

2.0 Accomplishing Other Distinctive Objectives

Context for Analysis (C)

2C1 Other Distinct Objectives (ODO) are objectives specific to Crowder College (CC) that are in addition to the Helping Students learn objectives. Other Distinct Objectives are divided into five categories:

- 1) Extra curricular
- 2) Co-curricular
- 3) Development
- 4) Research, and
- 5) Community Education.

The specific project or program, the person(s) responsible, how the particular objective relates to the mission and/or purpose of CC, and how the objective supports and/or complements Helping Students Learn objectives, are included in Table 2.1.

2C2 To ensure that ODO are aligned with the mission, vision, and philosophy, the administration reviews the activities and programs in each of the five categories. During this annual review the relevance, appropriateness, and anticipated outcomes are evaluated to ensure they align with and are congruent to the mission, vision, and philosophy.

2C3 Student learning is the primary emphasis with all programs at CC. Programs and activities within ODO continue to have a focus of service and support for students. The specific means by which each of the ODO support or complement the Helping Students Learn are outlined in Table 2.

TABLE 2.1: OTHER DISTINCTIVE CROWDER COLLEGE OBJECTIVES	
2C1. OBJECTIVE	2C2. RELATES TO THE MISSION/PURPOSE OF CC, AND 2C3. SUPPORT/COMPLEMENT HELPING STUDENTS LEARN
<i>Provide extra curricular programs that meet stakeholder needs by advancing the student abilities and ensuring that CC students have the opportunity to become well-rounded, responsible citizens.</i>	
<ol style="list-style-type: none"> 1. Athletic Programs 2. Alternative Energy Projects 3. Student Life 4. Pi Theta Kappa 5. Students in Free Enterprise 6. Instrumental Groups 7. Choral Groups 8. Theater Productions 	<ol style="list-style-type: none"> 1. The athletic program strengthens and supports HSL by providing the athletes sound academic counseling, tutoring, and oversight to ensure high graduation rates. 2. Provides students with an opportunity for hands-on, research and applied technology training. 3. Provides students with opportunities to participate actively, foster community, explore new ideas and interests through a variety of entertainment and leadership experiences along with providing a quality residential learning/living environment for students that supports the total educational process. 4. Recognizes student academic excellence, promotes community service and provides transfer opportunities. 5. Gives students a chance to apply what they have learned in business classes and provides them with contacts in the business world. 6, 7, & 8. Provides students and community members an opportunity to be involved in fine arts, as well as provide a forum for entertainment and cultural experiences.
<i>Provide co-curricular programs that meet stakeholder needs by advancing High Learner Achievement and increasing access to higher education.</i>	
<ol style="list-style-type: none"> 1. International Education 2. Upward Bound (UB) and UB Math/Science (UBMS) 3. College Assistance Migrant Program (CAMP) 4. English Language Institute (ELI) 5. Academic Resource Center (ARC) 6. Student Support Services (SSS) 	<ol style="list-style-type: none"> 1. Provides students with study abroad opportunities and develops a broader understanding of cultural diversity that lends itself to building a community of civil and responsible citizens. 2. Provides high school students, who are low income and/or first-generation, with the academic, social, and emotional support and resources to enter college and successfully complete a degree program. 3. Provides migrant farm workers or their children with the academic, financial, and social resources and support necessary to successfully complete their freshman year of college. 4. Provides students who are not English proficient with the basic fundamentals of the English language and cultural adaptation. 5. Student academic assistance, including tutoring, make-up testing, and computer assisted learning. 6. SSS provides tutoring, workshops; academic, personal and social assistance; and cultural experiences to provide the best base to help students learn to their potential.

