

3.0 Understanding Students And Other Stakeholders' Needs

Context of Analysis (C)

3C1 Crowder's customers consist of full- and part-time students, four-year institutions, and employers in the area. Determination of who is a customer is based on the mission, vision, and values and the derived mission goals. The seven general goal areas taken from the mission quite clearly delineate who customers will be.

Missouri educational districts, the institution's primary geographic market, are set by the state (a two county taxing district and the nine-county service region for CC). With customized training for businesses with sister-plants outside of this region,

the specialized programs in Alliance for Business Consulting and Development (ABCD), Environmental Resource Center (ERC), and Transport Training, and with on-line classes, this market is gradually expanded. CC also has a modest international market interest through its exchanges with regions in Russia, England, Australia, and recently, France, Denmark and Thailand.

3C2 Key stakeholder short-term and long-term expectations are summarized in the chart listed below. CC uses a variety of locally developed and nationally normed surveys to determine current and former student needs and expectations and to monitor satisfaction levels.

TABLE: 3.1: STUDENT AND STAKEHOLDER GROUPS, ASSOCIATED NEEDS

POTENTIAL STUDENTS	ENTERING STUDENTS	FRESHMEN	SOPHOMORES	EXITING STUDENTS
<ul style="list-style-type: none"> • Clear, accurate, timely information • User-friendly application 	<ul style="list-style-type: none"> • Easy enrollment • Accessible advisors • Course selection • Flexible hours and formats • Accessibility 	<ul style="list-style-type: none"> • Available classes • Academic advising • Instructional effectiveness • Affordability 	<ul style="list-style-type: none"> • Available and accurate advising • Internships and other learning experiences 	<ul style="list-style-type: none"> • Connections with employers and/or receiving institutions • Transferability
ON-LINE STUDENTS	DORM STUDENTS	DUAL CREDIT	A+ STUDENTS	ABE STUDENTS
<ul style="list-style-type: none"> • Technical assistance • Available courses 	<ul style="list-style-type: none"> • Campus activities • Safe environment 	<ul style="list-style-type: none"> • Available classes 	<ul style="list-style-type: none"> • Academic Assistance • Reporting data 	<ul style="list-style-type: none"> • Available classes • Instructional assistance
EOC PARTICIPANTS	HEP PARTICIPANTS	UB/UBMS PARTICIPANTS	CAMP STUDENTS	INTERNATIONAL STUDENTS
<ul style="list-style-type: none"> • College and Financial Aid information 	<ul style="list-style-type: none"> • GED preparation • Available short courses 	<ul style="list-style-type: none"> • Academic and social assistance • College and financial aid information 	<ul style="list-style-type: none"> • Academic assistance • Campus activities • Financial assistance 	<ul style="list-style-type: none"> • Academic and cultural assistance
COMMUNITY EDUCATION	BOARD OF TRUSTEES		FOUNDATION MEMBERS	COMMUNITY
<ul style="list-style-type: none"> • Flexible time scheduling • Wide range of opportunities 	<ul style="list-style-type: none"> • Fiscal responsibility • Employee and student success • Enrollment • Positive institutional image • Access 		<ul style="list-style-type: none"> • Fiscal responsibility • Positive institutional image 	<ul style="list-style-type: none"> • Positive image • Cultural offerings • Good citizenship
AREA BUSINESSES	SENDING SCHOOLS	RECEIVING SCHOOLS	ALUMNI AND FRIENDS	PARENTS
<ul style="list-style-type: none"> • Program information • Program input • Prepared Employees 	<ul style="list-style-type: none"> • Access • Admissions information • Accept and graduate students 	<ul style="list-style-type: none"> • Transcript information • Academically prepared students 	<ul style="list-style-type: none"> • Networking • Connection • Continued learning opportunities 	<ul style="list-style-type: none"> • Safety • Student success • Affordable education

Process (P)

3P1 The changing needs of students are identified in several ways. Surveys are administered to current students and alumni. Students also complete classroom evaluations of teaching and the learning environment. Area high schools provide the college with demographic information and profiles of their graduates.

