

**TITLE: 6.0 SUPPORTING INSTITUTIONAL OPERATIONS**

**Context for Analysis (C)**

**6C1 Student Service Processes.** Supporting student service operations at Crowder College (CC) focuses on a variety of critical support resources and programs aimed at increasing student enrollment, program participation, retention, academic performance, transfer readiness, and graduation. The focus of student support services is on serving the total student and campus community by delivering integrative services and comprehensive support programs that reinforce the “Servant Leadership” philosophy and promote student learning. The key or critical support services include three primary focuses:

- 1) Enrollment Management;
- 2) Learning Resource Services; and
- 3) Enrichment Services.

Key student support services further reinforce the learning environment by creating a supportive

network of programs and services that help ease the transition to college life and encourage a commitment to, and enthusiasm about, learning.

**Administrative Support Services.** In concert with the college mission, all key Administrative Support Services focus on service. The explicit goal is to improve the learning experience of all stakeholders. This common theme is a uniting force shared by those responsible for these college administrative services:

- 1) Finance;
- 2) Information Management;
- 3) Information Systems;
- 4) Institutional Improvement;
- 5) Physical Facilities/Grounds and Safety; and
- 6) Human Resources.

The student and administrative support service processes, stakeholder (user) requirements, and Key Measures for each are listed in Tables 6.1 and 6.2.

**TABLE 6.1: KEY STUDENT SUPPORT PROCESSES, REQUIREMENTS, AND RESULTS**

KEY PROCESSES	USER REQUIREMENTS	KEY MEASURES AND RESULTS
Enrollment Management Admissions Advising Records Financial Aid International Recruiting Office Career Services	Accessible and accurate services and information Affordable services Centralized services Simplified registration processes Student-centered services Adequate funding sources Pell, Stafford, work study, scholarships Equity in programs and services Safe and secure campus Career advisement and placement Internal job placement (work study) External job placement (coops, internships) Career exploration	Enrollment rate Headcount Credit hours Retention rates Student satisfaction survey Financial aid award rates Scholarship award rates Degree seeking rates Tuition rates Graduation Rate Placement rate Student satisfaction survey Student use rates Equity in Athletics Default Rates Jeanne Cleary
Learning Resources Academic Resource Center (ARC) College Assistance Migrant Program (CAMP) Student Support Services (SSS) International Student Programs	High quality learning support Student centered services Accessible services and information that meet “total need” of students Centralized services Consistency Timely Scholarship Opportunities Adequate book supplies Adequate services	Headcount Retention rates Graduation rates GPA rates Student use rates Student satisfaction survey Price comparison report
Enrichment-Based Services Residence Halls Student Life	Adequate facility and resources Affordability Adequate disability services	Housing rates Student satisfaction survey Price comparison report

Athletics Health Services Office of Disability Services Drug and Alcohol Program	Accessible and informative drug and alcohol information and services Available and convenient services Accessible services	Student satisfaction survey ODS use rate Price comparison report
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**TABLE 6.2: KEY ADMINISTRATIVE SUPPORT PROCESSES, REQUIREMENTS, AND RESULTS**

KEY PROCESSES	USER REQUIREMENTS	KEY MEASURES
Finance Accounting Accounts Payable Cashiers (Receivable) Budget Management	Fiscal health, integrity, accuracy, Timeliness Courteous service Institutional stability	Revenue Fund Balance Fiscal Agility Audit Compliance Foundation Fund Balance
Information Technology	System availability and reliability User-friendly systems Timely and accurate assistance and service	System availability Satisfaction with Help Desk Response/Cycle time
Information Systems Library Information Management	Accessible services Adequate resources	Student satisfaction survey Student use rate
Institutional Improvement	Research Improvement methodology Improved institution	Balanced Scorecard
Physical, grounds, and safety	Safe and secure campus Clean, well-maintained, attractive physical facilities Adequate and accessible learning facilities	Safety statistics Energy Use Preventative Maintenance Capital Funding
Human Resources	Contracts and benefits management Payroll Employment Professional Development	Employee satisfaction with services Employee retention Professional Development attendance
Auxiliary Enterprises Bookstore Foodservice	Accessibility Competitive pricing Selection Quality	Increase in revenue Increase in usage Foodservice surveys

**6C2** The key student and administrative support services reinforce processes and systems as illustrated in Table 6.3.

**TABLE 6.3: KEY PROCESSES REINFORCE STUDENT LEARNING**

KEY SUPPORT PROCESSES	REINFORCES CRITERIA 1 AND 2 BY PROVIDING...
<i>Student Services</i>	
Enrollment Management	Orientation Registration Academic advisement <u>Intrusive retention services</u> Transcripts and records Financial assistance Ensuring diversity
Learning Resources	Academic support services Assessment and placement Social and cultural support services

**TABLE 6.3: KEY PROCESSES REINFORCE STUDENT LEARNING**

KEY SUPPORT PROCESSES	REINFORCES CRITERIA 1 AND 2 BY PROVIDING...
<i>Administrative Services</i>	
Finance	Strong fiscal base Resources and revenue for learning programs Scholarships

**TABLE 6.3: KEY PROCESSES REINFORCE STUDENT LEARNING**

KEY SUPPORT PROCESSES	REINFORCES CRITERIA 1 AND 2 BY PROVIDING...
Information Management	Integrated data system Comprehensive student database
Institutional Improvement	Best possible practices Relevant benchmarks
Physical Plant	Safe, accommodating, comfortable, and adequate space and grounds
Human Resources	Identification and recruitment of, and support for, instructors, administration, and support staff
Auxiliary Enterprises	Text books, supplies, and collegiate sportswear/gear Full service cafeteria, snack bar, and catering

All of the key support services exist to reinforce Helping Students Learn and Other Distinctive Objectives. Primarily, the focus of all support processes is to increase the likelihood of student success. To this end, Enrollment Management services concentrate efforts on integrating traditional classroom methodology and innovative advisement to provide a quality experience for first-year students through orientation clinics. Students receive comprehensive advisement services aimed at delivery quality information for degree declaration, financial assistance, and easing the transition to postsecondary education.

