educational resource providing leadership in response to the expressed needs of the community.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Increased from 24 faculty in twelve departments to 37 faculty in fifteen departments offering thirty different courses with a service-learning component. The Learning Circle on Service-Learning began its work with eight additional faculty members participating.
- Expanded the Alumni Association by establishing several sub-committees to organize their efforts. A recent membership drive resulted in more than 1,500 alumni becoming official members of the Alumni Association.
- Members of the Strategy Team interviewed eighteen community non-profit organizations regarding the most critical issues facing them today and in the future. Information collected was analyzed by the Strategy Team and will be used for future planning.
- The Board of Trustees continued its outreach to constituencies through Community Conversations and Board-to-Board meetings with GRCC students, the Kent Intermediate Association of School Boards, and in a Café with the Academic Senate. A Board-To-Board meeting is scheduled with Ferris State University Trustees and their new president.
- Supported the new focus and framework for college-wide fund-development with the Foundation Board by forming a new ad hoc committee, and contracted with an outside consultant to do “community scanning” and received the feasibility report on expanding our fund-raising efforts.

In collaboration with all of the stakeholders of the GRCC community, President Olivarez presents this **Vision for the Future**

- Collaborate with the Older Learner Center and the Raider Learning Center to invite retirees to train our current employees in areas of management, leadership, employee relations, finance, and supervision.
- Increase and improve information/data available to the community and students.
- Expand and promote opportunities for alumni, the community, and our employees to support the college through fund development.
- Build community awareness of the College including branding and image building, assess the community’s perception of the College’s impact and value added, and provide employees with opportunities in community service including outreach, civic activities, public service and stewardship.
- Expand our course/service offerings to our constituent school districts.

COMMUNITY PARTNERSHIPS

Definition: *We actively collaborate with the community through partnerships and services.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Invited minority students from all of the KISD schools to be part of the Teacher Education Pathways group and feature teacher education in our Career Pathways tours for students from all districts.
- Created partnerships to develop training programs for new industries such as health, alternative energy and medicine and participated in the Alliance for Health Nursing Summit and the Blue Ribbon Committee to address shortages in the allied health professions.
- Partnered with Huntington Bank, TV 8, and GRPS to promote and deliver services at the Learning Corner @Wealthy, and received grants to continue this work to create additional partnerships.
- Hired an Operations Manager for the Thompson M-TEC to develop a stronger relationship with Ottawa Area ISD staff and community.
- Strategically planned for future offerings at both M-TECs and researched opportunities in job training, customized training, public seminars, and certificate programs.
- Partnering with the Right Place, Inc. to create programs around the Best Practice Series (and follow-up training), the Absence Management Series, customized training, and open enrollment/public seminars.
- Received approximately \$4.8 million in grants from a variety of sources to establish partnerships to deliver literacy and other services to under-prepared people

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- Create partnerships to explore developing new curricula in advanced manufacturing, biotechnology, homeland security and health.
- Create partnerships to develop training programs for new industries such as health, alternative energy, and medicine
- Investigate possible partnerships with health care organization and others to reduce costs of health related and other high cost programs
- Establish partnerships to deliver literacy services to under-prepared students.
- Strengthen our partnerships with the Smart Zone, and with Ottawa Area ISD in the operation of the Thompson M-TEC.
- Complete the GRCC Foundation strategic plan which will guide our expanded fund-raising efforts

DEVELOPMENTAL EDUCATION

Definition: *We prepare developmental students for college and/or work. All students are encouraged, supported, and given opportunities and the means to reach their goals within their own learning styles.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Submitted second request for a multi-year funded grant to expand services for under-prepared students, and offered several developmental education opportunities at the Learning Corner @ Wealthy, including GED preparation, developmental reading, English, introduction to small computers, developmental math, and learning to adjust to college. In addition, non-credit seminars were offered in financial literacy, parenting, self-awareness, communication, time management, relationships, and health/wellness.
- Improved placement of students into ESL classes by adopting the LOEP test, increased enrollment in ESL classes from twelve sections to eighteen sections and altered the ESL class schedules to better meet student needs.
- Improved the intake process for better placement of students by changing the Academic Foundations Program intake and registration process. AFP students can only select classes that meet their needs and ability to succeed. This was accomplished by changing the communication, establishing a learning agreement, and adjusting academic advising. Hired two full-time faculty instead of adjunct for AFP classes, and contracted with the educational consulting firm, Pacific Crest, to facilitate a three-day workshop for faculty, staff and administrators who work with AFP students.
- Changed to a one-on-one tutorial/mentoring learning environment in order to be more flexible and support learning, added group tutoring for MA003 as a pilot to serve students needing math support and assistance, and participated in the Virtual Learning Collaborative grant for developing online support services.