The information and data is reviewed by a number of CC staff representing a variety of settings within the college such as instruction, enrollment, and marketing. Important trends, findings, and other interpretations are advanced to the Administrative Council (AC) or Executive Council (EC). They are reviewed in relation to their implications on present operations, current initiatives, and future plans as well as their relation to broad policy and mission. Specific actions may be recommended by any member of AC and EC and either approved or disapproved through consensus. For those actions affecting policy, they are referred to the Board for approval.

Important and recent examples of this process would include number of future students anticipated to have financial need, number of classrooms anticipated for accommodating future growth on campus and in service centers, number of new adult students anticipated to enroll as part-time students.

To gather information from future students, close contact is maintained with feeder high schools focused on the number and academic qualifications of future graduates. Alumni surveys are given in a systematic manner so that information is available on students who have recently graduated from Crowder College (CC).

3P2 Following its servant leadership philosophy, CC fosters open relationships with students and other stakeholders. The college provides services which enhance positive student and stakeholder interactions and dealings. This includes: building relationships with students through new student orientation; free tutoring; student focused activities; quality advising, student support programs; such as Crowder Assisted Migrant Program (CAMP) and Student Integrated Academy of Learning (SAIL); teaching and advising responsibilities for administrators, and exchange programs. Other stakeholder relationships are built through CC sponsored cultural and community events, Alumni Association, the Foundation Board of Directors, advisory boards, participation in community events, and administration and staff

memberships with community organizations, community education, newsletters, and lifetime learning.

3P3 The changing needs of stakeholder groups are identified through several means. Advisory board members from academic programs provide comments and recommendations to CC administrators and staff at yearly meetings.

This information and data is reviewed in a way similar to that of reviewing data for the changing needs of students as described previously in 3P1.

Crowder's ABCD surveys business and industry within the nine-county service area to create and maintain the type of programs necessary for their ever-changing requirements. To facilitate this further the ABCD has implemented focus and advisory groups which meet yearly to ensure compliance with their needs. Other methods to identify changing needs are comparisons with other educational institutions and census information. Census data with demographic indicators is also used to anticipate changes in CC's stakeholder population. In addition, data from the Missouri Department of Economic and Workforce Development provides important information about changes in our workforce and economy.

Tools utilized for information gathering and assessment include but are not limited to:

- Census data
- Survey results
- Institutional Research data
- Sending and receiving schools data
- Area business and industry survey needs
- Advisory Boards

3P4 Crowder's Key Stakeholder Groups (identified in **bold** type) have a need and a right to know what and how their primary areas of focus receive attention.

As our mission indicates, **students** are our primary stakeholders. Their primary interest is in getting a quality education

Parents want CC to provide a safe environment for their children living in dorms. In order to facilitate this CC employs a 24-hour security staff. They also want the learning environment to be satisfactory so their son or daughter can either be prepared for the workforce or for transfer. CC maintains rigid academic policies and using data from transfer

institutions, ensures that students are equipped for the next level of coursework. In the future, CC hopes to add parent informational meetings and newsletters to improve understanding and communication.

CC holds an **alumni** banquet and publishes a periodic newsletter wherein their suggestions and comments are not only welcomed but encouraged.

The **Board of Trustees** receives monthly memorandums from the President, updating them on important college developments. Retreats led by the President are planned periodically to address major challenges, identify major needs and priorities, and to develop long-term plans. The President and Board President communicate weekly on various projects and initiatives and to maintain mutual confidence and trust. Each year, Board members are encouraged to participate in leadership activities, such as for Servant Leadership development. New Board members are provided an extensive orientation by veteran Board members.

CC employs active listening methods for **business and industry**. CC has Advisory Boards who lead the process in regularly scheduled meetings to discuss their ever changing needs. CC administrators are also active in the activities of local Chambers of Commerce and job fairs. CC publishes a monthly school newspaper and newsletters that advertise the need for business and industry involvement. CC's commitment to the **local and regional communities** is a continuous process. CC holds many cultural events open to the public. The Director of Public Relations issues press releases, radio and television announcements, newsletters, and web site information advertising all events open to the public.