Aligned with key learning resource programs, the college operates an Early-Alert program as (an aggressive retention program) to detect and address identified student characteristics that negatively affect success. The Early-Alert and orientation clinics further reinforce this objective by motivating all members of the campus community to share in the process of achieving student success and satisfaction.

Think Tank workshops, one of several programs offered by Student Support Services (SSS), are specifically designed to address students' academic, affective, behavioral, and financial needs. The primary workshop goals are to improve grades, increase retention, and to promote graduation. The learning resource areas serve the vast majority of enrolled students and implement processes of to meet the "total" needs of students and to develop successful partnerships with faculty to facilitate student success.

Key student support service processes further reinforce Criterion 1 and 2 through a student-centered

service that encourages all college employees to take responsibility for enrollment and retention. Career services reinforce learning objectives by focusing on academic and life skills to help students achieve education and career goals. An extensive extracurricular program further builds community among students and reinforces academic and personal success. The Retention office also serves as viable resource for supporting learning outside and in the classroom.

The retention program reinforces the student learning environment by creating a network of support programs. Retention is viewed as a multi-dimensional process which involves 3 steps.  
 Step 1: Front-line connections to ease the transition for at-risk students by broadening postsecondary learning opportunities  
 Step 2: Intermediate learning resource connections  
 Step 3: Transition connections with four-year institutions to support degree completion.

Key administrative processes reinforce Criteria 1 and 2 by implementing student accounting procedures that help students develop and achieve financial responsibility. Efforts are made to correct college policies that adversely affect retention. For example, to ensure that no student is compelled to leave the college due to inability to pay or to meet payment deadlines, the Dean of Business collaborated with other key student support areas, bursar, and financial aid to establish the deferred payment plan.

To ensure that students' total needs are met, the administrative support areas maintain close working relationships with other campus offices, including enrollment management, housing, records, college operations, and offices of student and academic affairs. Respectively, goals and objectives for administrative processes are established around the college Comprehensive Strategic Plan.

**Process (P)**

**6P1** The support services needs of students are identified in a variety of ways including: the students themselves; faculty members; administration; and front-line staff (such as admissions, financial aid, cashiers, etc.). Core needs assessment instruments also help identify student support service needs. The support service needs as related to teaching and learning are referenced in Criterion 1P9. When support services merit a change in processes or policy, attention is given to implementing or improving those processes at Administrative Council (AC) and/or with ISAAC.

The key processes for identifying support service needs include:

1. Identifying existing sources of student data that can be used to assess student needs.
2. Extracting meaningful information for the identification of enrollment, learner, community, or enrichment-based assessment.
3. Working collaboratively with institutional research to identify additional measures, including faculty and staff feedback, required to determine student need outcomes.
4. Developing systematic reporting mechanisms that provide information concerning the measurement of student needs necessary for decision-making and program development or modification.
5. Synthesizing existing sources of information and measures to create comprehensive goals and measures that provide evaluative feedback for continuous improvement.

**6P2** Administrative support service needs of the faculty, staff, administrators, and other key stakeholder groups are identified in many ways.

1. Issues of concern may surface from the employee associations (faculty, professional staff, and classified staff). Those issues are brought before the college president by the president of the association(s).
2. The President, or any of the AC, may bring needs and/or concerns to the forefront during the monthly AC meetings. The President may appoint an Action Team if the need or concern warrants such. These teams are specific, targeted, temporary, and operate as a fact-finding, solutions-generating group.
3. Also, during AC meetings, all suggestion box items are reviewed, discussed and acted upon. Students, employees, or other stakeholders are welcome to submit suggestions, needs, or concerns that they wish to have considered. To further encourage participation, and to decrease any perceived retribution, the suggestion author may remain anonymous.
4. An Employee Satisfaction survey is given and analyzed every two years. This survey provides an in-depth look at how the employees view the college work environment and the administrative structure. The results of the survey are reviewed by the Administration and the Board, who jointly generate a list of action items to address the areas of greatest concern.

5. At each employee's annual evaluation, support service needs are discussed and a plan is put in place to address any unmet needs.

Many support functions are governed by contractual obligations that specify specific college responsibilities. This includes defining the work assignment requirements, sick leave, vacation, family emergency leave, and other benefits provided by the college. Since CC is a publicly-supported institution, many of the key business and support functions are controlled by statute or state regulating agencies, departments, or boards.

**6P3** Key student and administrative support service processes are managed on a day-to-day basis to ensure they meet the needs of students, and stakeholder groups in the following ways.

The President, Deans, Associate Deans, and Division Chairs have primary responsibility to manage day-to-day operations. Consistent with institutional Comprehensive Strategic Plan (CSP), key task-owners are identified and held responsible for tracking specific key outcomes and reporting strengths, weakness, opportunities, and threats (SWOT) to program administrators. Assessment of SWOT yields continuous process for program improvement and identification of additional outcome needs.

Student support areas have effectively developed in-processes that further reinforce the delivery of "student-centered" services. These process models define user requirements, and key measures of success as aligned with benchmarks and Key Organizational Measures (KOMs) outlined on the CSP. These process models further serve as blueprints to running efficient support programs.

Core in-process and outcome measures assess program effectiveness and document further areas of improvement. Processes are documented through various system tracking efforts on the college Crowder College Student Information System (CCSIS) network. Processes are further documented through the CC Dashboard where programs and departments can track daily, monthly, or annual effectiveness and progress across programs. For example, the Dashboard reveals employee satisfaction, student retention and headcount to be "Above Target" while, employee evaluations, graduation rates and professional development participation are "Below Target" goals. Department meetings and focus groups meet monthly to ensure day-to-day operations are meeting project targets and

stakeholder needs. Annual reviews and funding reports are gathered to share information on college performance with community members and other stakeholders.

Key or critical student support areas encourage knowledge sharing, innovation and empowerment through the following.

1. Developing systematic reporting mechanisms that provide information concerning the measurement of student needs.
2. Developing committees and advisory groups to foster an environment of “shared-governance.”
3. Including student needs and outcome assessments in program development planning processes and reviews.
4. Identifying processes and data charted by administrators or key task-owners and forming meetings with support staff to discuss the purpose and procedure inherent in achieving each goal.
5. Communicating accountability standards and competencies required by role and interaction to meet key outcomes.
6. Creating opportunities for staff to become full-participants in the process of continuous improvement by increasing collaboration and professional development training.
7. Sharing individual and process measurements to facilitate training and team building.

