



**Crowder**  
College

*2012*  
*System*  
*Portfolio*

# Crowder College System Portfolio 2012

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## INSTITUTIONAL OVERVIEW

### 01 Distinctive Features and Culture

In 1963 the voters of Newton and McDonald Counties overwhelmingly approved the establishment of a community college to serve the educational needs of the area; the ballot measure passed by over 70% even though only a simple majority was required. Accordingly, the Community College District of Newton and McDonald Counties was officially formed. The name Crowder College (Crowder) was adopted to honor General Enoch Crowder, a prominent Missourian, soldier, and statesman, as well as the veterans of World War II who received their training at Fort Crowder, the current site of Crowder College. Crowder College serves a primarily rural population in the extreme southwest corner of the Missouri. While the tax base for the college comes from only two counties, the state has assigned the college a service region comprised of nine counties.

In alignment with its mission, vision, values, and purposes Crowder provides educational offerings that focus on the development of academic and career skill building, personal growth, and life-long learning.

**Figure 0.1 Vision, Mission, Values, and Purpose**

<b>Vision</b>	<i>Crowder College...Building a civil, serving, literate, learning community of responsible citizens.</i>
<b>Mission/Purpose</b>	<p><i>It is our mission and purpose to serve the needs of people by actualizing each person who chooses Crowder College in terms of his or her self-worth and ability to function in society as responsible citizens.</i></p> <ul style="list-style-type: none"> <li>• <b>We</b> believe that access and quality are compatible and that both can be more fully realized through a proactive stance seeking to make the public aware of and interested in opportunities available.</li> <li>• <b>We</b> believe in strong ties and relationships between the college and other educational institutions, both secondary and postsecondary, the community, and the businesses and organizations that support our community.</li> <li>• <b>We</b> view the college as having an active role in economic and social development through continuing education and customized training, directed toward improving work skills and productivity, creating a more desirable work and social environment, and adding to the general quality of life within the region.</li> <li>• <b>In</b> each course and program, all endeavors will be concerned about and committed to the development of each individual's ability to master the content of offerings, make ethical decision, develop analytical skills, cultivate physical health and well-being, develop self-worth and learn the value of working together and serving others.</li> <li>• <b>The</b> college recognizes a two-fold responsibility in its commitment to student growth and development. The first is to assist in acquiring the skills and awareness needed to function as productive responsible citizens. The second is to evaluate this progress so that both the student and the institution are able to measure the growth.</li> </ul>

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It is common to hear Crowder employees refer to themselves as being part of the “*Crowder Family*.” It is not an expression that is taken lightly. Employees relate to each other, work together, and support the college community as a family. In doing so we enhance the effectiveness with which we accomplish our mission as a comprehensive public community college.

As a college family, Crowder continually engages in the **values** of:

- *CARING*: by honoring the inherent worth of each individual.
- *THE PURSUIT OF LEARNING*: by putting into practice the best that is known about how people learn.
- *FOSTERING CREATIVITY AND INNOVAITON*: by exploring new ideas, trying new approaches, encouraging calculated risks when the potential result merits risk.
- *ETHICAL BEHAVIOR*: by demonstrating through personal action that people should relate to each other ethically.
- *COLLABORATION*: by ensuring that every person in the organization shares in shaping the college’s future.
- *SERVING OTHERS*: by helping each person becomes freer, wiser, and better able to serve.

The college is dedicated to a Servant Leadership approach to institutional governance, in both philosophy and practice. Basic to this philosophy is the belief that a leader’s primary duty is to be the principal servant to all touched by the organization. In an educational setting, this means service to students, faculty, staff, board and members of the greater community. Crowder is a horizontal, highly integrated organization based upon the concept that each employee shares a portion of institutional power and that the best decisions are made when decision-making is a collaborative endeavor. Much of the institutional decision-making occurs within groups, with representation from all segments of the college community. Trust, collaboration and consensus are keys to this model working successfully.

The college is fully accredited by the Higher Learning Commission of the North Central Association (NCA), which means that all coursework meets high quality standards and is transferable to other accredited colleges and universities. Crowder was the first community college in the state to use the Academic Quality Improvement Project (AQIP) method of accreditation, and remains committed to the process of continuous quality improvement.

Crowder’s accreditation status and mission and values are presented on our website for the public and all stakeholders to review.

## 02 Scope of Educational Offerings

The college offers two-year Associate of Arts, Associate of Science, and Associate of Applied Science degrees in arts and sciences and career and technical programs, one-year certificates in several specialized technologies, and short-term certificate programs in transport training, environmental health, and paramedic technology. The college operates an area technical school for secondary students, offering programs of study in auto technology, building trades, welding, collision repair, electronics/computer repair, computer networking, and drafting and design.

In addition to the traditional

Table 0.1 – Disciplines by Credit Hours Generated			
Discipline	Fall 10	Fall 11	Fall 12
Ag/Auto Tech	21	0	0
Agriculture	1096	1092	908
Business	3661	4327	4541
Career Training/Institute	2763	2711	2990
Communication	7749	7835	7762
Environmental Resource Center	194	36	120
Education/Social Sciences	8423	9104	9056
Fine Arts/Humanities	5986	5674	5245
Learning Opportunities	3733	3683	3414
Life Science/PE	6754	6012	6460
Math/Science	9029	8792	8442
Nursing	1173	2907	3681
Truck Driving	474	585	403

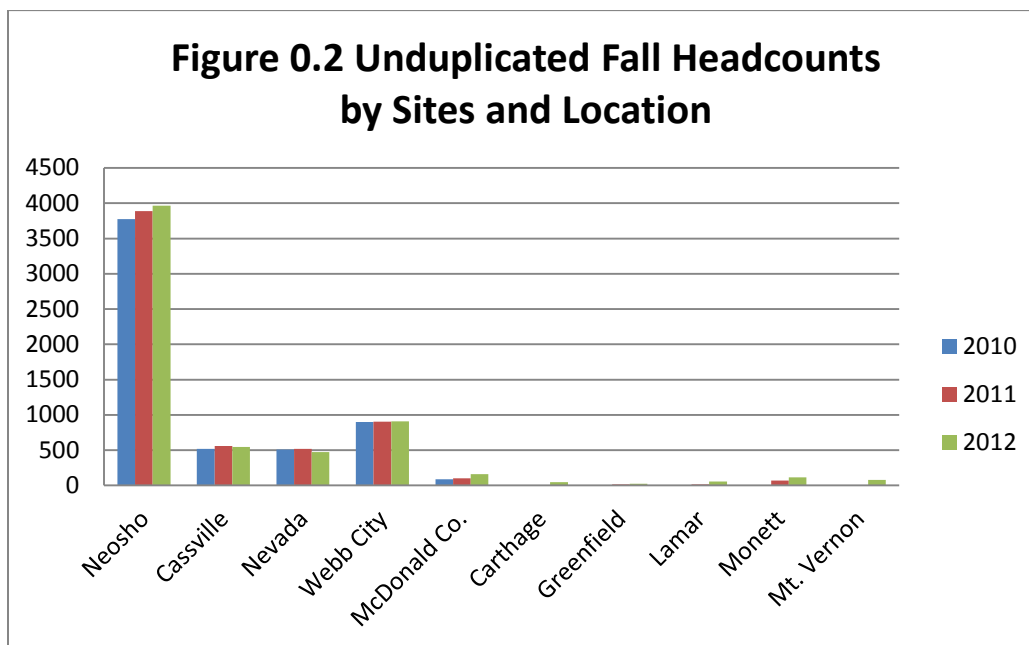
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academic certificate and degree programs, the college offers community education programs, customized training and consulting services for business/industry, and a fully developed system of TRIO programs.

## 03 Student Base

Crowder College has seen steady enrollment increases for the past several years. During the fall 2012 semester the college provided credit classes to 5,590 students, a 58% increase over the past five years. Of these, 45% were full-time (12+ credit hours), and 55% were part-time.

The majority of students come from within a 100-mile radius of Neosho. The college has made a significant effort to ensure accessibility by offering classes at its main campus, three “full-service” attendance centers in Webb City, Cassville, and Nevada, and in several smaller community facilities throughout the service area. In addition the college provides a wide range of on-line and hybrid classes to meet growing student demand.



As Figure 0.2 illustrates, the “off-campus” attendance centers and community locations have grown rapidly over the past few years. This trend is expected to continue for the foreseeable future as some of the community based facilities continue to mature toward becoming full-service attendance centers.

## 04 Collaborations

At the root of Crowder’s collaborative relationships is its Program and Academic Advisory Committees that promote collaboration and serve to promote long-term relationships with business and industry. In addition to this wide network of advisors the college has collaborative relationships with area school districts, regional universities, and with public and private organizations as illustrated in Table 0.2.

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Table 0.2 Collaboration		
Category	Entities	Nature
Education	Regional higher educational institutions	Customized training alliance Agriculture 2+2 agreement Education 2+2 agreement Business 2+2 agreement Transfer and articulation agreements
	K-12	Secondary technical education training center Tech prep Dual enrollment Dual credit Board membership Advisory committee membership
Community Engagement	Business/Industry Connections	Academic program advisory committees Healthcare/emergency service clinical sites Customized training/consulting Chamber of commerce board memberships
	Community Service	Committee and board memberships
	Service Clubs	Committee and board memberships
Government	Missouri Career Centers	Board memberships
	U.S. Dept. of Energy	Collaboration/Grant funding
	Mo. Dept. of Transportation	Learning partner

A growing area for collaboration is the University Center (UC) that was established on the Neosho campus a few years ago. The UC serves as a host to area universities for the offering of baccalaureate degree work on the Crowder College campus. Currently, students can pursue B.S. degrees in agriculture, business, or education through Missouri State University and five 4-year degree options in business management are available from Missouri Southern State University. The popularity of this effort has encouraged other discussions with various universities, and it is anticipated that several new options for continuing study will soon be available for Crowder College students.