3P5 The method utilized to determine if new students and stakeholder groups should be addressed within our educational offerings is addressed in Tables 2.1 and 3.1.

The method utilized to determine if new students and stakeholder groups should be addressed within CC's educational offerings is similar to the processes described previously, particularly in 3P1. However, new students fall under the responsibility of the Dean of Instruction and Dean of Student Services. Both are members of the EC and AC. Data and findings from student stakeholders is either responded to within the division and/or brought to the attention of the EC or AC. Depending on the scope of the finding or data, changes in course offerings such as number of sections, meeting times, course offerings, and delivery formats, may be made by the respective

division chair under the guidance of the Dean. Likewise, for non-instructional services, the Dean of Student Services supervises any changes in policy or procedures affecting all areas of student services as it might be informed by data from new student stakeholders. This is particularly true for registration and enrollment procedures and financial aid processing.

3P6 The complaint management process varies depending upon the severity and type of complaint. For most complaints, a Customer Service Form (CSF), a relatively new process, is utilized or a complaint is received through the suggestion box. CSFs are sent to the office of Institutional Research (IR) for processing within 48 hours of receipt. A copy of the complaint form is sent to the appropriate department(s). Once resolution is made and the complainant notified, the form is returned to the IR Office for tracking. When a trend is seen, an action plan is implemented to correct the reoccurring problem.

The Instructional Grievance Process is outlined in the student handbook and begins with a student visiting with the instructor. If resolution cannot be made, the student has the opportunity to follow up with the Division Chair, and if necessary, the Dean of Instruction. If resolution is still needed, the complaint is taken to the President, and if all other means are exhausted, the student may take the issue to the Board. In the 40 year history of the college, only one student grievance has reached the Board level.

Employee complaints, if more serious than can be addressed through departmental procedures or the suggestion box, may also be submitted using a written grievance procedure. This procedure outlines time frames for response, calls for review by the immediate supervisor, and provides for a chain of appeal that can lead to Board review. In the history of the college, only one formal grievance has been filed, and that grievance was resolved by the immediate supervisor without the use of further appeals.

Employees at CC are acculturated to elicit feedback from students and stakeholders and to respond appropriately to complaints. When possible, the employee is expected to solve the problem; when beyond his/her capacity to do this, the employee reports the problem to the responsible unit or department head. Division Chairs and Deans may respond to student concerns if the faculty member closest to the concern is not able to resolve the issue.

The suggestion box system is a key access point for registering complaints, identifying problem areas within the organization, and responding effectively.

When HR receives a comment card containing a complaint, the card is directed to the Dean or Director of the unit. The complaint is investigated and a response is formulated. All comments and suggestions are reviewed monthly by the AC for discussion and action. All complaints and suggestions receive a response by telephone, e-mail, or letters to the complaining party.

