

## 9.0 Building Collaborative Relationships

### Context of Analysis ( C )

**9C1** Key collaborative relationships for Crowder College (CC) are divided into three levels: 1) Primary partnerships are defined as those which have direct authority over accreditation and service delivery, the Missouri Department of Elementary and Secondary Education (DESE), Coordinating Board of Higher Education (CBHE), and North Central (NCA); 2) Secondary relationships are those which involve students (sending schools), employers, and receiving schools or those with financial ties (foundation and alumni); and 3) Tertiary relationships are defined as all other relationships including community organizations and suppliers.

TABLE 9.1 KEY COLLABORATIVE RELATIONSHIPS	
RELATIONSHIP	NATURE
PRIMARY RELATIONSHIPS	
Coordinating Board for Higher Education	Governance
North Central Association	AQIP Participation
DESE	Governance
Accrediting Agencies	Certification
Advisory Groups *	Strategic Planning
SECONDARY RELATIONSHIPS	
Area High Schools Neosho High School McDonald County HS Seneca HS Diamond HS East Newton HS 32 other HS's in service area	Student Recruitment
Sending School Districts	Educational Services
Receiving Schools	Student Placement
Employers	Job Placement/Training
CC Foundation	Fiscal Strength/Support
Alumni and Foundation Donors	Support
ABCD Partner	Educational/Training Services
TERTIARY RELATIONSHIPS	
Community	Support/Service
Chambers of Commerce	Support
Food service	Supplier
Book suppliers	Supplier
Southwest Center for Educational Excellence	Educational Services
Other State Community Colleges	Information Sharing/Support

*\*It should be noted that while many of the technical programs on campus have had advisory groups for some time, this past year, great effort was put into developing an advisory group for all college programs.*

**9C2** The collaborative relationships of CC ensure that the very best learning opportunities are available for our students. Each of the relationships benefits students and/or stakeholders and reinforces key outcome objectives. Partnerships are identified, built, and maintained based on the college mission.

These collaborative relationships reinforce our institutional mission by providing: 1) accreditation and standards; 2) students; 3) input; 4) additional resources; 5) better student preparation; 6) 4-yr degree completion; and 7) necessary feedback.

The relationships that provide accreditation and standards ensure that CC courses and programs meet minimum standards and regulations. Credit hours from CC are transferable and are equal to, or exceed the performance criteria as established by like institutions and regional associations.

Accreditation agencies provide formal evaluation feedback to enhance changes at the department level as well. For example, the National Association of Industrial Technology completed a site visit evaluation of the electronics, CNS, and drafting programs. The program evaluation identified the need for a tech-physics class and humanities courses. The formal feedback mechanism dramatically improved the quality of education.

These collaborative relationships provide input in comprehensive program development, improvements in financial support, assistance to determine local employment needs, and keep programs abreast of technological advances in business and industry.

These partnerships help to provide better preparation for students in terms of educational needs, transferability, job readiness and employability skills. Recruitment efforts are enhanced by understanding local and regional needs and building programs that are current with market demands.

By building and strengthening each partnership CC is provided with necessary feedback to ensure that we are providing the education and skills training to develop the kind of citizen mentioned in our mission.

Relationships with area high schools create a better understanding and foster collaboration between CC and the high schools. Information is exchanged via a variety of methods including formal and informal meetings. Admissions staff and high school counselors meet twice per year to share information with one another while the College President and school district superintendents have monthly meetings on campus. These meetings provide feedback which is used by admissions staff, the curriculum committee, the vocational instruction staff, registrar, records, financial aid, the Academic Resource Center (ARC), and other pertinent offices to make positive changes in the direction of programs and services. Improvements in dual credit and dual enrollment services, Tech Prep offerings, A+ program procedures, and financial aid requirements are all examples of this effort. This information sharing eases the transition from high school to college.

Collaborative relationships with the Foundation Board, alumni, and suppliers have fostered increased funding opportunities, cost-saving changes, and equipment and material donations. Specific examples of this include the many donations of time and materials towards the solar house. The Building Trades program receives financial support annually from the Home Builders Association. Many scholarships are provided through donations made to the CC Foundation. The Foundation also contributes nearly \$100,000 annually to “mini-grants” for faculty and staff for instructional equipment, classroom improvements, and campus beautification

Linkages with other area colleges and employers, via our Alliance for Business Consulting and Development (ABCD) center and Southwest Center for Educational Excellence, also help to determine program directions and offerings. Emerging efforts with Missouri Southern State University (MSSU) and local industry in “customized training” and cooperative technical increases the services offered in the area, as well as eliminating duplication of efforts.