## 05 Faculty Characteristics

As of the fall 2011 semester, Crowder College had 99 full-time faculty and 357 adjunct faculty members. The group is almost equally divided between male and female with 227 males and 229 females. The average age for the faculty is 47. Crowder College provides an environment

Table 0.3 Faculty by Educational Levels					
High School	Associate	Bachelor	Masters	Doctorate	Total
2	9	19	60	9	99

that fosters cultural diversity, international understanding and global awareness. However, the college is located in an area of the country that is fairly homogeneous in racial and ethnic make-up, and the faculty reflects the regional mix.

Full-time faculty teach 43% percent of college classes and adjunct faculty teaches 57% percent. At a time when college enrollments have seen double-digit growth for three of the past five years, state funding was severely reduced. For this reason Crowder relies more heavily on adjunct faculty than it has in past years. The benefit to such large adjunct faculty is it brings a cadre of instructors with current real-world experiences, and it helps the college maintain connections to the community. Additionally, it is important to note that adjunct faculty members must meet the same stringent academic credentials and/or

Table 0.4 Additional Faculty Characteristics	
Ethnicity	Faculty
Black	1
Native American	5
Asian	5
Hispanic/Latino	10
White	435

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experience that full-time faculty members possess. This standard helps maintain a high quality learning experience for students.

## **06 Critical and Distinctive Facilities, Equipment, and Technologies**

### **Facilities:**

The main campus is located in Neosho, Missouri and hosts two main academic buildings (Newton and McDonald Halls), Elsie Plaster Community Center, Bob Sneller Athletic Facility, Anna H. & John Y. Williams Agriculture Center, Bob & Ethel Brown Residential Center, a Technical Education Center, and the Arnold Farber Building, which houses multi-use classrooms, the library, conference center, admissions, bookstore, and cashiers office. The campus also utilizes several smaller buildings that were constructed throughout the years. The two most recent additions to the campus are Davidson Hall and the MARET Center (Missouri Alternative & Renewable Energy Technology Center).

Davidson Hall was opened in spring 2011 and houses all Health and Sciences programs offered by Crowder to include nursing and pre-engineering. With 28,000 total square feet, it also provides office space for faculty members associated with these programs. In addition to its academic functions, Davidson Hall also serves as a Federal Emergency Management Administration (FEMA) tornado shelter with the capacity to hold 3,000 people; partial funding for the building was provided by FEMA. In the spring of 2012, the first phase of the MARET Center, which is roughly 10,000 square feet, was opened to house the rapidly growing renewable energy programs currently being offered by Crowder: solar, wind, biofuels, and green building. The MARET Center is designed as a LEED Platinum building to model and showcase the energy efficiency of the programs it hosts.

The college will soon break ground on a 25,000 sq. ft. facility in McDonald County, and planning is underway for an expansion of the Webb City facility to better meet growing student demand. On the Neosho campus, additional student housing, renovation of Newton and McDonald Halls, and expansion of the gymnasium are also at various stages of discussion and planning.

In addition to the main campus in Neosho, the college operates three attendance centers: The Moss Higher Education Center in Nevada, the Watley Center in Cassville, and the Larry and Virginia Hickey Center in Webb City. Each attendance center is located in facilities that were made available to the college at little or no cost. The centers operate as independent cost centers and cover their own costs.

### **Equipment and Technology:**

Crowder College has an abundance of computer labs that serve students at the main campus and each of its attendance centers. The college also benefits from “smart” classrooms that support multimedia presentations by faculty and staff. Wireless internet connectivity is available at all campus locations. Blackboard is utilized as the on-line delivery platform for all on-line and hybrid classes.

## **07 Competitive Environment**

Crowder College students come primarily from within the nine-county service region, and there are no other public community colleges within the region. There is a private two-year college located near the Nevada campus; however, it is a small, exclusive, female-only institution and is not considered to be in competition for Crowder students.

The college’s principal competitor remains Missouri Southern State University, a public 5,500 student baccalaureate degree-granting institution located 20 miles north of Crowder’s main campus and five miles from Crowder’s Webb City campus. Other competitors include Northeast Oklahoma A&M (NEO), Northwest Arkansas Community College, and Fort Scott Community College in Kansas. There are two proprietary schools located within 25 miles of Crowder: Vatterott College and Wichita Technical Institute, both of which are located in Joplin and offer primarily career and technical programs. Franklin Technology Center, operated by the Joplin Public School District, offers a host of adult career and technical certificate programs that compete with Crowder two-year programs.

## **08 Key Opportunities and Vulnerabilities**

Key opportunities and vulnerabilities include the following:

- Growth in two areas of Crowder's service region indicates a strong need for expansion at the Webb City campus and construction of a delivery center in southern McDonald County, which is planned to begin soon.
- The recent very rapid enrollment growth is putting a great deal of stress on faculty, staff, and facilities.
- The growing amount of college resources required for developmental classes to meet student needs strains the college's limited funding sources.
- The rising costs of providing faculty, staff, and students with the necessary hardware and software to meet instructional and support needs are increasingly difficult to cover.
- The Crowder Foundation has become a very reliable revenue generator, with annual gifts totaling about \$500,000 per year. In addition, the Foundation raised \$2.2 million to support the construction of the Arnold Farber Building and Tatum Bell Tower.
- Current and anticipated regional, national, and global energy concerns place the college's MARET Center in a position to develop new partnerships in the development of alternative energy sources.
- Area demographic data indicate that the number of high school graduates will level off in the coming years, which could obviously lead to a flattening of the college enrollment curve and restrict tuition income.
- Rising operational costs will continue to put stress on the college budget and will require strict cost controls and creative sources of new revenue.
- New programs in Applied Behavior Analysis (Autism treatment) and Addictions Counseling provide opportunities for expanded delivery throughout the nation via online delivery.

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## CATEGORY 1: HELPING STUDENTS LEARN

### 1P1: Common of Shared Objectives

The Crowder College Board of Trustees has approved a group of over-riding student abilities in which it expects students to grow. The abilities are based on the college's mission and vision statements and reflect the desired characteristics a graduate is expected to develop during their Crowder College experience.

The Student Abilities, sometimes referred to as student outcomes, came from an extensive process in which the college's mission statement formed the foundation for the identified abilities. The college has begun the process of measuring success in each of these areas and will continue to assess more areas over the next few years.

<b>Table 1.1 Crowder College Student Abilities</b>	
<b>Communication</b>	<p>Communication is the process by which a thought or impression is effectively moved through its unique mode from one person to another.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Compose a coherent, mechanically correct, and organized writing sample at a post-English 101 level.</li> <li>• Convey verbally a clear message to a specific audience.</li> <li>• Comprehend writing typically found at college level.</li> <li>• Comprehend an oral message.</li> <li>• Articulate, understand, and respond appropriately to a specific audience.</li> </ul>
<b>Physical and Emotional Health</b>	<p>Health is a condition of physical and emotional well-being of the individual which is achieved through competent self care and satisfying relationships with others.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of cardiovascular health and ways to improve it.</li> <li>• Assess personal nutritional habits.</li> <li>• Analyze the impact and causes of stress and ways to address it.</li> <li>• Identify the benefits of regular exercise for physical and emotional health.</li> <li>• Distinguish the signs of depression and identify means to address it.</li> <li>• Describe the negative impacts of drug and alcohol abuse.</li> <li>• Identify physical, verbal, and emotional abuse.</li> </ul>
<b>Problem Solving</b>	<p>Problem Solving is the process of identifying an obstacle or dilemma, using critical thinking strategies and decision making skills, and applying appropriate measures needed to overcome or resolve the obstacle or dilemma.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to integrate information, make inferences, deductions and appropriate conclusions from college-level reading scenarios.</li> <li>• Recognize, describe and analyze a problem then present possible logical solutions.</li> <li>• Demonstrate the ability to solve college-level math problems.</li> </ul>
<b>Cultural Awareness</b>	<p>Cultural Awareness is the recognition of, and the appreciation for, the history, customs, lore, skills, arts, observances, and beliefs of a people and how these components meet basic human needs in response to a changing environment.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the basic knowledge of our own and other cultures, histories, observances and beliefs.</li> <li>• Demonstrate cultural sensitivity. The college will promote this by exposing students to other cultures and self-awareness experiences and activities.</li> <li>• Effectively evaluate at least two significant cultural events and be able to explain the relevant cultural contribution.</li> </ul>
<b>Environmental</b>	<p>Environmental Awareness is an understanding of the external conditions that</p>