Within the Finance area, the Dean of Business and Support Systems is primarily responsible for the supervision and direction of college finance operations. The Dean has brief, daily meetings with the cashiers, accountant, and accounts payable clerk to review and organize activities, evaluate prior day activities, and plan future operations. Each afternoon, the documentation and measures reviewed include fund balances; student accounts’ reconciliation; bookstore receipts; vendor invoices; and all revenue/drawdown activities.

Management of maintenance and safety includes monthly comparisons of utilities’ usage; fleet mileage; and classroom occupancy. Semester reviews include input regarding physical plant improvements, safety procedures, and facilities additions. Annually, the Dean works with the Director of Plant Maintenance and Safety to develop the maintenance and repair budget for major items (\$5,000 or more), bid out supplies and consumables, secure fuel vendor agreement for gas, diesel, and ethanol for college vehicles, and ensure that, on a rotating basis, parking lots, sidewalks, and roofing systems are regularly inspected, repaired, and/or replaced.

Key or critical administrative support areas encourage knowledge sharing, innovation and empowerment through the utilization of:

1. Accountability and progress reporting systems;
2. Institution-wide committee and task-force based operations planning;
3. Customer and stakeholder feedback and input;
4. Clear, effective channels of communication; and
5. Training and staff development opportunities.

**6P4** Key student and administrative support areas use information and results to improve their services by fostering a “continuous improvement and feedback loop” in the following manner.

1. Reviewing trends, benchmarks, and prior outcomes to establish key support service learning opportunities.
2. Choosing/designing assessment instruments for tracking student needs and satisfaction.
3. Examining student satisfaction and program effectiveness.
4. Examining results and determining opportunities to improve student co-curricular learning opportunities.
5. Re-evaluating programs and in-process measures to determine alignment with key outcomes.

Key student and administrative support services also use results information from Criterion 7 and 8 to improve on a daily, monthly, and annual basis. Results are further used to assess the correlation between participation, academic achievement, and user requirements. Daily, each support area collects point-of-service feedback and each area has in-process (day-to-day) and summative measures that address user requirements. Performance measures are reviewed monthly and all areas are comprehensively reviewed during the annual administrative retreat.

In addition, enrollment management services use institutional and state benchmarking data as the basis for process improvement. For example, academic advising tracks seven (7) KOMs in order to ensure it is meeting user needs are being met. In addition, midterm progress reports are gathered by learner resources to document student achievement or academic deficiencies. Based upon these progress reports, the staff modifies or adjusts the delivery of services in a practical, effective, and slightly intrusive manner. Students receive higher levels of individualized attention, creative adjustment strategies, and “as-needed” tutoring in an effort to increase retention rates.

When results reveal challenges sufficient to require the development of new teaching styles, improving assessment for better class placement and technology for instruction and information access, the Information Technology department relies on this data to make sound decisions. They coordinate efforts with student and administrative support areas to involve key staff, faculty, professional academic advisors, student leaders, and placement testing personnel to facilitate and merge advanced technology with changes in instruction. For example, SmartBoards have been installed in several of the classrooms and plans are being formulated to integrate this system in all instructional classrooms.

Performance audits of Business Office activity are completed by an outside firm which annually reviews the cost accounting and financial management of the college. Additionally, this firm conducts a "surprise audit" of some particular aspect of the college operation each year (cash audit, inventory control, customized training, etc.). These periodic and detailed examinations ensure the development of thorough and efficient control mechanisms that limit the overall costs associated with inspecting, testing, and/or auditing Business Office activity.

**6P5** See Tables 6.1 and 6.2 for measures.

## Results (R)

**6R1** For enrollment rate, headcount, retention rates, graduation rates, and ...results, see §1R1.

For employee satisfaction with services, employee retention, and professional development attendance, see § 4R1.

Credit hours. The number of generated credit hours continues to increase as shown in Fig. 6.1.

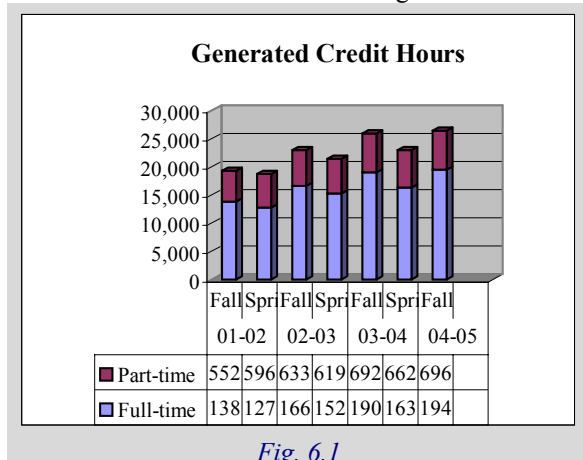


Fig. 6.1

Retention rates. Fig. 6.2 shows the increase of CC retention rates over the last 6 years.

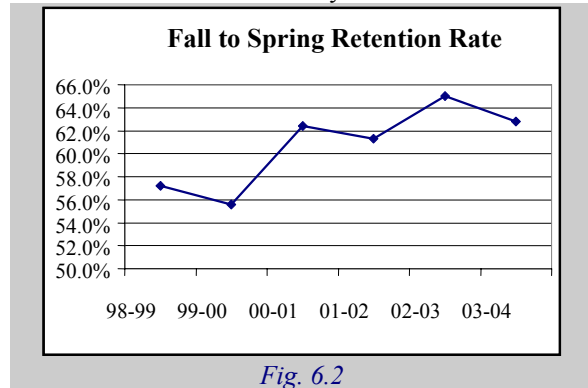


Fig. 6.2

Fig. 6.3 presents questions from the Student Survey that are applicable to Learning Services.