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- Implement a Talent Cultivation (employee development) program using the Raider Learning System to raise familiarity with PeopleSoft, General Learner Outcomes, and other professional and personal development activities
- Continue efforts with student workers to develop competencies that are consistent with student workforce development, and explore issues in relationship building with employees.
- Benchmark with other community college mentoring programs to evaluate opportunities for serving and retaining under-prepared students
- Plan additional learning activities (both credit and non-credit) for the Learning Corner @ Wealthy.
- Establish the new enrollment welcome center during the 2004-05 academic year to better facilitate intake and placement of students.

DIVERSITY

Definition: *We promote an understanding of diversity for all people in a quality, respectful, motivating environment.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Diversity training opportunities are available and encouraged for employees and students including Institutes on Healing Racism (12 staff) Unintentional Intolerance (13 staff) Isms Institutes and SafeZone Training (52 staff).
- Increased opportunities for MBE/WBE suppliers through the new supplier diversity initiative, and continued to work with the City of Grand Rapids to expand our supplier diversity efforts.

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- Promote the Diversity Lecture Series and reach out to more students, employees and the community.
- Increase participation of minority and women owned enterprises in purchasing opportunities.
- Update the Affirmative Action Plan to use as a dynamic tool to assertively recruit and hire diverse staff.
- Implement diversity training for all members of faculty search committees.
- Expand, implement and strengthen diversity awareness training for administrators, faculty, staff, and students, and enhance the diversity segment of the new employee orientation program to provide opportunities for greater reflection on this significant value as new employees embrace GRCC's emphasis on valuing a diverse learning community.
- Implement policies and develop practices that promote access and opportunity for a culturally, racially diverse student body

FLEXIBLE LEARNING

Definition: *We meet the needs of the community by providing flexible learning opportunities in a timely manner.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Technology Skills and Critical Thinking will be measured this spring. Students who earned 45 credits or more will be invited to take one of the assessments. This will be our first statistically valid measure of general learner outcomes.
- Completing the first round of the Curriculum Assessment and Review Process (CARP) this semester and using technology to store the data which will enable us to use it for multiple reports and forms. 37% of courses are now in the CARP format (validates quality and standards) and all courses are scheduled to be in CARP format by the end of this academic year, and in the CARP database by Fall 2004.
- Developed a plan for three specific honors sections in English, Political Science, Psychology, and Sociology. Other initiatives include a contract between students and faculty for more in-depth study; and an honors seminar where students from several disciplines come together for a special project. Developed a field studies template that can be used for honors experiences in any discipline. Four Honors program courses are scheduled for 2004-05.
- Continued to offer Open Entry/Open Exit (OE/OE) courses at the Tassell M-TEC that are self-paced and self-directed. Students can enter classes when it is convenient for them, using a flexible semester schedule. Courses in computer keyboarding, business word processing, math, English, psychology, economics, electronics, reading, sociology, HVAC, floral design, sewing for interiors, Spanish, French, German, wellness, automotive, culinary and computer applications are offered in a variety of late-starting options, including seven and twelve week formats.

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- Implement the new Technology Plan, establish a student portal, and complete the integration between PeopleSoft and Blackboard
- Complete General Learner Outcomes (GLO) work, including a system to document individual student achievement to measure communications, community skills, diversity, and interpersonal skills and continue the pilot measures for computational skills, information skills and personal skills.
- Oldest third of courses will go into the second round of CARP (Curriculum Assessment and Review Process). The database will become fully functional with reports for students, transfer institutions, GLO and curriculum work, and course syllabus will be operational.
- Continue growing service-learning and working toward enhanced community partnerships
- Continue to explore a variety of delivery methods to meet different employees' learning styles and work schedules, and develop curricula consistent with General Learner Outcomes

LIFELONG LEARNING

Definition: *We assist persons who want to continue, renew, or enrich their learning throughout their lives.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Incorporated continuing education (CEU) opportunities into the newly defined Business & Technical Training structure.
- Developed strategic plans for both M-TECs. Two new programs were piloted and launched at the Tassell M-TEC. The Computer Support Technician program was created as a Job Training program. A Certified Nursing Assistant (CNA) program was implemented as a result of our partnership with Walker Medical.
- The Older Learner Center has partnered with the Learning Corner @Wealthy to offer a new, free community program, “Grandparents Raising Grandchildren.” The new program will provide neighborhood grandparents with the opportunity to share common experiences with homework, legal issues, interfering parents, and discipline problems.
- Completed the needs assessment and approved three new gerontology courses as part of the core curriculum for the Gerontology Certificate.