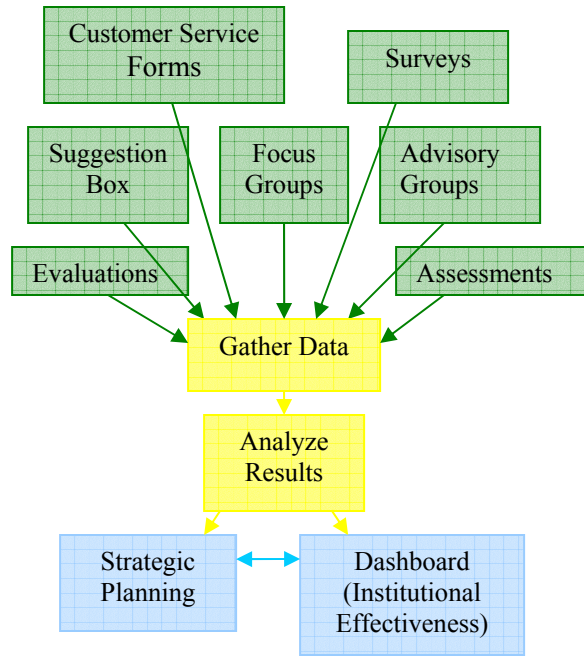


Fig. 3-1

3P7 Student and stakeholder satisfaction and dissatisfaction are determined through a variety of approaches. For example, at the end of each semester, graduates are required to participate in what is called the “Capstone Experience.” As part of this day, they complete the CAAP academic assessment and are also surveyed in Focus Groups about their experiences at CC. They are asked a series of questions to help staff identify areas of strengths and weaknesses, and are given an opportunity to answer in both written and oral forms. Figure 3.1 outlines the key diagnostic approaches.

Although the determination methods are similar among student segments and stakeholder groups, there are variations as to which methods are used for particular groups.

TABLE 3.2: DETERMINATION METHODS							
	Evaluations	Suggestion Box	Focus Groups	Advisory Groups	Assessments	Surveys	Customer Service
Credit Students	x		x		x	x	x
Non-credit student	x				x	x	x
Community Education Students	x						x
Pre-college Students	x				x		x
Alumni						x	
Business	x		x	x		x	
Sending Schools			x	x		x	
Receiving Schools	x		x	x		x	
Community	x		x	x		x	
Employees	x	x		x		x	x

The measurement systems are designed to capture actionable information concerning students’ and stakeholders’ expectations. For example, both the assessment of employees and the assessment of community leaders provide a gap analysis, showing the respondents’ assessment of current performance, and their view of ideal performance. This analysis informs the college of those areas where current practices differ most significantly from stakeholders’ view of the ideal. The college uses this information to improve processes and outcomes so that they will exceed expectation.

Student and other stakeholder satisfaction and dissatisfaction information gleaned from the measurement systems is used. Continuous improvement is sought based on the indicators of institutional effectiveness and communication from (and to) stakeholders support the identification of appropriate objectives and strategies, as well as the development of the monitoring and measuring systems.

TABLE 3.4: STUDENT AND STAKEHOLDER MEASURES	
SN1: CC builds and fosters key internal and external collaborative relationships.	Foundation receipts
	ABCD revenues
	Sending School Percentages
	Transfer data
	Placement Data
SN2: CC analyzes and evaluates stakeholder needs, and works to ensure satisfaction of all stakeholders.	Website Q&A cycle time
	Complaints
	Needs analysis
	Community Education
	ABCD clients
	Abilities Assessment
	Exit Interview report
	Advisory Groups report
	On-line enrollment
	Off-site enrollment
SN3: Stakeholders are attracted to, choose, and are loyal to CC.	First-time enrollment
	Alumni giving
	Pre-College Programs
	GED to Crowder rates
	Alumni children enrolling
	International students

Results (R)

3R1

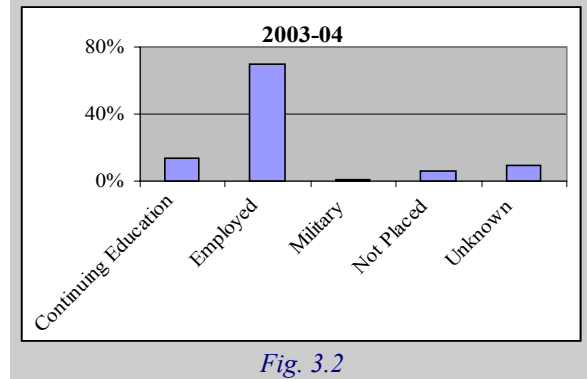
For Foundation results, see §2R1; §6R1; and §9R1.

For ABCD revenues results, see §2R1; §9R1.

For Sending School Percentages results, see §9R1.

Transfer data results are an issue currently being addressed. Receiving schools have traditionally been reluctant to offer such information; however, we are making strides in this area. In the last year, the Dean of Students has reached written agreement with the two largest transferring institutions for transfer data.

Job Placement data results are shown in Figure 3.2 for students who have completed vocational programs in 2003.