<i>Develop and grow auxiliary programs and other capital resources that ensure the institution is fiscally sound and has a systematic means of sustaining growth, encouraging innovation, and managing change.</i>	
<ol style="list-style-type: none"> 1. Bookstore 2. Foodservice 3. Foundation 4. Capital growth 	<ol style="list-style-type: none"> 1. To provide and make available to each student the academic and support material resources required to meet their needs. 2. Provides for each student to have available within their academic environment a healthy resource for basic substance and survival needs. 3. Development activities secure funding for student academic performance scholarships, facilitating exchange programs, and financing projects designed to enhance student learning. 4. Provides for a fiscal environment that allows for the development of new and emerging student programs.
<i>Engage in research that fits mission and stakeholder needs. These projects bring resources to the college and forge partnerships that would not otherwise be possible. For example, with the Solar Decathlon project, the students and faculty worked with professionals from some 15 local, national, and international companies to make use of their products and expertise in house design.</i>	
<ol style="list-style-type: none"> 1. MARET Center 2. Environmental Resource Center 	<ol style="list-style-type: none"> 1. Provides a focused experience in design, construction, teamwork, and project management; provide travel experience and new ideas and perspectives; and unprecedented learning experience beyond typical classroom environments. 2. Engages students, industry, and environmentalists in leading edge technologies and application of newly developed principles in water and wastewater treatment.
<i>Provide other educational programs that fit mission and stakeholder needs by extending learning opportunities outside of the traditional classroom and into all elements of the community.</i>	
<ol style="list-style-type: none"> 1. Alliance for Business Consulting and Development (ABCD) 2. High School Equivalency Program (HEP) 3. Transport Training 4. Community Education 5. Even Start 6. Adult Education and Family Literacy (AEL) 7. Life Long Learning 8. Educational Opportunity Center 	<ol style="list-style-type: none"> 1. Provides specialized training to benefit regional businesses, industries, and entrepreneurs. 2. Provides participants with the necessary resources and tools to complete a high school equivalency test and enter postsecondary education and/or training. 3. Job-ready program that moves the responsible student into the workforce in an accelerated program. 4. Extends the learning environment to area citizens. 5. Blends the best of basic literacy skills for adults with family skills creating an environment where learners have opportunities as individuals or as members of a family unit. 6. Provides participants with the necessary resources and tools to complete a high school equivalency test and enter postsecondary education and/or training. 7. Allows and promotes graduates to extend their learning into future years without tuitions for one class per semester. 8. Provides first generation, low income individuals with the assistance and resources to begin or re-enter a post secondary education program

2P1 ODO are generally driven by the availability of external funding. Faculty or professional staff members, with expertise and interest in various areas, present ODO ideas to the administration for review, approval, and to determine the general expected outcomes. ODO are often driven outside of the institution by college stakeholders.

A particular set of questions must be answered for administrative approval, including:

- 1) Does this fit with our mission?
- 2) Is there funding available to support the objective?
- 3) What will be the impact on the community?
- 4) What will be the impact on the campus?
- 5) What is the risk/reward ratio?

After approval, departments, teams, committees, and/or project staff set specific goals and establish the activities and timelines. Goals and objectives are established with the advice of program advisory committees that are made up of experts from the community.

2P2 Expectations regarding ODO are communicated through the following channels:

- Administration and Faculty Meetings
- Student Government Meetings
- All Staff Days
- Administrative Council
- Instructional Council
- President's Newsletter