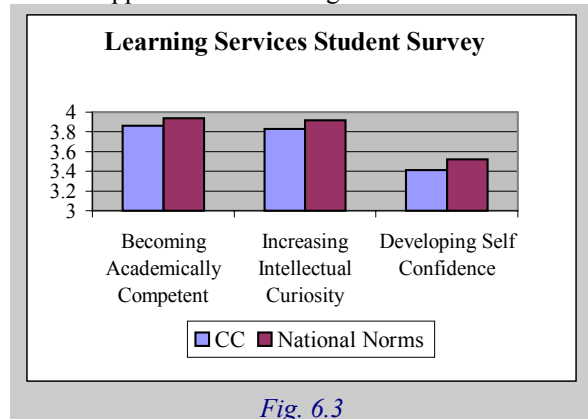


Fig. 6.3

Financial aid awards. Fig. 6.4 provides the data and breakdown of the federal financial aid awards over the last seven years.

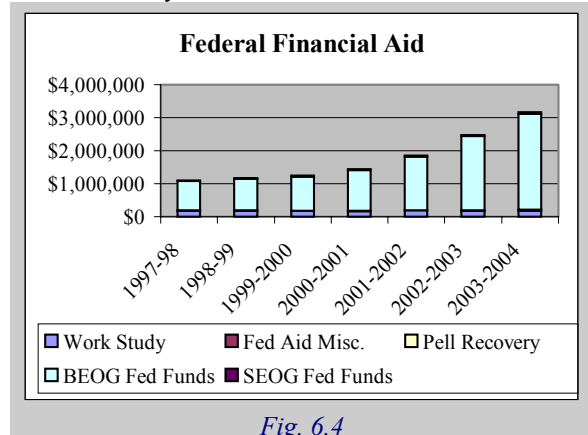


Fig. 6.4

Scholarship awards. Fig. 6.5 shows the CC Foundation scholarship awards for the past four years. The decrease in the amount has been due in large part to the lowered income from investments.

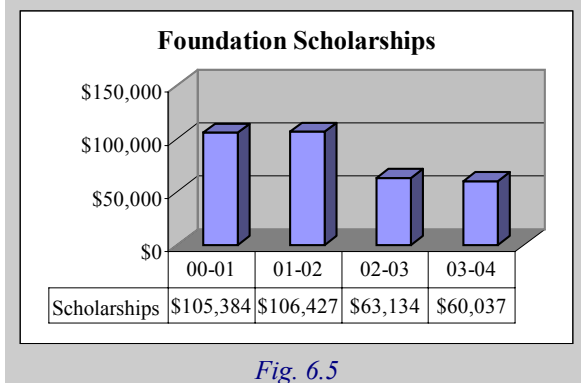


Fig. 6.5

Degree seeking rates. The percentage of degree seeking students has dropped this fall, despite the increase of credit hours.

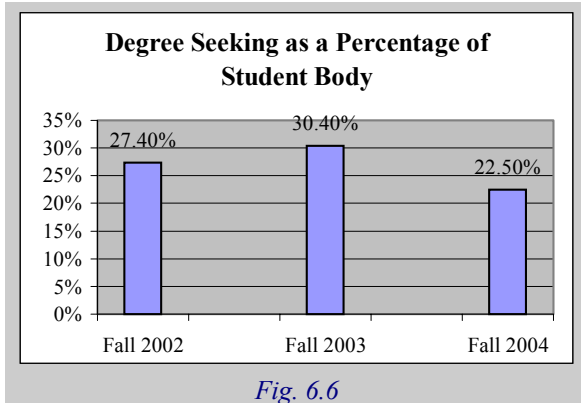


Fig. 6.6

Student use rates. Fig. 6.7 provides the number of student use hours for the ARC; Fig. 6.8 shows the student use hours for the SSS study center.

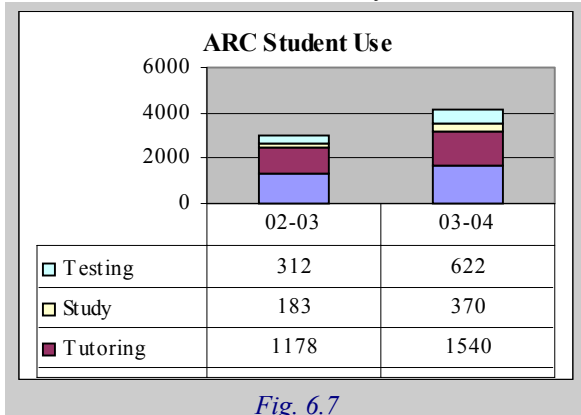


Fig. 6.7

Student Support Services Study Lab.

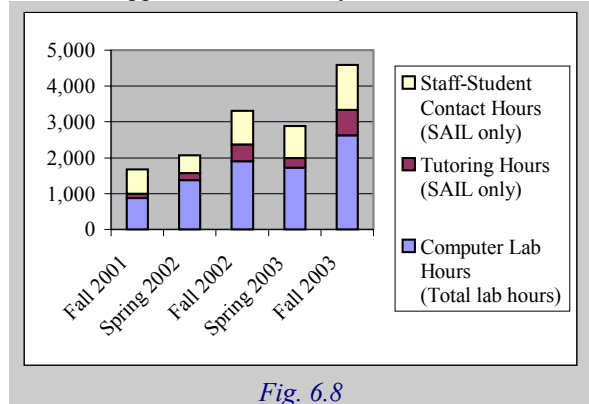


Fig. 6.8

Fig. 6.9 presents questions from the Student Survey that are applicable to Enrollment Management.

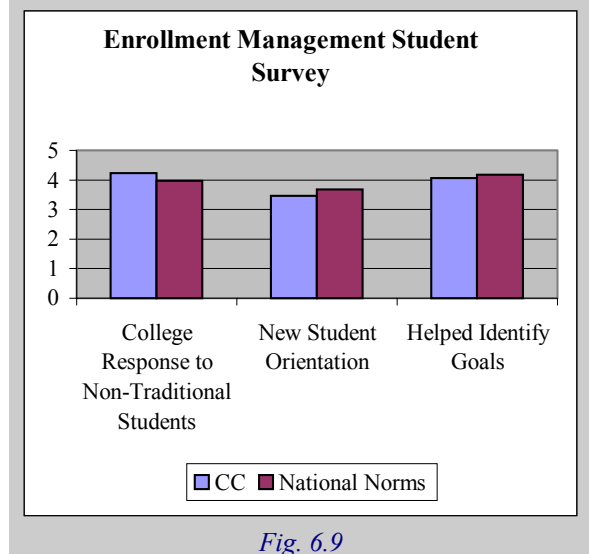


Fig. 6.9

TABLE 6.4: EQUITY IN ATHLETICS			
Men's Teams			
	# participants	Expenses per participant	By team
Baseball	42	\$619	\$25,994
Women's Teams			
Basketball	15	\$1,321	\$19,809
<b>Total</b>			
	87		\$45,803

Default Rates. The last student loan default rate (2002 rate) reported by the U.S. Department of Education for CC was 4.6%--a decrease of 61% from the 2001 rate of 10.8%.