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<b>Awareness</b>	<p>influence growth and development and how human choices influence the relationship between living beings, their surroundings, and their quality of life.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and understand issues relating to global warming.</li> <li>• Identify and understand issues relating to habitat destruction and modification.</li> <li>• Identify and understand issues relating to population growth.</li> <li>• Identify and understand issues relating to pollution and its impact on land and water.</li> <li>• Identify and understand issues relating to the impact of limited natural resources.</li> </ul>
<b>Responsible Citizenship</b>	<p>Citizenship refers to the relationship between an individual and the community to which he or she belongs. Responsible citizenship involves the recognition of the inseparable rights and duties associated with membership in this community. It also requires accountability and meaningful participation in public decision making and obligations of life in this community.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the constitutional principles that underlie the U.S. and Missouri political systems.</li> <li>• Analyze our governmental institutions and processes.</li> <li>• Explain how governments affect the lives of citizens.</li> <li>• Identify, describe, and analyze contemporary social and political issues.</li> <li>• Explain voting eligibility requirements, voting processes, and responsibilities in a democratic society.</li> <li>• Describe alternative methods individuals and communities use to influence political processes.</li> </ul>
<b>Ethical Decision Making</b>	<p>Ethical Decision Making is the selection of a course of action in accordance with principles or standards of right or good conduct.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Identify plagiarism.</li> <li>• Analyze a scenario or case study and explain the ethical dilemmas and make ethical recommendations.</li> <li>• Identify personal bias and confidentiality issues and explain the potential negative ramifications to self and others.</li> <li>• Properly cite the work of others in a paper.</li> </ul>
<b>Self-assessment</b>	<p>Self-assessment is a process of determining one's level of functioning, both strengths and weaknesses. It precedes the final decision-making stage of evaluation, focusing upon a number of variables judged to be important, and using a number of techniques to provide authentic and meaningful feedback for improvement.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze their academic deficiencies and how to overcome them.</li> <li>• Identify their personal learning styles.</li> <li>• Evaluate their personal interests and personality type.</li> <li>• Communicate their basis for personal motivation.</li> </ul>
<b>Managing Information</b>	<p>Managing Information is the ability to access, utilize, implement, and store information from electronic and other sources in order to make informed decisions, present information, and solve problems.</p> <p>A Crowder College graduate will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in accessing and organizing information by utilizing library and online resources.</li> <li>• Demonstrate proficiency in computer applications that impact a student's ability to utilize, implement, present, and store information.</li> <li>• Evaluate an information source's credibility: electronic, website, written, oral.</li> </ul>



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## **1P2: Determining Specific Program Learning Objectives**

As a new course or program is being considered, it follows the institution's new program/project planning process. New programs and courses as well as program or course changes are also moved through the institution's Curriculum Committee for recommendations and approval. This process ensures that programs and/or courses are designed with the student abilities and skill area goals in mind.

The Missouri Department of Elementary and Secondary Education (DESE) has played an active role in the development of state-wide articulation agreements for post-secondary career and technical programs. Working with representatives from each of the community colleges across the state, a common set of learning objectives was adopted for these programs. As a result many of these courses and programs have state-wide learning outcomes.

## **1P3: New Program Design and Meeting Market/Student Needs**

The college has two processes that help ensure that programs and courses facilitate student learning and at the same time meet both market and student needs. Any new program or project at Crowder College must be submitted through the appropriate Vice President to the College Council for approval. Specific program and course content must also be submitted to the Crowder College Curriculum Committee for approval.

The new Program/Project Planning Worksheet asks seven basic questions and requires two attachments:

1. Briefly describe the project/program.
2. Why should the college be doing this project/program?
3. How does this proposal fit with the college's mission?
4. How will stakeholders benefit?
5. How many participants do you anticipate per year over the next five years?
6. What external factors could impact this proposal?
7. What are the facilities requirements?

In addition to these questions the originator must attach a budget worksheet that estimates the costs of the proposal and an internal impact statement that ensures that every division, department, or section is aware of the proposal and has input regarding any impact the proposal may have on any particular division, department, or section of the college.

Once the proposal has been approved by the College Council, any academic programs or courses must go to the Curriculum Committee for approval. During the curriculum process the following questions must be addressed:

1. How does the proposal fit with the mission of the college?
2. What is the purpose of the request?
3. What is the projected enrollment in the course/program?
4. When will the course be offered?
5. What will be the estimated initial cost to offer this course/program?
6. What additional resources will be needed to teach this course/program?
7. How will the course be funded?
8. What other impacts will the request have on students and their programs?
9. What impact will this request have on other areas of the college?
10. Will this course transfer? List transfer institutions.

During the course of addressing the questions for both the College Council and the Curriculum Committee it is expected that the proposal will have addressed market issues and student need. In the vast majority of cases, new programs and courses are driven by program advisory committees who monitor market demand and in many cases help identify student needs.

## **1P4: Curriculum Currency and Effectiveness**

The currency and effectiveness of curriculum is continually monitored at Crowder College. General Education courses require faculty to select up-to-date textbooks and supplemental materials;

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career and technical courses rely more on feedback and input from advisory committees and graduate surveys.

Curriculum review begins at the departmental level with faculty members and advisory committees. If there is significant course content changes recommended by an advisory committee, then the course changes must be submitted and approved by the institution's Curriculum Committee. In addition, student evaluations are utilized in assessing the currency and effectiveness of courses at Crowder College.

The Office of Institutional Research plays a significant role in the development of surveys of employers and alumni to aid in the assessment of currency and effectiveness. The results of these surveys are used to assess the need for course or program curriculum changes. Crowder College worked to obtain and house three Workforce Investment Act employees on the Neosho campus. They also provide excellent job market information.

Student enrollment numbers are used as tools to determine the currency and effectiveness of courses and programs. Low enrollments can be a red flag that a course is no longer effective or may be a program that no longer offers the student an opportunity for employment success. Programs may be suspended or discontinued because of low numbers and/or ineffectiveness. Every effort is made to strategize reenergizing any program before it is discontinued. However, if the program is not meeting student or employer needs, elimination is often in the best interest of the student and the institution.

## **1P5: Determination of Specific Student Requirements**

Crowder College is an open-door institution and as such, students are allowed to choose their major field. Students must, however, demonstrate a basic level of college preparation that is assessed through ACT scores or the COMPASS assessment.

Based on these scores students are either placed in college level courses or may be required to take developmental courses designed to make the student successful in college-level courses. The college feels strongly that in order for students to be successful they need to be placed in courses appropriate for their assessed skill level. The specific areas where students are assessed are mathematics, English, and reading.

There are specific levels of competency required in the math assessment for college level math courses, English assessment for English classes, and reading assessment for some reading-intensive social science courses. Knowing that some students do not always test well and that tests have different characteristics that serve some students better than others, the Developmental Education Committee designed a regime for taking and re-taking different assessment instruments.

In addition to these general requirements, many courses and programs have specific pre-or co-requisites. Pre- and co-requisites are recommended by the course originator in the case of a new course or program or by a faculty member in the case of a course or program change. In many new programs specific requirements are established with the aid and advice of a program advisory committee. Additionally, in all cases, pre- and co-requisites are reviewed and approved by the institution's Curriculum Committee.

The Missouri State Board of Nursing limits the number of students it will allow in the program; consequently, the program is highly selective due to the large number of students applying for admission. The criteria for entry to this program are unique to the rest of the college and are clearly identified and reviewed by an advisory committee of individuals from the health care fields.

## **1P6: Communicating Student Expectations**

Expectations for student preparation and student learning objectives are communicated in a variety of formats. Expectations are listed in the course syllabi, Crowder College website, and in admissions and recruitment materials. College faculty are actively engaged in student advisement and enrollment and actively involve the students in making good program choices.

Admissions and recruitment staff routinely respond to prospective and current student inquiries regarding admission requirements and specific program requirements. The Director of Admissions, working closely with the Public Information Office, ensures prospective students in the nine-county service area receive information and guidance about the programs and expectations at Crowder College.

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Beginning in the fall of 2005, Crowder College instituted a mandatory college orientation class for all first-time college students, which is designed for the student to learn about campus resources and procedures, set academic and career goals, and to develop the student for academic success. In addition core advisors are trained in advising techniques and provided with an extensive resource guide centered on student success and academic programs.

## **1P7: Student Needs, Interest, Abilities and Placement**

Although many of the students who enter Crowder College have already decided their program of study, the college utilizes an intrusive advising system. This system is designed to help the student determine their academic goals and more effectively develop their program goals and course schedules. The college uses a combination of faculty and central advisement in which students are expected to visit with their advisor at least once during each semester.

Students who have not applied with a specific program of study in mind can enroll without a declared major. Working with their advisors, these students are encouraged to complete personality profiles and inventories to help them understand what type of majors they may be best suited for. In addition, the CAPS, COPS, COPES assessment, which measures an individual's abilities, interests, and values as related to an occupational group, is administered to students who need extra assistance deciding on a college major and/or career path that truly matches their interests and abilities, and is not simply a "hot" career choice.

## **1P8: Dealing with Students Who are Unprepared**

The mandatory College Orientation course also explores career and majors options with students. The College's Career Services office participates and also conducts a variety of other programs and services. There are some students who come to Crowder College through the Educational Opportunity Center (EOC), a federally funded community service program housed at Crowder College. The EOC's mission is to help people obtain a postsecondary education. The EOC provides educational planning, financial aid assistance, and career exploration services. Students are counseled on career and vocational alternatives and may take one or more available career assessments.

Crowder College also provides services to special populations – particularly low-income, minority, first generation, and students with disabilities. Programs that support these populations include CAMP, the Office of Disability Services, Student Support Services, the English Language Institute, and the English as a Second Language (ESL) program.

A number of student assistance programs on campus are available for students who are academically under prepared.

Table 1.2 Student Assistance Programs		
Program	Population	Services
Academic Resource Center (ARC)	All students	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Tutoring</li> <li>- Learning lab</li> </ul>
Student Support Services (SSS)	First generation Low income	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Tutoring</li> <li>- Learning lab</li> <li>- Workshops</li> </ul>
College Assistance Migrant Program (CAMP)	Migrant agriculture workers or children of migrant workers	<ul style="list-style-type: none"> <li>- Financial</li> <li>- Academic</li> <li>- Social/cultural assistance</li> </ul>
Career Planning (Job Placement) Office	All students	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Placement</li> <li>- Assistance and training in job application, resume writing</li> </ul>

## **1P9: Identification of Differences in Students' Learning**

Incorporating diverse learning styles into the teaching and learning process is addressed at both the student and instructor level. All students enrolled in the orientation course complete a learning styles inventory as part of that course. This inventory classifies students as auditory, visual, or kinesthetic learners and provides them with detailed information on ways to maximize their learning based on their individual learning styles. Instructors receive training on ways to incorporate activities that appeal to diverse learning styles as part of their professional development program.