- Open Forum Board Meetings
- Program Advisory Committees

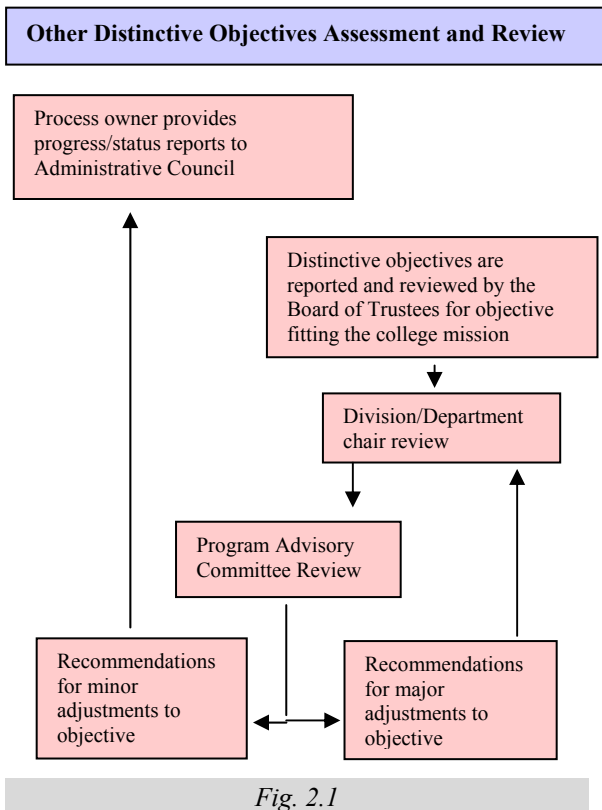
2P3 Faculty and staff needs relative to ODO are determined through a cost to benefits analysis with input from the following areas: Quantitative Objectives

- Needs Assessments
- Availability of Funds
- Student Demand

Qualitative and Personal Objectives

- Staff Development
- Curriculum Committee
- Division Meetings
- Faculty and Employee Surveys

2P4 This process is the same as the process for the Helping Students Learn objectives. When ODO are developed, measurements are built into the objective purposes, initially with a heavy emphasis on the formative assessment measurements.



During formative (or in-process) assessment, objectives are adjusted or aligned to reflect the feedback. The program (or ODO) manager is responsible for the successful implementation or

outcome of the objectives and ensures that assessments and reviews are regular and thorough, using multiple modes. Many of the objectives have specific review or advisement groups from outside the college. These advisement groups bring a fresh perspective and are able to provide valuable input for the managers.

2P5 Measurements collected and analyzed to determine distinct objective accomplishments are incorporated into the KOMs, as well as the annual goal and objective review process.

Results (R)

2R1 The results for ODO are listed in Table 2.2.