## Processes ( P )

**9P1** Partnerships are continually being created, prioritized, and built. Either CC or another party may initiate the partnership; however, CC uses the following method to validate the creation and prioritize relationships.

1. Identify potential new relationship. Who/what is the potential partner? What is their mission?

2. Establish the “fit” to the college mission. Does the relationship fit with the mission, vision, and values of the college?

3. Define and prioritize the relationship. Is the relationship one with accreditation agency, sending/receiving school, employer, financial, community agencies, or suppliers?

4. Identify relationship expectations. What role will the college and other partner play in the relationship? How will the partners benefit?

5. Identify communication strategies. When will the partners meet? Will information be distributed by other methods? How often? Where? What information will each partner provide?

6. Make Decision. Does the college move forward to create the relationship?

7. Evaluate. Does the relationship benefit the college? Does it provide what it was intended to provide?

8. Build new relationship. Does the current partnership “birth” new relationships that should be built?

This eight-step, informal process helps CC to create, prioritize, and build relationships.

Relationships with student’s educational institutions and other organizations from which Crowder receives students are created, prioritized and built through surveys, high school visits, networking, meetings, service delivery, and formal articulation agreements.

CC uses surveys as a means to create linkages to, and gather information from students and sending schools. A variety of survey tools are used not only with potential students in area high schools, but surveys are also used to existing students in order to get results on student satisfaction, abilities, and institutional climate.

Area sending schools receive surveys related to interest areas, funding sources, programs offered, as well as others that may be developed based on specific information needed by CC. High schools are also visited by admissions personnel, instructors, and administrators for both recruitment and other items such as school calendar development, joint programs offerings, dual credit needs, and other topics of mutual benefit and interest.

Relationships are also built with students and sending schools through annual contests in business, trade & technical, agriculture, speech & drama, as well as math and science. CC hosts these competitions in an effort to

bring potential students on campus as well as serve a supporting role for our area high schools. The six area vocational technical schools articulate courses through the CC Tech Prep consortium. Consortium partners meet twice per year to review each agreement on a program by program basis.

Admissions personnel build relationships with students and other colleges and universities by networking via college fairs and holding college fairs on campus for existing students who wish to transfer to a 4-year institution. Area technical schools also offer career fairs in which CC is represented as well.

The Upward Bound (UB) program has created an increased awareness of opportunities offered by education beyond high school. Counselors from the UB program serve 37 high schools in the CC service area and strengthen relationships between the college and high school community.

Relationships with Adult Education and Literacy students and GED participants are built and strengthened by community outreach and online offerings. The Crowder Assisted Migrant Program (CAMP) is available and assisted by the High School Equivalence (HEP) program which provides a GED track needed by these students in order to attend college through the HEP grant.

Students receive financial assistance through a variety of scholarships including, President's and Dean's Scholarships, Departmental and Board of Trustees Scholarships that are funded through Foundation dollars. Students also receive benefits through the Missouri A+ program which offers six semesters' tuition and books to students from participating high schools.

Relationships with educational institutions and employers that are supplied Crowder students are created, prioritized, and built through information exchange, fairs, and formal partnerships.

Education institutions are surveyed to obtain vital information relevant to enrollment management including retention, graduation, and transfer rates while businesses are surveyed regarding employability, hiring practices, skills assessment, and levels of satisfaction with graduates hired.

Transfer fairs for students who plan to attend beyond CC are offered each year on campus to the benefit of both parties. Articulation agreements for 4-year colleges and universities are in place and are regularly reviewed by administration. Furthermore, job fairs for

students to meet potential employers are hosted annually.

Currently, several receiving institutions have cooperative programs with CC including the University of Arkansas (Poultry Science), Southwest Missouri State University (General Agriculture and other areas), Missouri Southern State University (Education and other programs), Central Missouri State University, Pittsburg State University, as well as others in a variety of program areas.