Jeanne Cleary Report.

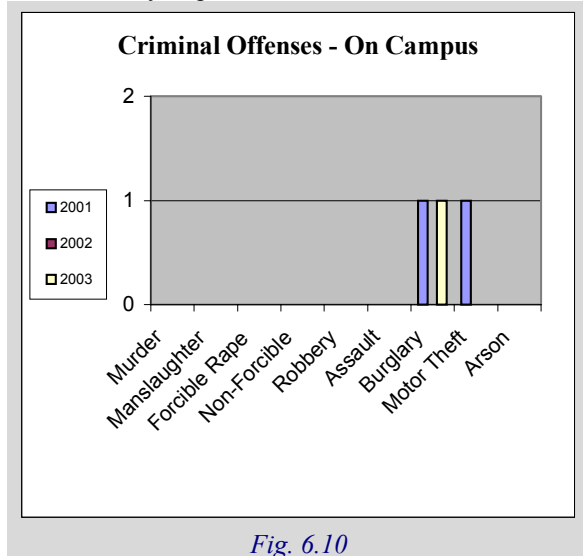


Fig. 6.10

Housing rates. Fig. 6.11 compares the cost of room and board, as well as the number of meals per week, for CC's public competitors.

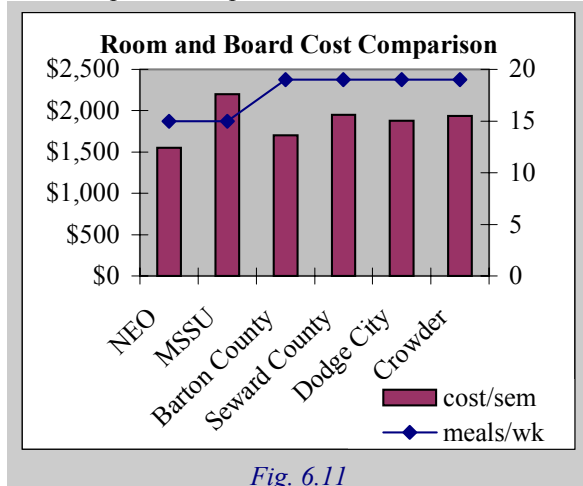


Fig. 6.11

Price comparison reports include comparing tuition rates to other Missouri community colleges, and to the closest public competitors. As can be seen in Fig. 6.12 and 6.13, CC is slightly under the median for MO community college costs, and is well below the closest, public competitors.

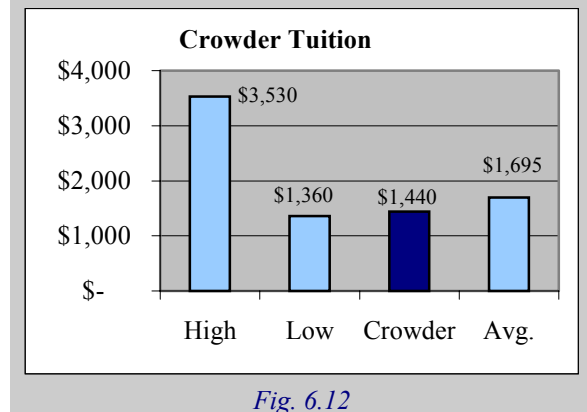


Fig. 6.12

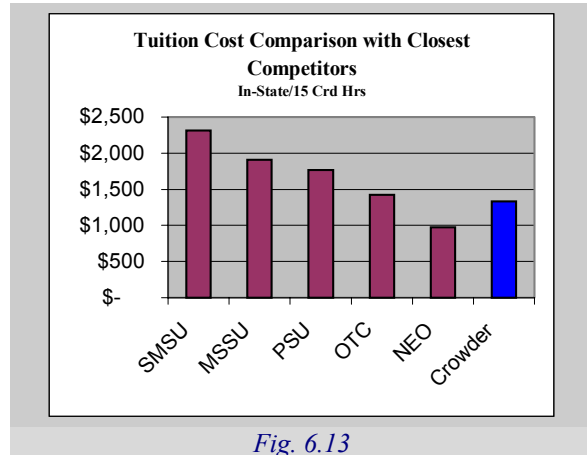


Fig. 6.13

Fig. 6.14 presents questions from the Student Survey that are applicable to Enrichment Services.

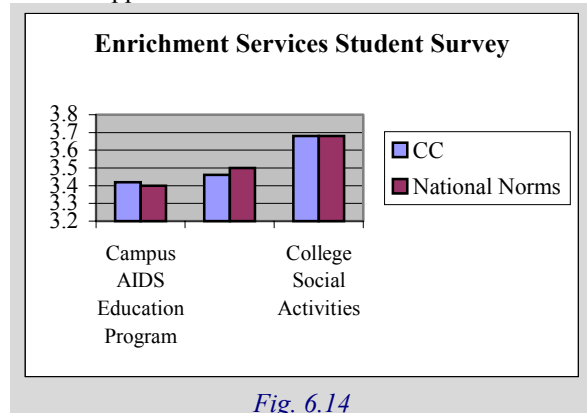


Fig. 6.14

Student Disabilities. Fig. 6.14 shows the number of students who filed appropriate paper work and were documented as disabled by OSD.