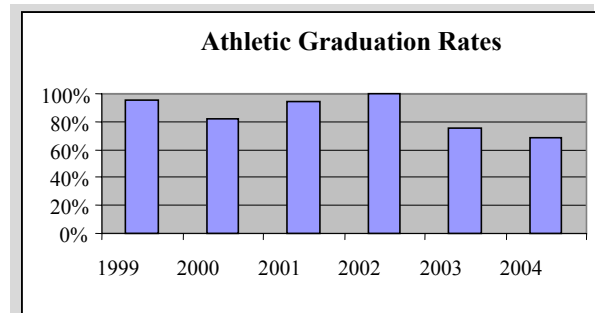


Fig. 2.3

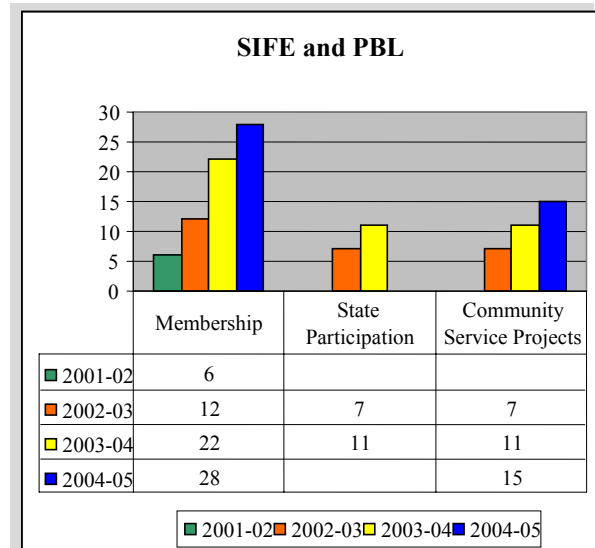


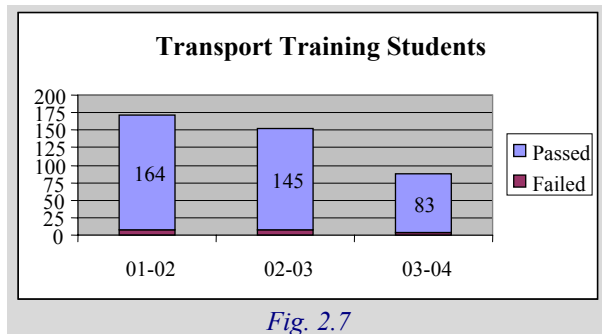
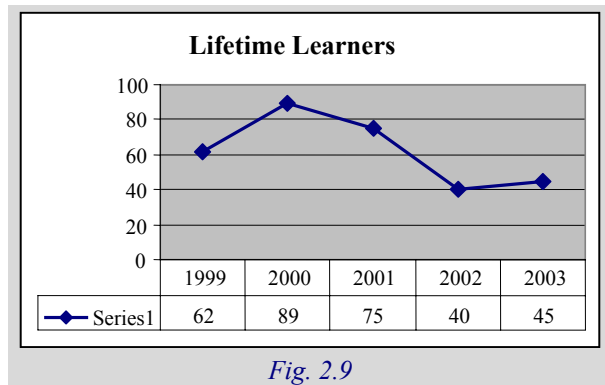
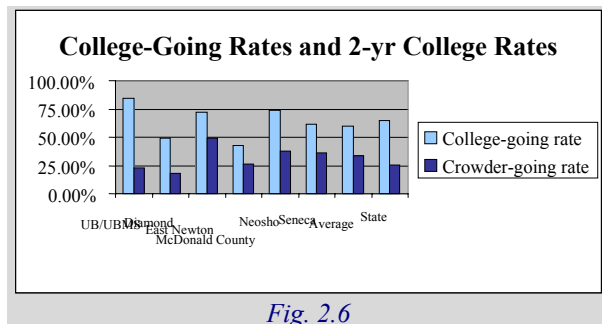
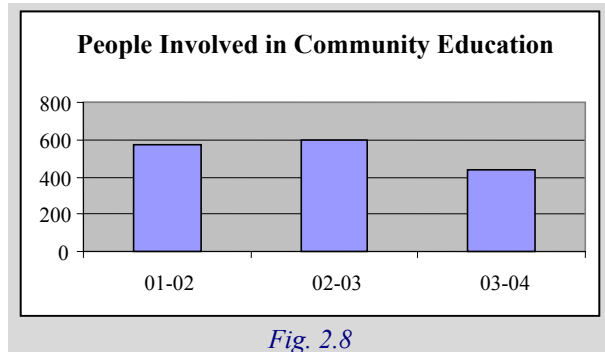
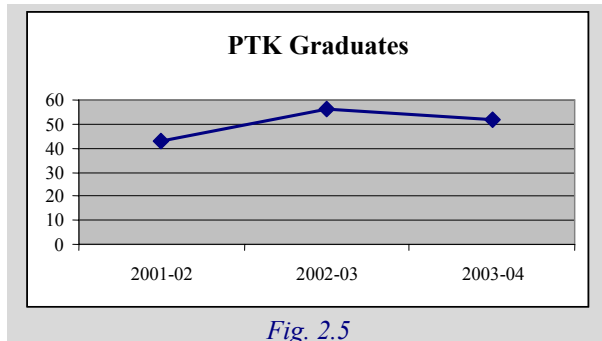
Fig. 2.4