CC's Business Training and Development Center formed a partnership in the summer of 2003 with Missouri Southern State University and created the Alliance for Business Consulting and Development (ABCD). The alliance provides new jobs training for industry, customized training in soft skills, and specific hazardous materials training as needed by area industries.

Various parts of the college are in partnerships and consortiums that enhance services and opportunities. A partnership exists with the CC campus in Nevada and Cottey College, a private college for women. CC library is part of a consortium called MOBIUS/SWANN which makes additional materials available at very short notice. Several other area agencies are in partnership with various CC departments include Parents Fair Share, Division of Family Services, Private Industry Council, and several other members of the local Workforce Investment Board.

Relationships with education associations, external agencies, consortia partners, and the general community with whom CC interacts are created, prioritized, and built by surveying the community, networking, meetings, and committee appointments.

The campus is a regular meeting site for many outside agencies and groups including the annual New-Mac Electric Cooperative, Missouri Natural Resources and Conservation Department, Master Gardeners, as well as many more. The college serves as hosts to annual competitive events for high school business programs, Skills USA VICA district competition, State Professional Agriculture Society conference and many others include Aggie Days which hosts 1,500 to 2,000 area high school students annually. In each case, representatives from the college forge relationships with key personnel to build and maintain effective relationships.

Representatives from CC serve on area Chambers of Commerce, A+ Schools committees, advisory committees, business and industry councils, as well as

holding membership and leadership positions in many state and national professional organizations. CC formed a partnership with the Neosho YMCA which was built on campus. The Crowder-Y partnership offers recreational and educational activities to students and community members as well as provides financial support for both parties.

**9P2** Ensuring that the varying needs of those involved in these relationships are being met is accomplished through sharing vital information gathered through quantitative and qualitative data, surveys, formative and summative evaluations, and general, anecdotal feedback.

Ensuring that the needs of CC stakeholders are being met is accomplished in a number of ways. Quantitative and qualitative data, surveys, formative and summative evaluations, and general, anecdotal feedback are used to determine whether the needs of all partners are being met. For example, sending and receiving schools receive and provide retention, graduate, and transfer information. Meetings are held on a regular basis with area school counselors, administrators, and department personnel to maintain a constant flow of communication in each direction regarding common issues and concerns. CC graduates are monitored to ensure smooth transition to another educational institution or an employer.

Placement data, as well as employer surveys to determine job satisfaction, are used in all program reviews. Local business and industry provide input in the program advisory committees. This input is used for program review, improvements, and evaluation.

**9P3** Relationships are created and built within the institution through an organized committee structure, distributed meeting minutes, staff development, all-campus meetings, e-mail, and informal networking.

An all-encompassing committee structure ensures full representation and information dissemination to all parts of campus. Standing committees are formed to maintain relationships and communication flow while ad hoc committees are developed as needs arise as a result of a standing committee discussion. Regular meetings and dissemination of information are completed in a variety of formats.

Standing committee meetings include the Board, Administrative Council (AC), Executive Council (EC), faculty, institutional steering and academic assessment, division chair, information process team, curriculum, Latino student union, student council, International student club, student services, professional staff, and

classified staff. These meetings typically convene once a month. Both Board and AC represent all areas, on and off campus, and meeting minutes are distributed via e-mail. Committee members are also responsible for relaying significant information on agenda items through the "pipeline" (supervisor to supervisor to student until all parties are informed) to all people in their respective offices.

Ad Hoc committees are developed by standing committees as needs arise in those committees. For example, a problem was identified by AC relating to cell phone use so an ad hoc committee was organized to address those concerns.

Additionally, relationships with students are developed through student committees such as campus health services, academic probation, homecoming, and community service projects. Relationships are also created between college personnel and students through the student ambassador program, work-study placement, and student members who assist on ad hoc committees.

At least once a month Division Chair meetings are held and that information is taken back to the appropriate members of the division. Program reports are given at Division Chair meetings as well as AC meetings.

The 5<sup>th</sup> Friday of the month staff development day is designed to bring people together for informational workshops on a wide variety of topics. Suggestion boxes, for students and staff, are available on campus and suggestions are reviewed and acted upon on a monthly basis as assigned by the director or human resources. The institutional steering and academic assessment committee provides for feedback related to the strategic plan for CC.