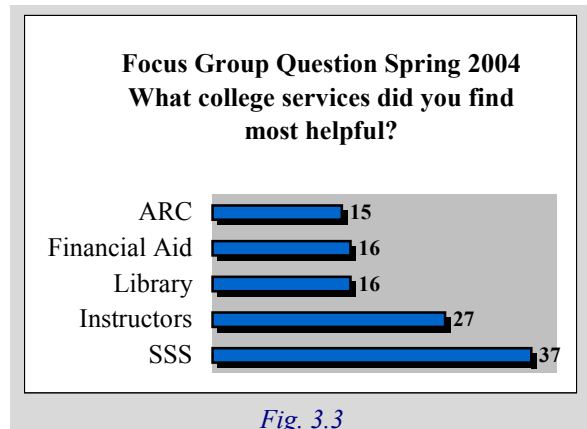
Web site Q&A cycle times: In the last three year, there have been nearly 3,000 questions logged to the Q&A site. The response times are remarkable, in that rarely are they more than one day. Usually, the response is made the same day, unless it's a weekend or holiday in which case, questions are responded to the next business day.

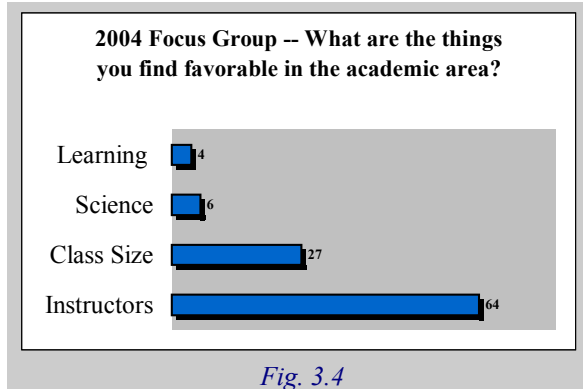
For Grievance results, see Section §4R1.

For Community Education results, see §2R1.

For ABCD Client results see § 5C1

Focus Groups



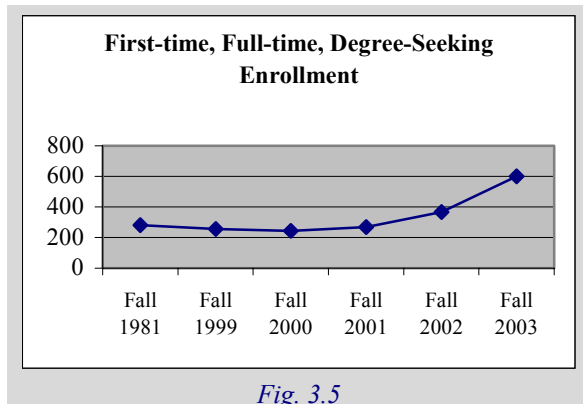


Advisory Groups reports. As of November 1, 2004, over half of the instructional advisory committees have met, reviewed their programs and developed tentative improvement goals for FY2006.

For On-line enrollment results, see §1R, Fig. 1.5.

For Off-site enrollment results, see §1R, Fig. 1.6.

First-time, full-time, degree seeker enrollment results are shown below in Figure 3.5.



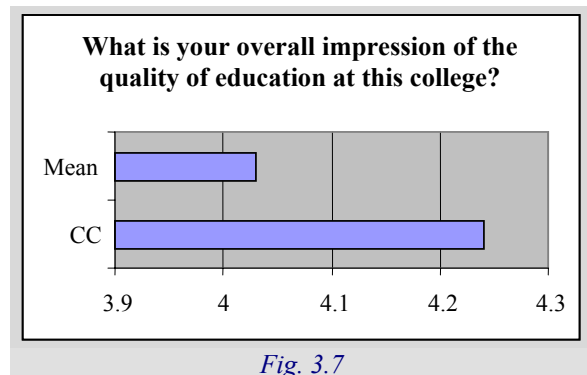
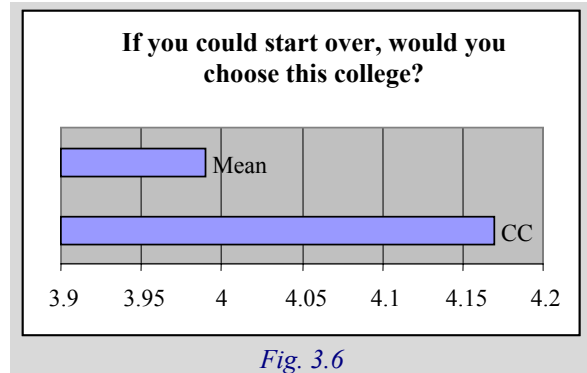
For Alumni giving results, see §6R1 and §9R1.