TABLE 2.2: OBJECTIVES, MEASURES, AND RESULTS

OBJECTIVE	2P5. MEASURES COLLECTED AND ANALYZED	2R1. RESULTS IN ACCOMPLISHING																								
Extra Curricular <ul style="list-style-type: none"> • Athletic Programs 	Graduation rates for athletes % of athletes on scholarship % of athletes who feel coaching staff is concerned % of students who say athletic department is high quality	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>2002</u></td> <td style="text-align: center;"><u>2003</u></td> </tr> <tr> <td>Graduation Rates</td> <td colspan="2" style="text-align: center;">See Fig. 2.3</td> </tr> <tr> <td>% Scholarship</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td>Concerned</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>High quality</td> <td style="text-align: center;">97%</td> <td style="text-align: center;">98%</td> </tr> </table>		<u>2002</u>	<u>2003</u>	Graduation Rates	See Fig. 2.3		% Scholarship	71%	84%	Concerned	100%	100%	High quality	97%	98%									
	<u>2002</u>	<u>2003</u>																								
Graduation Rates	See Fig. 2.3																									
% Scholarship	71%	84%																								
Concerned	100%	100%																								
High quality	97%	98%																								
<ul style="list-style-type: none"> • Student Life* 	# Dorm students # Events per year # Active campus organizations # Participating in SGA	160 Dorm Students (20% increase over 2 years) 16 Activities per year (1,400 students involved) 12 On campus organizations 35 Attendance in Student Government																								
<ul style="list-style-type: none"> • Student Support Services 	Graduation rates Retention rates Transfer rates	72% graduation 90% retention 69% graduated and transferred																								
<ul style="list-style-type: none"> • Pi Theta Kappa 	# Graduates	See Fig. 2.5																								
<ul style="list-style-type: none"> • Students in Free Enterprise 	# Members # Participating in state competition # Community service projects	See Fig. 2.4																								
<ul style="list-style-type: none"> • Theater Productions/Participants 	# Students involved # Performances	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>01/02</u></td> <td style="text-align: center;"><u>02/03</u></td> <td style="text-align: center;"><u>03/04</u></td> </tr> <tr> <td>Productions</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Student Participants</td> <td style="text-align: center;">100</td> <td style="text-align: center;">150</td> <td style="text-align: center;">200</td> </tr> </table>		<u>01/02</u>	<u>02/03</u>	<u>03/04</u>	Productions	5	6	6	Student Participants	100	150	200												
	<u>01/02</u>	<u>02/03</u>	<u>03/04</u>																							
Productions	5	6	6																							
Student Participants	100	150	200																							
Co-curricular <ul style="list-style-type: none"> • International Education 	# International students % Retained % Graduate	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>S02</u></td> <td style="text-align: center;"><u>F02</u></td> <td style="text-align: center;"><u>S03</u></td> <td style="text-align: center;"><u>F03</u></td> <td style="text-align: center;"><u>S04</u></td> </tr> <tr> <td># Students</td> <td style="text-align: center;">24</td> <td style="text-align: center;">30</td> <td style="text-align: center;">27</td> <td style="text-align: center;">30</td> <td style="text-align: center;">29</td> </tr> <tr> <td>% retained</td> <td style="text-align: center;">19</td> <td style="text-align: center;">22</td> <td style="text-align: center;">19</td> <td style="text-align: center;">26</td> <td style="text-align: center;">18</td> </tr> <tr> <td>% graduated</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">5</td> </tr> </table>		<u>S02</u>	<u>F02</u>	<u>S03</u>	<u>F03</u>	<u>S04</u>	# Students	24	30	27	30	29	% retained	19	22	19	26	18	% graduated	2	3	3	0	5
	<u>S02</u>	<u>F02</u>	<u>S03</u>	<u>F03</u>	<u>S04</u>																					
# Students	24	30	27	30	29																					
% retained	19	22	19	26	18																					
% graduated	2	3	3	0	5																					
<ul style="list-style-type: none"> • Upward Bound • Upward Bound Math/Science 	College-going rates Crowder-going rates	See Fig. 2.6																								