## **1P10: Addressing Special Needs**

Crowder College is committed to providing services to stakeholders with special needs. The Office of Disability Services provides accommodations for students with documented disabilities. The coordinator serves as a liaison between college faculty, staff and the student population. The office is also instrumental in maintaining compliance with Americans with Disabilities Act (ADA) guidelines. The Disability Services Program provides appropriate accommodations to all traditional and online students with documented disabilities.

## **1P11: Documenting Teaching and Learning**

Crowder College promotes quality instruction and assesses student learning through multiple avenues. These include course grades, College Assessment of Academic Proficiency (CAAP) results, College-BASE (C-BASE) results, certification results, abilities assessments, pre- and post-course assessments, student evaluations, faculty evaluations, transfer data and a variety of in-course instructional testing and assessing techniques. The Staff Development and the Assessment committees work together to have monthly "Faculty Focus Friday" sessions in which faculty work to improve pedagogy, student learning, and its assessment.

Grades are used only as one of many assessment measures. In order to ensure this assessment approach is defensible, grade distributions are analyzed by division chairs and the Vice Presidents of Academic Affairs to ensure there are no inconsistencies. When excessively high or low grade distributions are found, follow-up meetings with faculty members are scheduled to help to determine if there are problems, inconsistencies, or misrepresentations. In addition to individual meetings, there are staff development and faculty meeting discussions on the topic of grade equality and validity.

All Crowder College graduates take the CAAP assessment from ACT. The results are used to compare the preparation of Crowder College students to other institutions. The results are reviewed by Institutional Research (IR), the Administration, and the College Council. The CAAP Linkage Report shows the value-added learning of graduates by comparing entrance ACT and COMPASS scores to exit CAAP scores. All assessment results are shared and discussed, and the college stresses "completing the loop" by taking actions to improve teaching and learning.

The C-BASE is used for assessing the preparation of teacher education majors prior to the junior year. It is a product of the University of Missouri-Columbia and a requirement for entry into all education programs in the state of Missouri. It provides information about the major areas of general education and gives comparison scores to all two- and four-year institutions in the state.

The college utilizes a comprehensive faculty evaluation system that uses multiple sources of data to gauge faculty effectiveness. This system includes student evaluations, classroom observation, and professional development activities. There is an established schedule and checklist for all faculty, including adjuncts.

Understanding that a strong measure of student learning is based upon how well a student is able to continue his or her academic program or be successful in the world of work, Crowder College has taken steps to collect this data. Obtaining transfer data has proven to be a daunting task; however, transfer information agreements have been made with the top three receiving institutions. This data is now part of a more comprehensive student learning assessment process. Finally, program advisory committees and business and industry surveys are used to assess the learning of Crowder College students who enter the workforce after program completion.

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Realizing that there was work to be done in documenting student learning, an Action Committee was established in spring 2004 to specifically examine “learning and assessment.” The goal of the committee was to develop a common understanding and definition of learning and to better develop Crowder College’s assessment techniques. Through broad-based faculty involvement include using assessment ‘cafes,’ surveys, meetings, and subcommittees. The faculty jointly created a common definition of learning. The same broad-based method was used to establish measurable competencies for all of Crowder’s Nine Student Abilities.

## 1P12: Instructional Delivery Methods

The college builds its course delivery system based on a continuous assessment of student need/demand and a balance between this demand and Crowder College’s capabilities.

<b>Student Needs</b>	<b>Institutional Needs</b>	<b>Balance</b>
Flexible schedules	Set schedules	Multiple modes available
Affordable	Generate revenue	Minimum class size of 10
Low student/teacher ratio	Minimum ratio of 1:10	Class size from 10 to 30
Multiple delivery modes	Set delivery modes	Traditional, online, hybrid, SDL
Level-appropriate curriculum	Academic integrity	Pre-requisites and placement
Quality facilities	Affordable facilities	Effective facility planning
Multiple entry points	Standard entry points	16 week, 8 week, summer sessions, and SDL

The course schedule building begins with a review of the previous year’s scheduled classes, times, and modes of delivery. They are modified to address improvement, to accommodate increased numbers of new students, and to adjust faculty requirements. Division chairs and site directors have the primary responsibility for developing the academic schedule.

Student and institutional needs are balanced and when possible, in favor of student needs. Delivery decisions are made in large part on student demand, keeping in mind the needs of the larger audience as well as the needs of the few. The college uses this information to adjust as necessary the number of sections of any given course, the number of online sections offered, and the need for differing delivery times. To this end Crowder College offers courses that run the traditional 16 weeks, first 8 weeks, second 8 weeks, online, hybrid, and as needed and can be justified, Student Directed Learning (SDL) classes. There are some courses that are offered completely outside of the academic schedule to meet a specific need. For example, Crowder College does deliver credit course work on site to area industries. These classes typically begin, end, and meet at times established by the industry being served.

Crowder College is committed to freedom of expression and the pursuit of truth in teaching and learning. Crowder College believes the educational world should be a reflection of society. All students should have an opportunity to hear a variety of opinions on matters so they are able to build their own feelings. Crowder College believes in hiring teachers who have a vast amount of experience in their area of expertise. Teachers have the freedom to share that experience with their students.

## 1P13: Up-to-date Courses and Course Effectiveness

Crowder utilizes various processes that assist in curricular review and maintain the currency and effectiveness of programs. A program review is completed by each area of study annually. Information in the document is reviewed by the CAO, recommendations are considered, and necessary or desired changes are made. This serves as an opportunity for each department’s areas of study to provide statistics regarding programs and to identify areas of strength and weakness. The process involves analyzing data in various programs to help determine if the college is meeting the needs of students and other stakeholders. Additionally, advisory council that include the staff and faculty in the department, students, and members from business and industry and the community, provide advice and suggestions for improvement in the discipline areas. Input is gleaned from the council and used when determining the direction of the department.

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## 1P14: Discontinuation of Programs and Courses

Enrollment data for courses, as well as market projections indicating the demand for graduates of specific programs, is reviewed by the Vice President of Academic Affairs. From regular enrollment reports, problem courses or programs are detected. Once the decision has been made to discontinue a program, the following steps occur: 1) all affected personnel are notified of the discontinuance as soon as possible and treated according to their individual employment agreement, contract, or other binding document; 2) no new students are added to the program; and 3) current students are informed of the teach-out plan for the program. Crowder College will make every effort to teach out discontinued programs but reserves the right to transfer teaching to outside sources. If so determined, a comprehensive teach-out plan is developed by The Office of Academic Affairs and made available to the Board of Regents. Equipment, supplies, curriculum, teaching materials, and all other items pertaining to the program are disposed of in a manner according to their funding source. The Office of Academic Affairs is responsible for the implementation of this policy.

## 1P15: Determining Student and Faculty Support Needs

In order to determine student support needs, Crowder College has implemented a number of surveys to gather information. The college administers a student satisfaction survey to a cross section of students during the school year. Also, there is a graduate satisfaction survey that is offered to every graduating student.

Faculty and staff support needs are met through the staff development program and through the college's governance system. The Staff Development Committee regularly surveys faculty and staff for training needs. The college also uses the Campus Quality Survey instrument and the Board-implemented Presidential Evaluation Survey. Faculty, classified and professional staff employees all have an association that has meetings with the president. Every academic department has a budget for faculty professional development, and all faculty have access to the college's network and computing capability in their individual offices. A full-time Education Technology Specialist with extensive computer and multi-media training helps and trains faculty and staff in various technologies to improve and supplement student learning.

**Table 1.4 Learning Support Systems**

Program/Area	Goal	Audience	Activities
Library	Support student and faculty needs	All students, faculty, and staff	<ul style="list-style-type: none"> <li>- Library and research instruction</li> <li>- Book, journal, video, and database resource</li> <li>- Interlibrary loan</li> <li>- Open computer lab</li> </ul>
Academic Resource Center (ARC)	Support student learning needs	All students	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Tutoring</li> <li>- Learning lab</li> </ul>
Student Advising	Support academic planning and career development	All students	<ul style="list-style-type: none"> <li>- Academic skill building</li> <li>- Counseling</li> <li>- Academic guidance</li> </ul>
Student Support Services (SSS)	Provide services that promote retention and graduation	First-generation and low-income students	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Tutoring</li> <li>- Learning lab</li> </ul>
Teaching Technology Center	Ongoing support for effective teaching and learning	Faculty	<ul style="list-style-type: none"> <li>- Instructional design</li> <li>- Technology support</li> <li>- Workshops</li> </ul>
Office of Disability Services	Support academic needs of enrolled students	Faculty and students with documented disabilities	<ul style="list-style-type: none"> <li>- Determine needs</li> <li>- Work with faculty on needed modifications</li> <li>- Test accommodations</li> </ul>

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The college's budget process is also used to identify and attempt to meet staff and faculty needs. On an annual basis faculty provide their logistical needs to their department or division chair, who utilizes this information to build proposed budgets for submission to the Vice Presidents. This information is utilized to build the budget to support all academic programs. While not every need is met, it is a viable way to identify needs. In addition the college administers a number of student and alumni satisfaction surveys which give information about needs.