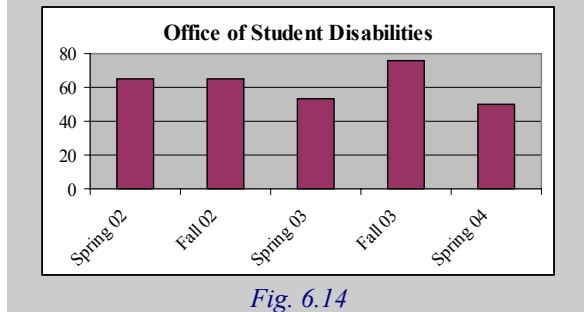


Fig. 6.14

**6R2 Revenue.** Figure 6.15 provides a pie chart break out of the 2003-2004 revenue.

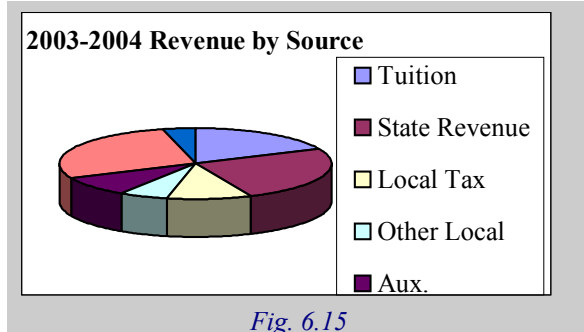


Fig. 6.15

Fig. 6.16 shows the annual revenue pattern for the last seven years by source.

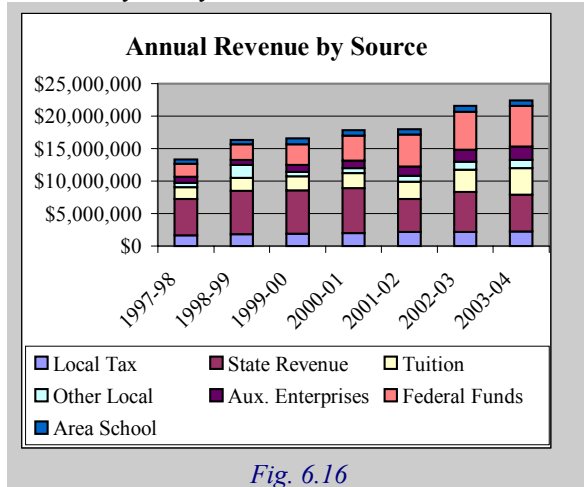


Fig. 6.16

Fig. 6.17 shows the variation of federal, state, and local revenues over the last seven years. As local revenue has remained fairly constant, the federal revenue has risen sharply, and the state revenue has had dramatic irregularities.

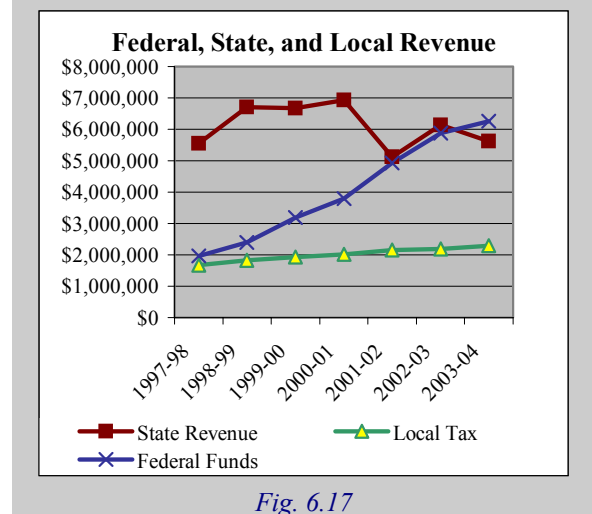


Fig. 6.17

**State Revenue.** Since FY 2000, a stagnant economy has gripped the State of Missouri. This slow down has resulted in an erosion of state tax collections and reduced appropriations for public higher education.

**Tuition.** As state funding has continued to erode each of the past few years, tuition income has become an ever greater source of revenue for the college. Currently, tuition income accounts for roughly 25% of the total “non-grant” college revenue. Only five or so years ago, this total would have been roughly 15%. This exponential growth in tuition income is due to increased enrollments and rising tuition rates.

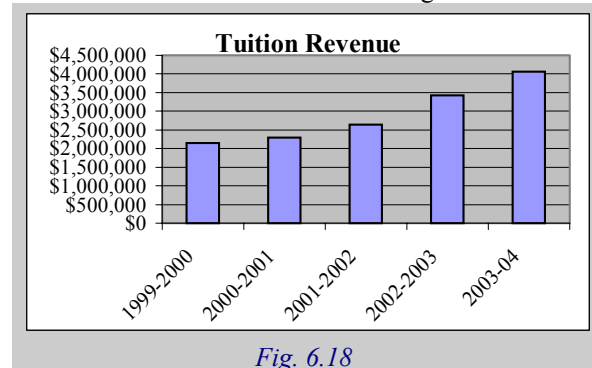


Fig. 6.18

**Housing & Food Service.** Unlike many campus operations, the Housing & Food Service program at CC runs at near capacity year round. This is accomplished through the operation of large and effective Upward Bound (UB) and Upward Bound Math/Science (UBMS) programs through the summer months. The UB and UBMS programs are targeted Federal initiatives designed to encourage high school aged “first generation” college bound students to persist with their studies in ultimate pursuit of college matriculation. The summer on-campus component of

UB and UBMS contributes to full utilization of the college Housing & Food Service program and helps keep per student costs comparatively low.

As of June 30, 2004 the college Housing & Food Service program registered \$700,862 in annual operating revenue, and had expenses totaling \$476,084. This annual positive operating balance will offset new housing construction costs, reducing the payback period to about five years. (The college has recently expanded the student housing complex to accommodate 48 additional students.)

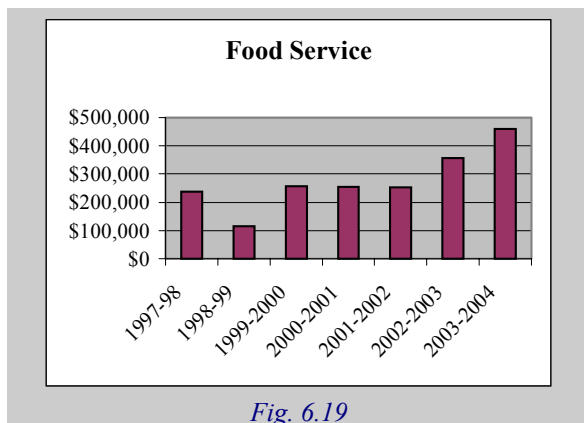


Fig. 6.19

**Bookstore.** As of June 30, 2004, the college Bookstore registered \$1,282,441 in gross revenue and \$1,047,222 in total expenses. The Bookstore slightly exceeded its goal of a 15% operating margin and therefore contributed significantly to the college general fund this year. Textbook markups range from 10 – 25% (depending on the cost of replacement books and the anticipated duration of current editions), while merchandise markups range from 10 – 50%, depending on the individual retail nature of each product (candy, tee-shirts, gift items, etc.).