For Pre-College Programs, see §2R1, and §1R1.

3R2 The results of relationship building with students are measured by higher than average student retention. (CC has a 53% fall to fall retention rate as compared to a 46% median for comparable community colleges, per the Benchmark Project.)

The success is also measured with a student satisfaction survey. On that survey, students are given a series of questions and asked to respond to them with 1="Definitely no" and 5="Definitely yes." The following are referenced to the mean as established

by the Johnson County Community College Benchmark Project.



CC measures participation in campus activities, membership in student groups and advisor visits as tools to determine results as well. The results thus far have been a five year upward trend in enrollment. (See § 1R1; §2R2; and §6R1 for data.)

3R3 The results CC seeks from stakeholder satisfaction are accomplished by employers hiring more graduates, alumni providing endowments, parents sending other children to CC, and a working relationship with local legislators also validates our efforts. (See §2R1 for results and data.)

To help drive the efforts of stakeholder satisfaction CC utilizes faculty evaluations as an additional measurement tool. Although faculty evaluations are strong measures of student satisfaction, until recently, there have been few measures of company satisfaction with business training. A company survey/evaluation tool has been developed that will provide those measures and offer a good indicator of success with those most directly affected.

Our overall assessment of stakeholder satisfaction has proved positive with an increase in enrollment and increased revenue from the ABCD for business

and industry customized training. Refer to §6R1 for results.

3R4 The results from building relationships with key stakeholders vary but CC believes they include loyalty to the institution, endowments, continued support, and student retention. This is be measured by positive feedback on surveys and evaluations. CC utilizes internal historical trends and patterns and data from Institutional Research to validate our trends. Refer to § 6R1 for results.

Improvement (I)

3I1 The method of improvement focuses on the Institutional Steering and Assessment Council (ISAAC) and program and department advisory committees. CC has improved its web page with more information shared to the entire campus. With the increased participation of advisory committees, the amount of input from stakeholders has dramatically increased.

One of the greatest areas of improvement in this area has been through the “Fast Track” initiative in conjunction with Neosho High School. Fast Track provides high school, college-ready students with increased opportunities to take college courses. It focuses on helping students set up a college preparatory schedule starting in the ninth grade. Starting in their junior year, with careful planning, they are able to earn up to one full year of college credit. Over 130 students are currently taking college classes at the high school in fall 2004. The college will continue to work with Neosho High School and will begin the process of working with other district high schools to develop similar programs.

3I2 Analyze, set targets

CC is beginning to request comparative data from other like institutions in an effort to utilize internal and external data as benchmarks for improvement. The administration, along with the AC, ISAAC, and the Board of Trustees develop the KOMs. Targets are established by enrollment trends, surveys, and best practice methods. Targets are reviewed annually to address the validity of measurement and reliability and maintained or revamped at that time.

Communicate

To communicate our efforts and results CC utilizes C-news, newspapers, Board meeting reports, All Staff Days, President’s newsletter and benchmarks.

TABLE 3.4: RESULTS AND IMPROVEMENT PRIORITY COMMUNICATIONS

Group	Communication Mode				
	Email	Newsletter	Direct Mail	Telephone	Advisory Meetings
Students	x	x			
Faculty	x	x			x
Staff	x	x			x
Administrators	x	x		x	x
Appropriate Stakeholders	x	x	x	x	x