## **1P16: Alignment of Curricular and Co-curricular Goals**

The President, Vice Presidents, Directors, Faculty Representatives, and key student services staff are members of the College Council. This group is the primary advisory group for the President. Programs relevant to all components of the college are discussed and reviewed at Crowder College meetings. In addition, personnel from student services routinely visit with division chairs and program directors to help ensure coordination.

The goals for co-curricular development are built to enhance, support, and advance the curriculum objectives. Specific examples of these programs include Phi Beta Lambda (PBL), Students in Free Enterprise (SIFE), Skills USA, Student Missouri State Teachers' Association (SMSTA), Post-secondary Agriculture Students (PAS), and the Alternative Energy Student Association. These groups and student clubs such as Chess Club and the Student Government Association (SGA) are engaged in supporting Crowder's Nine Student Abilities. For example, the Ethics Student Ability is supported by the PBL/SIFE ethics competition. The International Club supports the Cultural Awareness Student Ability.

## **1P17: Awarding Degrees and Certificates**

Crowder College recognizes that almost every student who attends classes at the college intends to either transfer to a four-year institution or enter the work force. Accordingly, every effort is made to develop competent and effective students and employees so that students attain their goals. Cowley's Common Student Learning Outcomes go beyond course content to embrace those skills that will foster responsibility and productivity in the classroom or the workplace.

## **1P18: Student Assessment Process**

Crowder College takes a thorough approach to the assessment of student learning. The Board of Trustees worked with Crowder faculty and other employees to determine the Nine Student Abilities that embody the college's mission and values. The broad-based Assessment Committee, in 2007, worked with faculty to develop measurable graduate expectations (Table 1.1) for these Abilities. The Committee has also worked with faculty to build a grass-roots understanding and definition of learning. In the process, the entire faculty became aware of the levels of learning and Bloom's Taxonomy.

<b>Table 1.5 Learning – Definition and Components</b>	
<b>Learning entails acquiring, assimilating, and applying knowledge and skills to solve problems, make decisions, and/or select a course of action which may result in a change in behavior, attitudes, and/or values.</b>	
<b>Crowder College</b>	<b>Bloom's Cognitive Taxonomy</b>
<ul style="list-style-type: none"> <li>• Acquiring, retaining and recalling basic information and skills</li> </ul>	Knowledge: drawing out factual answers, testing recall and recognition
<ul style="list-style-type: none"> <li>• Assimilating information</li> </ul>	Comprehension: translating, interpreting and extrapolating knowledge
<ul style="list-style-type: none"> <li>• Applying knowledge in a variety of ways including for one's benefit in the future</li> </ul>	Application: applying knowledge to situations that are new, unfamiliar or have a new slant for students
<ul style="list-style-type: none"> <li>• Analyzing information found in such things as statements or situations to solve problems,</li> </ul>	Analysis: breaking knowledge down into parts, forms

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make decisions, or select a course of action	
<ul style="list-style-type: none"> <li>• Synthesizing knowledge (Using knowledge and skills to create)</li> </ul>	Synthesis: combining elements into a pattern not clearly there before
<ul style="list-style-type: none"> <li>• Evaluating and using knowledge which results in a positive change in behavior, attitudes, and/or values</li> </ul>	Evaluation: evaluating according to some set of criteria, and state why

Crowder focuses student assessment on four basic levels:

1. Attainment of measurable course competencies identified on all Institutional Syllabi
2. Attainment of measurable Student Ability competencies identified on all Institutional Syllabi
3. Attainment of measurable program competencies identified through national standards
4. Attainment of co-curricular goals and quality student support as verified through data collection, survey and analysis.

To achieve these objectives, faculty meet collectively and at the division or departmental level to discuss assessment techniques that best suit particular learning outcomes in their specific disciplines. In some cases, faculty has adopted common evaluation tools for specific courses. These evaluation tools are used to determine teaching effectiveness of and how well students reach identified course competencies.

Learning objectives in the Student Ability, program and institutional level are often assessed at graduation via various standardized tests (e.g., CAAP, NCLEX) and surveys (e.g., CCSSE) and a variety of home-grown tools (e.g., CAAP-substitute essay). The college also collects and analyzes student success information such as graduation and retention rates.

The college is dedicating another AQIP action project to the assessment of learning, this time focusing on how to institutionalize sustainable quality assessment.

## 1R1: Student Learning Results

Crowder College currently studies retention and success rate associated with certain content areas and overall success for measurement of 1R1 and 1R2. In 2009, Crowder began participating in the National Community College Benchmark Project (NCCBP). This has helped Crowder gather additional comparative data on a national basis. The NCCBP aggregate data reports include national percentage rankings in over 20 institutional areas. Crowder has received reports for 2009, 2010, and 2011.

NCCBP Form 11 – Retention and Success Core Academic Skills (Fall 2010). The number of A- F grades divided by all credit grades A -W.

Table 1.6 NCCBP Results: Retention Rates							
NCCBP 2012			Missouri NCCBP Percentiles				
Form 11 - Retention and Success Core Academic Skills (Fall 2010)	Reported Value	% Rank	10th	25th	50th	75th	90th
Comp I Retention Rate	89.03%	50%	82.50%	86.08%	88.88%	90.89%	96.13%
Comp II Retention Rate	82.49%	40%	72.89%	78.39%	82.80%	87.78%	90.34%
Algebra Retention Rate	87.92%	90%	68.83%	71.62%	81.21%	85.81%	87.81%
Speech Retention Rate	88.81%	40%	82.90%	86.99%	89.01%	92.16%	92.48%



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Table 1.7 NCCBP Results: Success Rates							
NCCBP 2012			Missouri NCCBP Percentiles				
Form 11 - Retention and Success Core Academic Skills (Fall 2010)	Reported Value	% Rank	10th	25th	50th	75th	90th
Comp I Enrollee Success Rate	74.74%	60%	63.14%	69.39%	74.03%	77.33%	82.72%
Comp II Enrollee Success Rate	67.95%	50%	60.31%	63.22%	67.42%	71.96%	75.44%
Algebra Enrollee Success Rate	78.81%	90%	48.60%	50.80%	61.29%	71.59%	78.43%
Speech Enrollee Success Rate	75.52%	60%	65.97%	70.84%	75.33%	82.69%	89.43%

Table 1.8 below shows the results from the Fall 2005 to Fall 2007 cohorts of first time/full time freshman completing an associate program within three years.

Table 1.8 First Time/Full-Time Completers			
	2005	2006	2007
Cohort	449	427	490
Completers	140	105	107
Graduation Rate	31%	25%	22%

**1R2: Performance Results: Common Learning - See 1R1**

**1R3: Performance Results for Specific Programs**

The graduates from the Water Treatment and Wastewater Treatment Programs are required to take a Certification Test at the end of their program. The data, which may be found in the chart below, is studied by the college.

Table 1.9 Water Treatment Exam			
	Number Passed	Number Tested	Percentage Passed
Spring 2009	2	2	100%
Fall 2009	6	12	50%
Spring 2010	6	7	86%
Fall 2010	6	6	100%

Table 1.10 Wastewater Treatment Exam			
	Number Passed	Number Tested	Percentage Passed
Spring 2009	3	3	100%
Fall 2009	12	13	92%
Spring 2010	5	7	71%
Fall 2010	7	8	88%
Spring 2011	2	2	100%

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The graduates from the Emergency Medical Technician and the Paramedic Programs are required to take a Certification Test at the end of his or her program. The data, which may be found in the chart below, is studied by the college.

<b>Table 1.11 Emergency Medical Technician Exam</b>			
	<b>Number Tested</b>	<b>Program Passed</b>	<b>National Passed</b>
2009	32	78%	78%
2010	52	85%	79%
2011	42	71%	79%

<b>Table 1.12 Paramedic Exam</b>			
	<b>Number Tested</b>	<b>Program Passed</b>	<b>National Passed</b>
2009	12	100%	88%
2010	8	88%	87%
2011	14	79%	86%
2012	4	100%	82%

All career education programs are required by the Missouri Department of Elementary and Secondary Education to test all completers with a third party national recognized assessment referred to as the Technical Skills Assessment. The pass/fail results are outlined in Table 1.13 below.

<b>Table 1.13 Technical Skills Assessment for Career Education Programs</b>		
	<b>TSAs</b>	<b>TSAs%</b>
<b>Passed Test</b>	146	78%
<b>Failed Test</b>	40	22%

### 1R4: Completion Results

Crowder College studies the following results for first-time/full-time completers. Table 1.14 below shows the results from the fall 2005 to fall 2007 cohorts of first time/full time freshman completing an associate program within three years.

<b>Table 1.14 First Time/Full-Time Completers</b>			
	<b>2005</b>	<b>2006</b>	<b>2007</b>
Cohort	449	427	490
Completers	140	105	107
Graduation Rate	31%	25%	22%

Crowder College studies the CAAP Results and the percentage of students that score above the National norm for fall 2010 through spring 2012. Table 1.15 below shows the results from the data collected.