The college President establishes all-college meetings to inform students and employees about upcoming events, convenes meetings with students to discuss recent issues, and hosts monthly breakfasts for staff to get to know others on campus.

Social activities throughout the year include the annual Board picnic, holiday tea, and year end breakfast. Many other activities are offered throughout the year for staff and students through the student life office. Outstanding staff awards are presented at the end of the year by the Area Chambers of Commerce.

The Director of Public Information also distributed an electronic, weekly newsletter to campus personnel and students which addresses the highlights of the latest pertinent campus information.

**9P4** The following measures of building collaborative relationships are collected and analyzed regularly:

(Primary Measures)

- Advisory group reports
- Needs analysis data
- Abilities assessment

(Secondary Measurers)

- Sending school percentages
- Retention, graduation, and transfer rates
- Job/College placement rates
- GED and other pre-college program placement rates
- First-time enrollment rates
- Institutional climate surveys
- Exit interview reports (focus group)

(Tertiary Measures)

- Foundation/alumni giving
- Numbers of new scholarships awarded
- Business perception and community survey data
- Website Q and A feedback
- ABCD revenues and partner numbers
- CC legacy enrollment (children of alumni who enroll)
- Community education enrollment

TABLE 9.2: KEY COLLABORATIVE RELATIONSHIP MEASURES		
RELATIONSHIP	MEASURES	RESULTS
<b>PRIMARY RELATIONSHIPS</b>		
Coordinating Board for Higher Education	Compliance	9R1
North Central Association	Feedback from accreditation agency site visits	9R1
DESE	Compliance	9R1
Accrediting Agencies	Feedback from accreditation agency site visits	9R1
Advisory/Focus Groups	Various (feedback, input, etc.)	9R1
<b>SECONDARY RELATIONSHIPS</b>		
High Schools/ Sending Schools Neosho McDonald Co. Seneca Diamond East Newton 32 others	Enrollment rates Sending school percentages Enrollment by county	1R1 9R1
Receiving Schools	Transfer rates Transfer performance	1R1 9R1

TABLE 9.2: KEY COLLABORATIVE RELATIONSHIP MEASURES		
RELATIONSHIP	MEASURES	RESULTS
Employers	Job placement rates Employer satisfaction	3R1 9R1
CC Foundation	Funding assets Foundation scholarships Foundation Instructor Grants	2R1 6R1 9R1
Alumni and Foundation Donors	Numbers of donors and donation amount	2R1 9R1
ABCD Partner	Numbers served and revenue	2R1 9R1
<b>TERTIARY RELATIONSHIPS</b>		
Community	Surveys	2R1 9R1
Chambers of Commerce	In good standing	9R1
Food service	Income	2R1 6R1
Book suppliers	Bookstore Sales	2R1 6R1
Southwest Center for Educational Excellence	In good standing	9R1
Other State Community Colleges	Participation rates of staff in MCCA	9R1

**Results ( R )**

**9R1** Results from primary relationships with CBHE, NCA, DESE and other accreditation agencies are measured by compliance to the necessary and required arrangements CC has with those organizations. CC is in good standing with each agency.

CC measures results of service/instructional delivery via a small focus group survey during exit exam testing for current semester graduates. The top three responses to questions about services and improvements are listed in the table below.

TABLE 9.3: CC STUDENT FOCUS GROUP RESPONSES		
Top 3 responses for helpful services	F '02	F '03
SAIL program	8	13
Instructors	8	11
Computer/Internet	6	9
Top three responses to proposed improvements	F '02	F '03
No proposed service improvements	30	24
More classes/variety	3	2
Better on-line services	NA	5

Using gap analysis with an employer focus group, area employers were asked to measure Crowder's partnership strength versus what they believed the partnership should be. CC has exceeded and met employers' expectation in 2000 and 2003, respectively.

TABLE 9.4 AREA EMPLOYERS FOCUS GROUP SURVEY RESULTS	
CC encourages and strengthens partnerships with business and community groups	
How it should be	4.42
How it is 2000	4.65
How it is 2003	4.42

The Crowder taxing district includes five sending schools (listed in the table below). An additional 32 sending school districts are located in seven other surrounding counties. Enrollment results show Neosho and McDonald County High Schools sending the largest numbers of students over the past three years.