<ul style="list-style-type: none"> • College Assistance Migrant Program 	# Involved Average GPA Retention rate	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>01/02</u></td> <td style="text-align: center;"><u>02/03</u></td> <td style="text-align: center;"><u>03/04</u></td> <td style="text-align: center;"><u>04/05</u></td> </tr> <tr> <td># Students</td> <td style="text-align: center;">11</td> <td style="text-align: center;">26</td> <td style="text-align: center;">36</td> <td style="text-align: center;">42</td> </tr> <tr> <td>Avg. GPA</td> <td style="text-align: center;">2.532</td> <td style="text-align: center;">2.96</td> <td style="text-align: center;">2.82</td> <td></td> </tr> <tr> <td>Retention</td> <td style="text-align: center;">11</td> <td style="text-align: center;">25</td> <td style="text-align: center;">32</td> <td></td> </tr> </table>		<u>01/02</u>	<u>02/03</u>	<u>03/04</u>	<u>04/05</u>	# Students	11	26	36	42	Avg. GPA	2.532	2.96	2.82		Retention	11	25	32					
	<u>01/02</u>	<u>02/03</u>	<u>03/04</u>	<u>04/05</u>																						
# Students	11	26	36	42																						
Avg. GPA	2.532	2.96	2.82																							
Retention	11	25	32																							
<ul style="list-style-type: none"> • English Language Institute 	# Enrolled	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>S02</u></td> <td style="text-align: center;"><u>F02</u></td> <td style="text-align: center;"><u>S03</u></td> <td style="text-align: center;"><u>F03</u></td> <td style="text-align: center;"><u>S04</u></td> </tr> <tr> <td></td> <td style="text-align: center;">6</td> <td style="text-align: center;">18</td> <td style="text-align: center;">6</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </table>		<u>S02</u>	<u>F02</u>	<u>S03</u>	<u>F03</u>	<u>S04</u>		6	18	6	8	9												
	<u>S02</u>	<u>F02</u>	<u>S03</u>	<u>F03</u>	<u>S04</u>																					
	6	18	6	8	9																					
Development <ul style="list-style-type: none"> • Bookstore • Foodservice • Foundation • Capital growth 	Revenue Revenue Assets Gifts Increase in Capital Assets	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>FY04</u></td> </tr> <tr> <td>Bookstore Revenues</td> <td style="text-align: right;">\$1,282,441</td> </tr> <tr> <td>Foodservice Revenues</td> <td style="text-align: right;">\$458,906</td> </tr> <tr> <td>Foundation Assets</td> <td style="text-align: right;">\$2,865,680</td> </tr> <tr> <td>Foundation Gifts</td> <td style="text-align: right;">\$474,796</td> </tr> <tr> <td>Capital Growth</td> <td style="text-align: right;">\$260,584</td> </tr> <tr> <td colspan="2">See §6R for further information.</td> </tr> </table>		<u>FY04</u>	Bookstore Revenues	\$1,282,441	Foodservice Revenues	\$458,906	Foundation Assets	\$2,865,680	Foundation Gifts	\$474,796	Capital Growth	\$260,584	See §6R for further information.											
	<u>FY04</u>																									
Bookstore Revenues	\$1,282,441																									
Foodservice Revenues	\$458,906																									
Foundation Assets	\$2,865,680																									
Foundation Gifts	\$474,796																									
Capital Growth	\$260,584																									
See §6R for further information.																										
Research <ul style="list-style-type: none"> • MARET Center 	Number of Alternative Sustainable Energy Projects	1 Solar Decathlon																								
Other Education <ul style="list-style-type: none"> • ABCD* 	# Companies # Learners	<table border="0"> <tr> <td>Number of companies served</td> <td style="text-align: right;">76</td> </tr> <tr> <td>Unduplicated learners served</td> <td style="text-align: right;">6,497</td> </tr> </table>	Number of companies served	76	Unduplicated learners served	6,497																				
Number of companies served	76																									
Unduplicated learners served	6,497																									
<ul style="list-style-type: none"> • HEP* • AEL* 	# Participants # Passing GED	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>03/04</u></td> </tr> <tr> <td># Participants</td> <td style="text-align: center;">1,057</td> </tr> <tr> <td>GED completers</td> <td style="text-align: center;">60</td> </tr> </table>		<u>03/04</u>	# Participants	1,057	GED completers	60																		
	<u>03/04</u>																									
# Participants	1,057																									
GED completers	60																									
<ul style="list-style-type: none"> • Transport Training 	% Students passing standardized driving skills test for MO	See Fig. 2.7																								