<b>Table 1.15 CAAP Results</b>						
<b>Semester/Year</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>	<b>Critical Thinking</b>	<b>Total Tested</b>
<b>Fall 2010</b>	61.4%	54.2%	70.9%	66.7%	75.9%	147
<b>Spring 2011</b>	60.1%	55.5%	69.0%	62.0%	58.2%	538
<b>Fall 2011</b>	66.1%	47.4%	58.3%	63.6%	65.0%	179
<b>Spring 2012</b>	62.0%	60.2%	52.8%	58.9%	70.9%	298

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## 1R5: Performance Results: Support Processes

Crowder College utilizes data from the following to measure performance results for learning support results for the College:

Table 1.16 Noel-Levitz Student Satisfaction Inventory 2012								Mean Difference
Crowder College				National Community Colleges				
Importance	Satisfaction/Standard Deviation	Gap		Importance	Satisfaction/Standard Deviation	Gap		
Library resources and services are adequate	6.43	6.00/1.32	0.4		6.616	5.64/1.35	0.5	0.36

## 1R6: Comparison Results

Crowder College utilizes data from the following to measure performance results of Crowder College in comparison to other Higher Education Institutions:

Table 1.17 C-Base Pass Rate By Discipline 2012			
	Crowder College	Other two-year colleges	Overall Missouri
English	80%	77%	82%
Writing	85%	84%	87%
Math	81%	81%	83%
Science	76%	72%	79%
Social Studies	74%	66%	74%

Table 1.18 C-Base First Time Pass Results 2012			
	Crowder College	Other two-Year	Overall Missouri
	53%	48%	61%

Table 1.19 Student Satisfaction		
So far, how has your college experience met your expectations?	Crowder College	National community colleges
Overall	5.2	4.81
1=Much worse than expected	1%	1%
2=Quite a bit worse than I expected	0%	1%
3=Worse than I expected	4%	6%
4=About what I expected	24%	37%
5=Better than I expected	30%	25%
6=Quite a bit better than I expected	14%	12%
7=Much better than expected	23%	15%
Rate your overall satisfaction with your experience here thus far?	Crowder College	National community colleges
Overall	5.91	5.46
1=Not satisfied at all	1%	1%
2=Not very satisfied	1%	2%
3=Somewhat dissatisfied	2%	5%
4=Neutral	6%	11%
5=Somewhat satisfied	10%	17%
6=Satisfied	44%	40%
7=Very satisfied	33%	20%

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All in all, if you had to do it over, would you enroll here again?	Crowder College	National community colleges
<b>Overall</b>	6.24	5.72
1=Definitely not	1%	2%
2=Probably not	2%	4%
3=Maybe not	1%	3%
4=I don't know	4%	8%
5=Maybe yes	6%	10%
6=Probably yes	25%	31%
7=Definitely yes	58%	39%

## 111: Recent Improvement in “Helping Students Learn”

Crowder College recently began the process of utilizing the Tk20 Data Collection system to assist in the data collection process. Departments have been trained and have begun the process of measuring student outcomes more effectively and in a broader review. This process has only begun. The college has also put in to place an organizational structure with an Assessment Steering Committee which will lead the campus through more focused Assessment process. Currently, the Assessment Steering Committee is reviewing all the reporting needs of all the AQIP Categories and determining assessment strategies, methods, and forms to meet those needs. In many cases, the need to start building the baseline will begin now.

## 112: Setting Improvement Targets

The college continually solicits and collects feedback internally and externally, searching for opportunities to improve student success. Advisory boards for specific programs and academic subjects meet regularly and offer guidance and recommendations on curriculum and program improvements. The new “Continuous Tactical Planning” process will provide the structure for the campus to improve operational items and to set Improvement Targets for the College.

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## CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

### 2P1 – Design and Operate key non-instructional processes

Crowder College’s vision statement expresses its most distinctive objective, *“Building a civil, serving, literate, learning community of responsible citizens”*. While this vision is expressed as the institution’s vision statement, it is also an expression of the institution’s culture and its desire to contribute something larger than learning to the community.

The college hosts a variety of programs and activities that fall into one of five categories that support the college’s central mission and vision that are outside of the academic classroom and labs. The specific project or program, and how the particular objective fits with the mission and/or purpose of Crowder, and how the objective supports and/or complements Helping Students Learn are included in Table 2.1.

<b>Table 2.1: Other Distinctive Objectives</b>	
<b>2P1 Objective</b>	<b>2P2 Relates to the Mission/Purpose of Crowder, and/or 2P3 Supports/Complements Helping Students Learn</b>
<b>Provide extra-curricular, mission-centered programs that support “Helping Students Learn”</b>	
Athletic programs	Strengthens and supports HSL by providing the targeted academic support, counseling, and tutoring to ensure high retention and graduation rates for athletes.
Alternative energy	Provides student opportunities for hands-on and applied research.
Student life	Provides students with opportunities to actively participate in the college community, explore new ideas and interests through a variety of experiential and leadership activities along with providing a quality residential setting that supports student learning.
Phi Theta Kappa	Promotes community service, provides transfer opportunities and a platform for student recognition.
Students in Free Enterprise	Provides networking opportunities for students, gives the student leadership opportunities, and provides a venue for the student to apply skills they have learned in the classroom.
Instrumental, choral, and theater programs	Provides student and community engagement, cultural experiences, and venues for students to apply skills they have learned in the classroom.
<b>Provide co-curricular mission centered programs that support “Helping Students Learn”</b>	
International education	Provides students with study abroad opportunities and promotes a better understanding of the value of diversity. The presence of international students also provides experiences and opportunities for students and community members to experience cultural diversity.
Upward Bound	Provides low income and/or first-generation high school students and parents an opportunity for social, emotional and financial support for continuing the students’ educational opportunities beyond high school.
College Assistance Migrant Program	Provides migrant agricultural workers or their children with the academic, financial and social resources and support necessary for college success.
English Language Institute	Provides students who are not English proficient with the basic language and cultural skills needed for college success.
Academic Resource Center	Student academic assistance, including tutoring, make-up testing, and computer assisted learning.
Student Support Services	Provides tutoring, workshops; academic, personal and social assistance; and cultural experiences needed for college success.
<b>Develop and grow auxiliary programs and other capital resources</b>	
Bookstore	Provides each student the academic and support material resources

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	required to meet their needs.
Foodservice	Provides for and supports the students' nutritional needs.
Foundation	Development activities provide funding for student scholarships, exchange programs, funding for faculty and staff projects that support student learning objectives.
Capital growth	Provides the financial resources to support new and emerging programs and technologies that support student learning.
<b>Applied research that fits mission, vision, and student learning</b>	
MARET Center	Provides students a focused experience in design and application of nontraditional technologies in alternative energy projects and concepts.
Environmental Resource Center	Provides municipalities with technical support and on-site assistance with water and wastewater systems that are out of compliance with state and federal requirements.
<b>Other supporting programs</b>	
The Alliance	A partnership between Crowder and Missouri Southern State University (MSSU) that supports the training and consulting needs of businesses, industries, and entrepreneurs in the region.
High School Equivalency Program (HEP)	Provides participants with the necessary resources and tools to complete a high school equivalency test and enter post-secondary education and/or other training programs.
Transport Training	Job-ready program that moves the responsible student into the transportation workforce in an accelerated program.
Environmental Health	Job-ready program that moves the responsible student into the workforce in an accelerated program.
Community Education	Extends nontraditional learning programs to area citizens.
Even Start	Blends basic literacy skills for adults with family skills creating an environment as individuals or as members of a family unit.
Adult Education and Family Literacy (AEL)	Provides participants with the necessary resources and tools to complete a high school equivalency test.
Life Long Learning	Allows and promotes graduates to extend their learning into future years with one tuition-free class per semester.
Educational Opportunity Center	Provides first-generation, low-income individuals with the assistance and resources to begin or re-enter a post-secondary education program.

The college's key non-instructional processes come about from opportunities to further the college mission while at the same time providing service to the community. The college takes into account not only the advances to the college's mission, but also its reputation, innovation, amount of need and service that will be provided to the community at large and how sustainable it will be. Ultimately an Executive level review ascertains that each initiative is in line with the college's mission, but as seen in 2P2 several different groups conduct reviews prior to it reaching this level.

### **2P2: Establishing Objectives**

Potential new non-instructional objectives stem from college personnel observing unmet opportunities or stakeholders point out unmet needs. In this context stakeholders could be faculty, staff, administrators, community members, high school counselors, advisory committee members auditing agencies or students. Proposals are presented at College Council for an initial discussion. After this discussion, other staff associated with the proposed service joins the discussion and possibly planning. This is sometimes done via an assigned committee or workgroup.

When looking at new service opportunities the evaluation process is linked to the following:

- How does this proposal fit with the college's mission?
- Why should the college be doing this project/program?
- How will it serve the needs of the community/stakeholders?

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- How many participants could be anticipated per year over the next five years?
- What external factors could impact this proposal?
- What are the facilities requirements?

By following this process a proposed new objective is reviewed by the appropriate Vice President/supervisor or internal partner, administration, faculty, staff, classified employees, and representatives from the community. It is one or more of these groups who evaluate and ensure objectives are distinctive and have a demonstrated need. As the establishment of new objectives is driven by demonstrated need, we must remember they are also required to fit with mission, vision, and philosophy. This, in turn, also takes into account the reality of availability of funding and sustainability of the proposal.

## **2P3: Communication Expectations**

Expectations regarding key non-instructional objectives are communicated through various means both formally and informally. Expectations of each initiative are reviewed at a minimum during the annual budget review period or the program review period. Results of the review may be communicated formally or informally. Formal communication channels include College Council, Student Government, Division and Instructional Councils, All Staff and Staff Development programs, Board meetings, and Program Advisory meetings. Informal communications include staff email, departmental meetings, trainings, newsletters, telephone and face-to-face communications among individuals.

The college's web-site and portal also provide pertinent information and communications to students, potential students, and the general public regarding expectations. This venue also provides an easy way for the public to contact personnel and departments at the college by email.

Initiatives receiving outside funding must also meet expectations put forth by that funding source. For an initiative such as Student Support Service or Adult Basic Education, the Project Director communicates with the appropriate supervisor and College Vice President to review progress and obtain assistance regarding challenges being faced. The project director is responsible for communicating with the appropriate federal or state program office. The individuals who are part of the initiative conduct regular meetings and chart progress toward established goals. Period goal reviews and outcomes are part of the established process to ensure an initiative is on track. These steps allow analysis of the results and corrections to be made when needed.