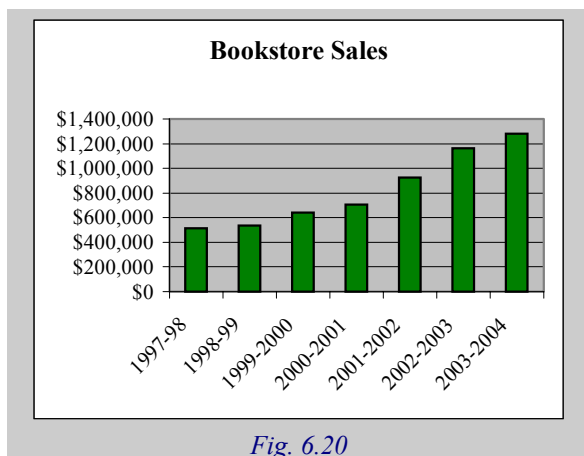


Fig. 6.20

**Fund balance.** As of June 30, 2004 the college fund balance totaled \$8,058,284 as compared with \$6,985,844 at the same time last year. This 15.4% increase in year-over-year fund balance is due to higher tuition rates and a rapidly growing enrollment. The fund balance also reflects a budgeted reserve to off-set un-anticipated withholdings of state revenue or cuts in future appropriations.

**Fiscal Agility.** In addition to the measures shown above, the college invites 50 key community leaders to evaluate both the college and the President on budgetary management and financial planning. Their rankings (on a five point scale) are as follows:

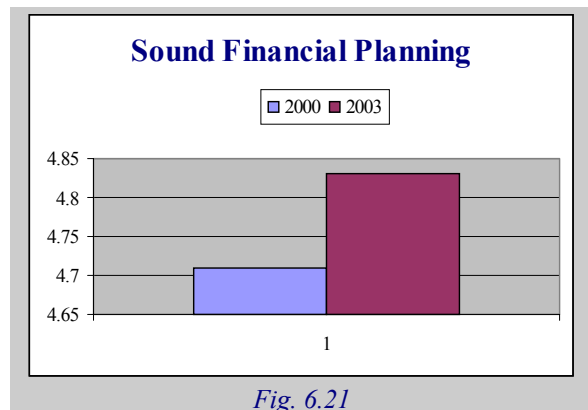


Fig. 6.21

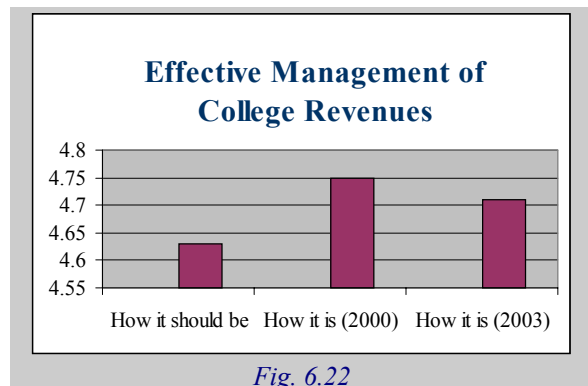


Fig. 6.22

**Audit Compliance.** In the independent auditor’s report of June 30, 2004, CC received “Unqualified Opinion” of General Purpose Financial statements and supplementary schedule of expenditures of federal awards.

“In our opinion, the general purpose financial statements referred to above present fairly, in all material respects, the financial position of Junior college District of Newton and McDonald Counties, Missouri, as of June 30, 2004, and the respective changes in financial position and cash flows for the year then ended in conformity with

accounting principles generally accepted in the United States of America.”

**Foundation Balance.** As of May 15, 2004, the total assets of the CC Foundation equaled \$2,865,860 (an all-time high). The trend of the Foundation balance is represented in Fig.6.23.

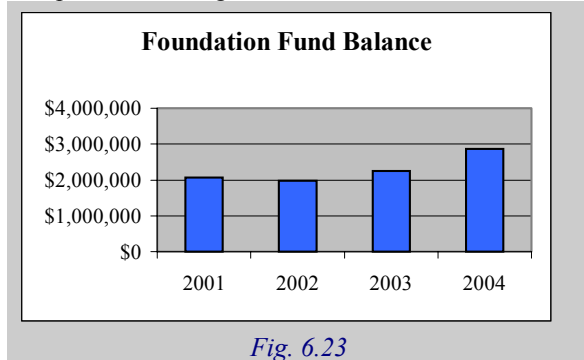


Fig. 6.23

**System availability.**

During the 2003-04 academic year, the CC network was unavailable for less than one hour total time, disregarding times that the system was shut down due to weather conditions.

**Response Time**

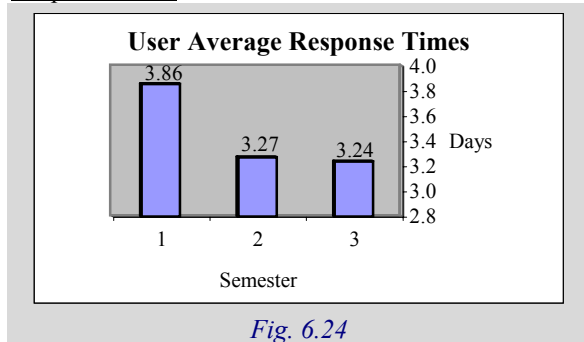


Fig. 6.24

**Safety statistics.**

As show in fig. 6.27, not only does CC have few Workers' Compensation claims, but even the low rate is decreasing.