TABLE 9.5: SENDING SCHOOL ENROLLMENT RESULTS			
High School	2001	2002	2003
Neosho	57	69	83
McDonald County	30	29	27
Diamond	8	9	14
East Newton	17	22	33
Seneca	19	25	39
Other	202	262	318
<b>Total</b>	<b>333</b>	<b>416</b>	<b>514</b>

Note: "Other" includes the 32 additional high schools in the CC target area served by three off-campus sites (Cassville, Nevada, and Webb City). These data include prior year high school graduates who first enrolled at Crowder the following summer or fall.

CC has strong relationships with area receiving schools. CC transfers the majority of students to three state universities which are listed in the table below with the vast majority of students transferring to MSSU in Joplin, Missouri.

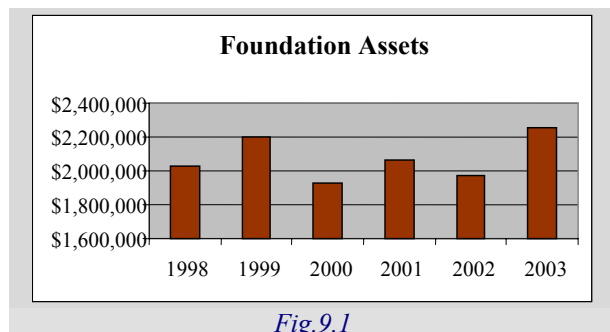
TABLE 9.6: RECEIVING SCHOOL TRANSFER RESULTS			
School	2001	2002	2003
Missouri Southern State University	71%	69%	65%
Southwest Missouri State University	15%	23%	22%
University of MO-Columbia	0	2%	6.5%
Other in-state 4-yr	14%	6%	6.5%
<b>Total transfers from CC to MO 4-yr institutions</b>	<b>114</b>	<b>91</b>	<b>105</b>

Note: These data are degree seeking transfer students who may/may not have graduated prior to transferring and do not include the larger number of transfer students who transfer to an out-of-state 4-year institution.

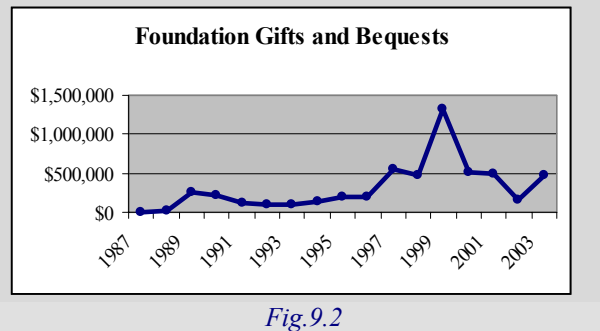
As for employer data, the CC vocational graduate placement rate is high with primary employee placement in nursing (44.1% average for 2001, 2002, and 2003).

TABLE 9.7: VOCATIONAL GRADUATE PLACEMENT RESULTS			
	2001	2002	2003
Employed or continuing education	89.5%	92.7%	82.9%

The volatility of the stock market and campus building projects have caused Foundation assets to fluctuate over the last six years. For example, in 2002 stock value decreased and assets were used to undertake two major building projects.



Gifts and bequests to the CC Foundation are also increasing due in large part to a newly formalized annual giving campaign and increased numbers of donors. Gifts during 1999 were high and include two sizable donations for two campus building projects.



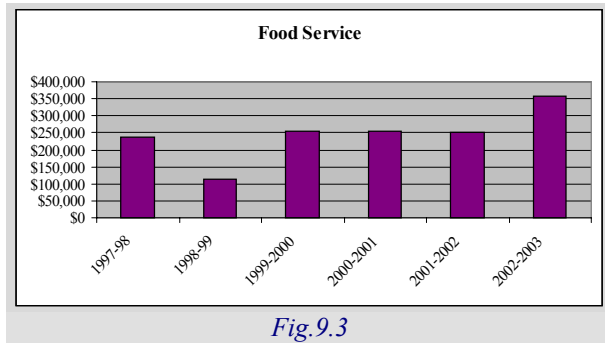
The ABCD is a newly formed major partnership between CC and Missouri Southern State University. In its first year, significant numbers of clients have been trained from over 70 manufacturing facilities in the region.