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- Construction of a Lifelong Learning Center will be a major project for the five year master plan.
- Expand Job Training options, customized training, public seminars, for-credit, and certificate programs at the Tassell M-TEC, the Thompson M-TEC, the Learning Corner @Wealthy, and distance learning, and increase general education ITV offerings at the Thompson MTEC.
- Plan and implement workshops designed for minority outreach and a new community-wide End of Life Coalition through the Older Learner Center.
- Develop a Gerontology Certificate Program.

TRANSFER AND ARTICULATION

Definition: *We provide quality liberal arts and transfer programs that enable students to continue their education successfully at other institutions.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Convened the GRCC-GVSU deans meeting regarding transfer issues and partnership opportunities, changed the process to transmit official transcripts between GRCC and GVSU saving time and expense for both schools, and investigated the transferability of each new course to determine the potential for transfer to several 4-year institutions.
- Developed a report from the CARP database that will give transfer schools the information they need about each course, and constructed a transfer equivalency database to help students determine what will transfer to GRCC.
- All portions of the catalog are now online in eGRCC. An Academic Advising module has been deployed to assist students in assessing their readiness to graduate, updated the counseling web page to be more user-friendly and provide the links students need to access transfer information, utilized a consultant to assist in implementing the academic advising module so that students will have the ability to do an “on-line” graduation audit and determine the classes needed to complete their associate degree.

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- Begin the process of assessing and granting credit for students whose learning occurred through life and work experiences using a pilot of the Prior Learning Assessment program
- Continue improving relationships with colleges and universities to ease transfer for students.
- Continue academic rigor and quality transfer courses through CARP process.
- Develop web-based connection for advising students on curriculum, requirements, transfer tracks, etc.

WORKFORCE DEVELOPMENT

Definition: *Students achieve the skills necessary for success in the workplace today, tomorrow, and into the future.*

Through his leadership team and the entire staff, President Olivarez can document the following **2003-04 Evidence of Progress**

- Completed restructure of Business & Technical Training and developing internal and external partnerships that focus on increasing B&TT's competency and credibility in the marketplace, developed relationships with independent trainers, consulting firms, equipment vendors, service organizations, and GRCC faculty to meet the training and organizational learning needs of employers. The end result will be a more flexible, competent, and credible delivery system.
- Participated in and facilitated a Nursing Summit to seek solutions to the nursing shortage in collaboration with the Kent-Allegan Workforce Development Board and the Alliance for Health organization.
- Developed interdisciplinary collaboration in occupational language, gerontology curricula and sign language programs.
- Received \$789,831 grant for the employment services project, and partnered with GVSU to develop an apprenticeship program to provide training in trade courses in facilities and maintenance.

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- Explore curriculum in new industries such as biotechnology and alternative energy resources.
- B&TT will continue to become more flexible in providing learning options for the marketplace.
- Find solutions for dealing with the nursing shortage.
- Continue to explore ways to decrease the high cost of occupational programs.
- Create an environment where all educational programs are perceived as workforce development through interdisciplinary collaboration across the School of Arts and Sciences and the School of Workforce Development.

CONCLUDING REMARKS

The Board of Trustees requires the President to manage the college consistent with the Executive Limitations provided by this Board. Those Executive Limitations establish the operating guidelines for the President to achieve the ends. They include:

- Treatment of People
- Fiscal Management
- Compensation & Benefits
- Emergency Executive Succession
- Communication and Counsel to the Board
- Accreditation
- Academic Freedom

Upon review of the criteria the Board of Trustees sets for the President, it is our conclusion that President Olivarez has complied with and worked within all executive limitations required by this Board.

The Board endorses the work that President Olivarez has accomplished this past year. His leadership continues to position GRCC for the future. His advocacy in making GRCC the “community’s college” has continued to establish him as a high profile leader in local, state and national communities.

Based on the foregoing evaluation and consultation with the entire Board of Trustees, your Ad Hoc Committee for Evaluation of the President recommends approval of this evaluation

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