## **2P4: Assessing and Reviewing Objectives**

Objectives are compiled by area so each unit head has individual objectives for their area. Their list of objectives and timelines are submitted to their area of supervision. Objectives are then reviewed and submitted to the appropriate Vice President for additional review and are prioritization in terms of the larger scope of the needs of the College. While still keeping departmental objectives, selected objectives that represent each unit are brought into the College's strategic plan. This plan ties together efforts from all departments and divisions to ensure each objective is being met and provides a means to identify performance gaps. At the very minimum each initiative undergoes reviews bi-annually. The president meets with the Board and on an annual basis reviews the progress of the objectives.

Once the objectives are established the processes necessary to deliver the expected results are brainstormed by the originator, individuals directly involved with objectives, individuals who will need to collaborate in order to ensure the success of the objective, and decision makers at various levels. Once a plan has been determined, then implementation strategies, timelines and manpower are discussed and implemented. Program reviews, surveys, evaluations, audits, and program accreditations provide the feedback and data used to evaluate college objectives. In addition program reviews are conducted that evaluate program effectiveness based on data provided by the Institutional Research Office, Program Advisory Committees, and other local and state provided data. The assessment process is then used as feedback in order to improve and review the initial plan. This allows the College to be in a state of constant improvement, assessment, implementation and planning at all times and gives a College the opportunity to constantly review objectives.

## **2P5: Determining Faculty and Staff Needs**

Faculty and staff needs relative to key non-instructional objectives are determined through the planning process which requires a cost benefit analysis, facilities and equipment needs. Ongoing faculty and staff needs are determined through various venues, including dialogue at Instructional and Division Council meetings, annual budget process, surveys, other administrative meetings, feedback from students/faculty/staff, and departmental meetings. As part of certain processes, the college collects data which it uses, in addition to other variables, to assist in making determination of faculty and staffing needs in regards to such issues as enrollment, applications, retention, and persistence. At the same time, the college allows constituents formal and informal means of providing feedback, such as formal surveys, service rating cards, suggestion boxes, and meetings.

In addition, Crowder takes advantage of information provided by programs associated with Perkins or the U.S Department of Education to evaluate the performance of different aspects of determined objectives. As specific performance targets and/or criteria are a requirement of these associations, both the data provided and the target expectations allow for valuable information not only when establishing the original objectives and development a plan, but also throughout the implementation. Having external targets and criteria set as requirements allow us to check the efficiency of our planning and implementation. These targets fully enable us to look at each aspect and gauge how well or poorly we are doing and allow us to analyze the differences to determine their cause, be it positive or negative. This data comparison, between external measures and internal results enables us to apply changes which we hope ultimately will result in improvement. Although the end result may not always yield improvement, the data comparison of target/criteria that must be met, to the actual allows us to continually do analysis, evaluate our plan, process and implementation to gauge its effectiveness and continue to improve.

Samples of these measures are illustrated in Table 2.2. These measures are reflective of the Adult Basic Education Program (AEL) and programs supported by Perkins funding. Targets for any one measure, for example Educational Gains, are periodically collected from our ERP and checked against our learners who are advancing one or more functional levels to ensure we are on track to meet our goal. If we do not appear to be on track we analyze why this may be and we put a plan of action in place and implement it. As periodic assessment of learners is essential as is tracking of their advancement, comparison to the target can easily take place and changes to the process can be measured and re-evaluated.

As programs that receive support from Perkins funds must meet specific criteria, show progress toward meeting the criteria or must submit a program improvement plan in order to continue to receive funding, these target measures help us analyze the effectiveness of our process. Some of these measures include academic attainment, skill attainment, completion, placement, retention, nontraditional participation, and nontraditional completion.

Bringing other partners into the fold of our continuous improvement in order to meet the needs of our constituents is also important. Although no external pre-set standard is in place such as those for Perkins or AEL for areas of service such as cafeteria and food services, it does not mean we don't have venues for constituents to provide us with feedback and communicate their needs. It is through this method that our food services area provides high-quality food service and catering to the college. Management maintains an open-door policy to respond to general staff and faculty concerns over any aspects of the operation. Due to the collaborative management of this area, faculty/staff/student communication regarding needs and impacts is excellent.

In addition, the Education Technology Center constantly surveys members of the college to determine technology needs and facilitates support for various technologies. The Staff Development Committee solicits and receives recommendations from faculty on professional development activities that support individuals in their role of meeting key non-instructional objectives. As most non-instructional key objectives are closely tied to the success of the student, the channels of discussion and surveying have functioned in providing the information required to make determinations on faculty and staff needs relative to the established objectives.



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**Table 2.2 U.S. Department of Education ABE Performance Measures**

<b>Educational gains</b>	Learners complete or advance one or more functional levels as measured at program entry and exit.
<b>Employment</b>	Learners who are not employed at time of program entry and obtain employment.
<b>Retain employment</b>	Learners who are employed at time of program entry improve or retain employment
<b>Secondary school diploma</b>	Learners obtain a General Education (GED) certificate or high school diploma.
<b>Post-secondary education</b>	Learners enroll in a postsecondary institution/program.

## **2P6: Readjusting Objectives for Faculty and Staff Needs**

In terms of each individual initiative, there is a process in place to incorporate information regarding the needs of faculty and staff. The following are examples of some of our objectives that are reflective of this process:

- Following the ERP implementation, it was necessary to perform an evaluation and review. It was the analysis of the results of this review that often lead to adjustments. It was during this phase that those implementing the project put into effect modifications and or expansions based on feedback of users and the data collected. With the necessary revisions implemented, especially when the project was expected to be continued on a more permanent basis, it was necessary to re-evaluate. Upon re-evaluation, it was again time to implement new ideas for enhancements/improvements, and so the process commenced again. This allowed us at every stage to readjust our objectives to better meet faculty and staff needs. This type of continuous improvement process is one we see modeling in our other objectives.
- Our food service collaboration is another great example of continuous readjustment in order to meet the needs of faculty staff and students. There is great collaboration of the oversight of this service model by both the Chief Financial Officer and the Food Service Manager. They are responsible for assessing any impact of operation process to other instructional programs and support services.

In general, faculty and staff from all areas of the college are involved in this process. We need to take into account that some objectives are specific to a particular area or department of the college and those departments are directly involved in the assessment and review of their objectives.

## **2R1: Measures of Accomplishing Other Distinctive Objectives**

The results gathered for other distinctive objectives indicate that Crowder College offers vital programs and services for its students and the surrounding communities. Data analysis and collection takes place in a multitude of areas, to name a few:

- Technical assistance – the number of times technical assistance was provided annually, the number trained and how new technologies were implemented, utilized and disseminated to reach people. Technology Usage is also tracked by tabulating the numbers of students serviced at each center and how students and other constituents are utilizing the portal system. As our ERP implementation caused radical changes to how we did business, using these points as a measure has been very helpful in making determination of where the system and processes need to improve and where additional training needs to take place.
- Enrollment and credit hours taken continue to be used as a measure for certain key non-instructional objectives. These enrollment trends can be further broken down to estimate percentages such as those of high school graduating classes that are being captured, impact of recruiting on different areas targeted, and success of recruiting for fields that are being grown; the data is can also be tied to departmental objectives.
- In addition, a number of major non-instructional objectives are tied to grant-funded initiatives that require defined outcome measures and standardized evaluation methodology. In order to collect

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and abide by the data analysis requirements, both internal and external data is needed. If we look at a program such as the High School Equivalency Program, we will see it is evaluated by such factors as number of graduates, number of students placed in post-secondary education, military, jobs and the efficiency and effectiveness of the program as reflected by cost per student obtaining a diploma. When we look at Student Support Services and their requirement, we track low income, first generation, or individuals with disabilities to ensure we are meeting the standards set by the program. Regular data collection and analysis takes place to ensure those students participating in the program meet the standards of having a grade point average of 2.0 or higher in addition to making certain at least 30% of the cohort either graduates through Crowder or Transfers to another college.

In order to gauge its progress the college collects and analyzes data to ensure changes to processes are not detrimentally impacting target areas where non instructional objectives are taking place. Although gathering data from external sources for comparison may be difficult, the college does use internal comparative analysis of its data to data driven decisions and make adjustments to processes. Although dependent on the specific area the college looks at, such things as graduation rates, occupancy rates, students participating in student government, retention, participation, revenue, and gifts are considered.

## 2R2: Performance results in accomplishing other distinctive objectives

The following will provide information on the results of a selection of examples from the many projects that are contained within the initiatives of Category 2. The results that come from the measures in this category are utilized in many ways, including shaping the college's strategic plan, developing budgets, program reviews, planning faculty and staff professional development, and identifying performance gaps. Enrollment and credit hours are used as a gauge for performance at the college with more distinct objectives being tied to Crowder's growth as compared to other colleges.

Table 2.3a Head Count							
Institution	2005	2006	2007	2008	2009	2010	2011
Crowder	2615	2930	3317	3531	4495	5219	5410

Table 2.3b Credit Hours							
Institution	2005	2006	2007	2008	2009	2010	2011
Crowder	25931	27931	31900	33906	42499	49646	51116

The performance results within grant-funded initiatives varied. Both not meeting the objectives and surpassing the objectives take place. In all cases the information obtained is examined and analyzed in order to make a determination on what caused it to meet or surpass the mark, or what caused it to not meet it. In tables 2.3 a-d we can see specific objectives as set forward by the Student Support Services group with historical information to help gauge progress over time. Information provided is up to date. This information is based on cohorts, some of which are allowed 150% of time in which to finish, making it appear as though the data is out of date.