Customized training students	6,497
Manufactures served	72
Gross Revenue	\$980,000

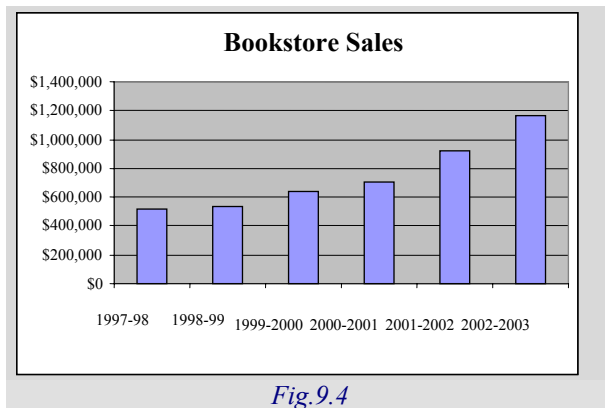
Community leaders and college personnel maintain strong relationships as evidenced by the results from a survey conducted recently. The community cites credibility and innovation as particularly strong characteristics of the college.

	2000	2003
Effective institutional representation to community	4.86	4.83
Is involved effectively with community organizations	4.80	4.87
Fosters a high level of credibility in the community	4.90	4.90
Responsive and innovative with respect to changes in community	4.80	4.90
Effective Institutional representation to the community	4.86	4.83
Is involved with community organizations	4.80	4.87

Income is generated annually through a contract with the college **food service** provider. Low income in 1998-1999 is the result of low numbers of campus residents. The three-year flat-line is the result of a contract agreement to not increase income whereas the increase in 2002-2003 is the result of contracting with a new food service provider.



**Bookstore** sales have seen a steady, marked increase due to enrollment increases. Book prices have also increased in recent years.



Crowder maintains strong relationships with other state community colleges through the Missouri Community College Association (MCCA) and encourages staff to seek and hold MCCA offices at all levels. MCCA participation rates are very strong compared to other state institutions.

School	2001	2002	2003
Crowder	114	123	127

**9R2** Not all of the results from 9R1 have meaningful comparison data. The following table specifies which of the results have comparisons and the basis for comparison.

RELATIONSHIP	COMPARISONS
<b>PRIMARY RELATIONSHIPS</b>	
Coordinating Board for Higher Education	No Comparison
North Central Association	No Comparison
DESE	No Comparison

TABLE 9.12: FY 04-05 CUSTOMIZED TRAINING PROJECTS				
Institution	Apps Submitted	DWD* App'd	DESE App'd	Total App'd
Crowder	46	19	24	43
East Central	9	4	8	12
Jefferson	4	3	4	7
Linn State	5	2	2	4
Moberly	8	2	5	7
KC Metro	21	11	10	21
Mineral Area	25	15	14	29
North Central	1	1	0	1
Ozarks Technical	29	15	12	27
St. Charles	28	15	8	23
State Fair	28	12	15	27
St. Louis	36	21	14	35
Three Rivers	15	12	8	20
Accrediting Agencies	No Comparison			
Advisory Groups *	No Comparison			
<b>SECONDARY RELATIONSHIPS</b>				
Area High Schools and Sending School Districts Neosho High School McDonald County HS Seneca HS Diamond HS East Newton HS 32 other HSs in service area	Compare enrollment rates to other regional institutions			
Receiving Schools	Compare transfer rates to other institutions			
Employers	No Comparison			
CC Foundation	Assets and liabilities, compared to other MO CC Foundations			
Alumni and Foundation Donors	No Comparison			
ABCD Partner	Approved training projects			
<b>TERTIARY RELATIONSHIPS</b>				
Community	No Comparison			
Chambers of Commerce	No Comparison			
Food service	No Comparison			
Book suppliers	No Comparison			
Southwest Center for Educational Excellence	No Comparison			
Other State Community Colleges	Staff participation rates in MCCA			

There are no comparisons for any of our primary relationships. Advisory groups provide predominantly

anecdotal feedback which is only relevant to the group for which it is advising.