TABLE 2.2: OBJECTIVES, MEASURES, AND RESULTS		
OBJECTIVE	2P5. MEASURES COLLECTED AND ANALYZED	2R1. RESULTS IN ACCOMPLISHING
• Community Education	# Participants	See Fig. 2.8
• Life Long Learning	# Involved per year	See Fig. 2.9
• Educational Opportunity Center *	# Participants served each year # Drop-outs taking GED # Entering PSE	1,050 participants 03-04 325 taking GED 102 entering PSE

*Baseline data without historical context.



2R2 Because of the uniqueness of ODO, few of them have comparison results. For comparison data for Development activities, see §6R4. For comparison data for ABCD, see §9R2. CC understands that comparison data is necessary and is working toward developing strategies and procedures that will allow for its collection.

2R3 The results for ODO have strengthened the institution in a variety of ways. The extracurricular activities have provided a variety of valuable growth and learning experiences for CC students.

Improvement (I)

2I1 The improvement process for systems and process for accomplishing other distinctive objectives is based on the CC 7-Step Planning Process (7-SPP) (See §8C, Fig. 8.2). Within the practice of continuous process improvement, following the steps below, results drive

a review of the ODO back to Step 3 of the 7-SPP or to Step 6, which is to allocate resources and implement.

1. Program review
2. Assessment of results
3. Review indicators of institutional effectiveness
4. Set Stretch goals

212 Targets for improvement are set after reviewing the assessments of results and the indicators of institutional effectiveness and determining what is reasonable to accomplish, what is desirable to accomplish, and what is the appropriate level for the institution. Fig. 2.11 illustrates this process.

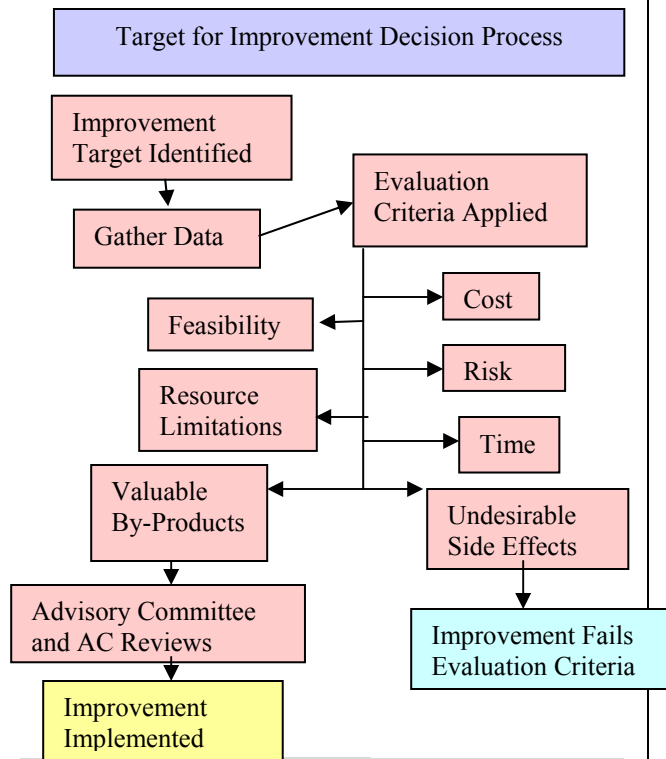


Fig. 2.11

The specific improvement priorities are incorporated into the strategic plan each year. This year, they are:

- Increase amount of comparative data
- Improve internal data collection process

The strategy for addressing these improvements includes the establishment of an ODO team to:

- 1) Identify appropriate benchmarks
- 2) Establish baseline data
- 3) Define reporting structure
- 4) Identify appropriate external, comparative data
- 5) Establish means of collecting comparative data, and
- 6) Select key person to update data and results.

Results and improvement priorities are communicated through various channels that ensure students, faculty, staff, administrators, and appropriate stakeholders are aware of and are able to make decisions and input based on the results and priorities established (Fig. 2.12).