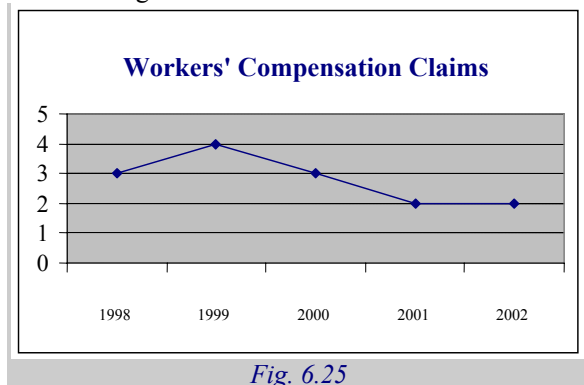


Fig. 6.25

**6R3** Not all the results from 6R1 and 6R2 are compared with other institutions. Understanding that comparators play an important role in quality improvement, CC has set as a priority the discovering and benchmarking of appropriate comparisons. A key improvement priority for support services is to identify comparisons from like institutions, and if possible from other area organizations.

One example of comparison results is the comparison of CC's tuition with other similar institutions in the state. Fig. 6.13 shows that CC tuition is near the lowest when compared to closest competitors. As shown above in the price comparison report, the costs for room and board at CC are lower than the closest competitors. As for the administrative support services results, comparisons are made with like institutions from the state for revenue.

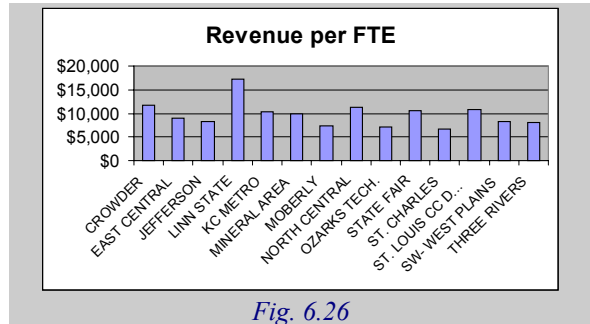


Fig. 6.26

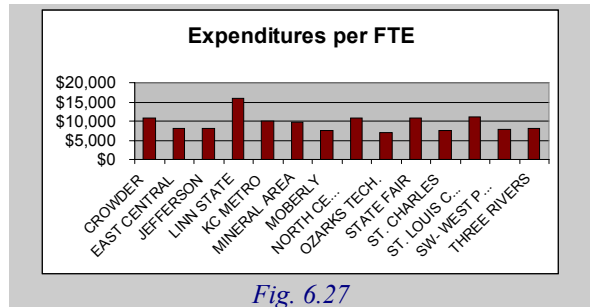


Fig. 6.27

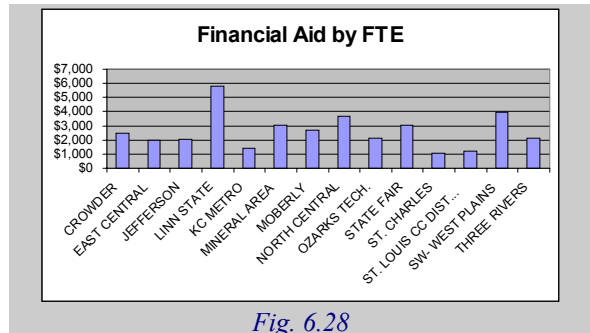


Fig. 6.28

[www.guidestar.org](http://www.guidestar.org) provides comparisons for Foundation assets.

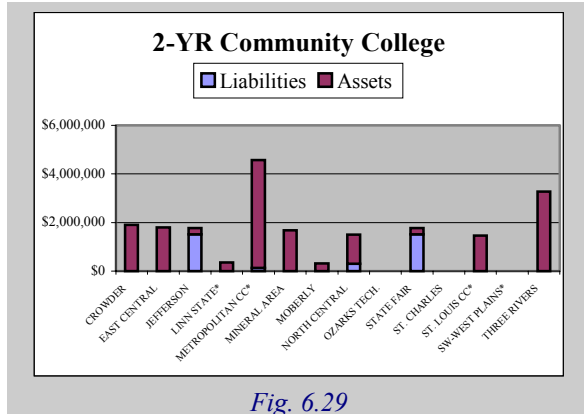


Fig. 6.29

### Improvement (I)

**611** Improvement measurements and trends in student’s academic achievement, relative to appropriate benchmarks, assist student support service areas in using data to improve academic support processes and practices.

Improvement priorities are established by using historical and benchmarking data. If these priorities are contained in one department or division, they may become part of that entity’s yearly objectives, with relevant benchmarks and timelines. Or, if they are larger in scope, these improvement priorities may become institutional objectives for the coming year, with relevant benchmarks, timelines, activities, and person(s) responsible for each related activity.

**612** Improvement targets are set using comparison data (historic, external, or both) for improvement in performance. The area(s) targeted for improvement may be identified through the Annual Board and administration retreat; AC; ISAAC; input from key stakeholders; or other communication channels. The person(s) most closely connected with the priority, along with the appropriate administrator, set the targets. Review by the AC, ISAAC, and the President determine if the target(s) are reasonable, ambitious, and attainable.

Student and administrative support processes that are being targeted for improvement, and the strategy for addressing them, are in Table 6.5.

TABLE 6.5: CURRENT IMPROVEMENT PRIORITIES 04-05	
Target for Improvement	Strategy for Improvement
Improve retention	Develop sound retention efforts and strategies
Imbed retention into curriculum	Implement developmental program and student performance tracking
Improve Health and Wellness	Identify systematic process for identifying student health issues and tracking service use and effectiveness
Improve information processing systems	Present need to Board Hire consultant Title III grant application
Improve Annual Fund	Title III grant Hire Annual Fund Coordinator
Improve Facilities	Purchase additional building Begin work on new library and conference center
McDonald County Expansion	Identify site Identify donor Purchase property

Communication of current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders is achieved through the following means.

- Presidents Newsletter
- Campus Mail Channels
- Board Meetings
- AC Meetings
- Department Meetings
- Public Relations (Campus Newsletter)
- Student Government and Student Newsletter
- Division Chair and Faculty Meetings
- Committee Group Meetings
- Institutional Research Reports
- Staff Development Sessions

(See the overall communication process in §5C1.)