Area high school and sending school enrollment is compared to enrollment rates of recent high school graduates at several area colleges/universities. However, those data are gathered by individually calling each high school counselor and asking them to identify graduates who have enrolled. This method is both time consuming and labor intensive and is only utilized as needed. Recent and/or current data are not available.

CC compares transfer rates much like sending school enrollment rates. Data can be collected but is collected and compared as needed. Recent and/or current data are not available.

Job placement is not measured since 100% placement is the wanted result each year. MODESE once contracted with a company to obtain all job placement data and distribute that to each institution; however, DESE funding has been cut and results can no longer be compared.

The CC Foundation compares revenues, expenses, assets, and liabilities to other institutions statewide and nationwide using the website [www.guidestar.org](http://www.guidestar.org). The Foundation does not formally compare annual giving and numbers of donors with other institutions although nationwide giving trends are reviewed.

CC's Foundation currently has no liabilities and has assets over 2.3 million dollars. The figure below represents 2002-2003 year data and does not include the most recent donations for 2003-2004.

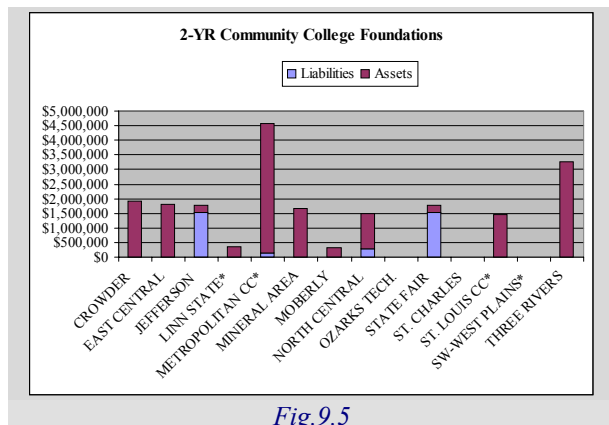


Fig.9.5

The ABCD (a customized training partnership between CC and Missouri Southern State University) is very successful when comparing our results with that of other institutions. The ABCD has more total training

projects than any other customized training operation in the state as demonstrated in the chart below.

*Note: DWD is the Division of Workforce Development and DESE is Department of Elementary and Secondary Education*

Comparisons of results in the community, local chambers of commerce, food service, bookstore, and Southwest Center for Educational Excellence are not currently measured.

MCCA membership rates are compared for all community colleges in the state. Clearly CC has seen a steady membership enrollment whereas the majority has seen an enrollment decrease.

TABLE 9.13 MCCA MEMBERSHIP RESULTS			
Institution	2001	2002	2003
<b>Crowder</b>	<b>114</b>	<b>123</b>	<b>127</b>
East Central	37	50	46
Jefferson	99	92	79
Metropolitan	202	191	195
Mineral Area	131	84	88
Moberly	117	111	112
North Central	81	89	89
Ozarks Technical	225	252	242
State Fair	190	183	160
St. Charles	47	80	62
St. Louis	203	263	224
Three Rivers	42	39	41

### Improvement ( I )

**911** Current processes for building relationships are evaluated informally and as needed on a formative and summative basis. The college realizes that the processes for building relationships should include detailed timelines, evaluation, and should be formalized.

**912** Targets for improvement are determined by assessing departmental/college goals, evaluation results, survey results, and Key Organizational Measures. Current year results are evaluated to see if each area has met, exceeded, or not met each target. Once evaluated, targets are set for the next year. Each department or program affiliated with each goal area is responsible for development of current year goals, assessment, and development of new goals. Division chairs and deans then review the goals to ensure targets are set and met annually.

CC does not; however, have a formal plan to track comparison data, set targets, and prioritize improvements.

Results and improvement priorities are communicated to partners via community announcements, newsletters, media releases, Board of Trustee meetings, Crowder E-news, and through College staff representations at partner meetings.

Results and improvement priorities are communicated to employees (faculty, staff, and administrators) through communications at All-Staff Days, meetings, presidential newsletters, Crowder E-news, and Administrative Council minutes.

Results and improvement priorities are communicated to students through the student handbook, all student e-mails, student senate, and changes in syllabi. Other announcements are included in billings, fliers, reminder cards, and other mailings that go out frequently.