Table 2.3a-d SSS Program Performance Results				
<p><b>a. Objective: Crowder College SSS will identify and select 175 participants by October 1<sup>st</sup> each year. At least 2/3 (67%) will be both low income and first generation and 1/3 (33%) will be low income, first generation, or individuals with disabilities. In addition, at least 1/3 (33%) of the individuals with disabilities will also be low income.</b></p>				
	# served	% (#) both FG/ LI	% (#) FG , LI, D or D/LI	% both D/LI (#D, #D/LI)

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PY 06 - 07	179	69% (124)	31% (55)	50% (2,2)
PY 07 - 08	180	69% (125)	31% (55)	50% (2,2)
PY 08 - 09	194	71%(138)	29% (56)	67% (1,2)
PY 09 - 10	177	75% (132)	25% (45)	100% (0,1)

<b>b. Objective: Of the students accepted as participants in the Crowder College SSS project, 60% will be enrolled in the institution or will have transferred or graduated.</b>			
	# served	# enrolled/transferred or graduated	%
PY 06 - 07	179	151	84%
PY 07 - 08	180	149	83%
PY 08 - 09	194	167	86%
PY 09 - 10	177	144	81%

<b>d. Objective: Of the students accepted as participants in the Crowder College SSS project, 65% will maintain a 2.0 gpa or higher.</b>			
	# served	# GPA > 2.0	%
PY 06 - 07	179	166	93%
PY 07 - 08	180	170	94%
PY 08 - 09	194	177	91%
PY 09 - 10	177	165	93%

<b>c. Objective: Of the students accepted as participants in the Crowder SSS project, 30% will graduate or transfer.</b>			
Cohort Year	# new participants	# graduated and/or transferred 4yr	%
PY 04-05	100	35	35%
PY 05-06	107	46	43%
PY 06-07	80	31	39%
PY 07-08	92	44	47%

Below additional performance results can be seen for the Educational Opportunity Center.

<b>Table 2.4a-d Educational Opportunity Center Program Performance Results</b>			
<b>a. Objective: EOC will identify and select 1,000 participants each year. 67% (670) will be both low-income and first generation</b>			
	# served	% (#) both FG/ LI	% (#) FG or LI
PY 06 - 07	1000	80% (798)	20% (202)
PY 07 - 08	1012	82% (825)	18% (187)
PY 08 - 09	1069	78% (833)	22% (236)

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**b. Objective: 45% of participants not already enrolled in a continuing education program who have not obtained a high school diploma or high school equivalency certificate will enroll in a continuing education program during each budget period.**

	# high school dropouts	% (#) dropouts who enrolled in a continuing education program
PY 06 - 07	42	54% (23)
PY 07 - 08	15	87% (13)
PY 08 - 09	17	65% (11)
PY 09 - 10	23	74% (17)

**d. Objective: 60% of participants not already enrolled in post-secondary school at time of first service in the budget period who were high school seniors or equivalent in alternative education programs, high school graduates, recipients of high school equivalency credentials, postsecondary dropouts, or potential postsecondary transfer will apply for post-secondary school admission during each budget period.**

	# college ready served	# applying for PSE admission	%
PY 06 -07	561	299	53%
PY 07 -08	588	422	72%
PY 08 - 09	759	503	66%
PY 09 - 10	810	541	67%

**c. Objective: 80% of participants not already enrolled in postsecondary school at time of first service in the budget period who were high school seniors or equivalent in alternative education programs, high school graduates, recipients of high school equivalency credentials, postsecondary dropouts, or potential postsecondary transfer will apply for financial aid during each budget period.**

	# of college ready served	# applying for financial aid	%
PY 06 - 07	561	372	66%
PY 07 - 08	588	516	88%
PY 08 - 09	759	713	94%
PY 09 - 10	810	799	99%

**e. Objective: 30% of participants not already enrolled in postsecondary school at time of first service in the budget period who were high school seniors or equivalent in alternative education programs, high school graduates, recipients of high school equivalency credentials, postsecondary dropouts, or potential postsecondary transfer will enroll in a program of postsecondary education during each budget period (or during the next fall term.)**

	# college ready served	# enrolling in PSE program	%
PY 06 -07	561	268	48%
PY 07 - 08	588	397	68%
PY 08 - 09	759	514	68%
PY 09 - 10	810	578	71%

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Table 2.3a-d SSS Program Performance Results
<p><b>a. Objective: Crowder College SSS will identify and select 175 participants by Oct. 1 each year. At least 2/3 (67%) will be both low income and first generation and 1/3 (33%) will be low income, first generation, or individuals with disabilities. In addition, at least 1/3 (33%) of the individuals with disabilities will also be low income.</b></p>

## 2R3: Comparisons with Peer Institutions/Organizations

There are unique initiatives in this category that don't easily lend themselves to comparisons with external entities, but whenever able comparison data is utilized and incorporated in the strategic process as well as evaluation processes of program effectiveness. A selection of comparisons of some of the projects in Category 2 will be provided below. Crowder College receives information from the state annually about the headcount at public institutions in Missouri. This information allows Crowder to compare itself with other community colleges and make determinations on whether processes and recruitment targets are correct.

Table 2.5 Total Headcount Enrollment at Public Community Colleges			
Enrollment Fall 1981, Fall 2006, and Fall 2010			
Institutions	Fall 1981	Fall 2006	Fall 2010
Crowder	1,155	2,609	4495
East Central	2,040	3,486	4203
Jefferson	2,538	4,355	5788
Linn State	---	878	1142
Metro CC – Blue River	---	2,652	3124
Metro CC – Business and Technology	---	599	700
Metro CC – Longview	4,749	5,538	6165
Metro CC – Maple Woods	2,596	4,438	4862
Metro CC – Penn Valley	2,534	4,808	4636
Metro CC – Pioneer	383	---	---
Mineral Area	1,469	2,930	3671
Moberly	983	3,916	4945
MSU – West Plains	528	1,675	2150
North Central	536	1,342	1638
Ozarks Technical	---	9,377	12880
St. Charles	---	6,870	7814
St. Louis CC – Flo Valley	11,740	6,441	7213
St. Louis CC – Forest Park	7,650	7,276	8207
St. Louis CC – Meramec	11,572	11,611	11,188
St. Louis CC – Wildwood	---	---	1,401
State Fair	1,588	2,919	4,263
Three Rivers	1,524	2,935	3,527
Subtotal	56,405	86,652	104,012
Public Institution Total	171,216	217,625	245,170

We use comparison data to gauge how well or poorly our High School Equivalency Program is doing. There are a total of 46 High School Equivalency Programs nationwide. The criteria used for comparison with other programs were 1. Number of graduates; 2. number of students placed in post-secondary education, military or jobs; 3. efficiency and effectiveness of the program gauged by the ability to meet 1 and 2 while remaining under budget.

When doing this comparison it was established that by comparison our program was one of the top 10 performing programs in the nation. We were ranked as number 7 in the nation with 88% of our

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participants receiving their GED. The national average was 74%, with 66% of programs meeting the goal and 34% not meeting the goal.

In terms of the second criteria, postsecondary placement, we had 86% placement this year, with the highest placement being 100%. The national average was 75%. Only half of the programs met this goal. In terms of our cost target, criteria 3, we ranked at number 5 nationwide.

Although in the past we had failed to meet target 2, we made significant changes that resulted in our number 4 ranking in this category. It is through the data comparison where we established there was an area that could use further improvement and as such the process was looked at, changes were made and implemented, feedback data obtained and improvement ultimately achieved.

When looking at Student Support Services as an example of one of many comparisons with other organizations, we can gauge how well the program is doing overall, as seen in Table 2.6.

Table 2.6 Student Support Services Comparisons				
Comparison of Student Support Service Data with data from MKN Research based on self reporting. Approximately 40% of Student Support Services programs participated nationwide. The estimated total number of program participants from Student Support Services is 10,824.				
	Two-year institutions	Four-year institutions	All	Crowder
Persistence	57.59%	87.63%	37.60%	86%
Good academic standing	89.85%	91.24%	90.32%	91%
Graduation	34.19%	23.20%	30.52%	39%

A similar measure as the above is used to gauge progress for the Educational Opportunity Center, as seen in Table 2.7.

Table 2.7 Educational Opportunity Center Comparisons		
Comparison of Educational Opportunity Center Data with data from MKN Research based on self reporting. Approximately 37.5% of Educational Opportunity Center programs participated nationwide. Estimated total number of program participants from Education Opportunity Center is 12,461.		
	All respondents	Crowder
Enrollment in continuing education	70.46%	65%
Application for student financial aid	86.90%	94%
Application for post-secondary admission	71.83%	68%
Postsecondary education enrollment	61.38%	66%

### 2R4: Performance Results for Accomplishing Other Distinctive Objectives Strengthening the Organization and Enhancing Community Relationships

Distinctive initiatives from Crowder College have a broad reach in the community and region. From small events to large events the needs of the community are always taken into account. Clothing drives conducted by students and employees are conducted throughout the year. Student Government

partners with campus organizations to promote a giving tree where all proceeds go to take care of families during the holidays so there are meals and gifts. PTK and other student volunteers partner with the Newton County Health Collaborative to fill sacks with food so elementary and middle school children in need have food over the weekend. Red Cross blood drives are coordinated for students and employees to give of themselves so others will benefit. Career fairs are conducted in which employers are invited, and it is made open to all members of the community who are seeking a job. In addition, the college actively participates as a member of the community with its FEMA higher education project.

In order to continue to enhance our relationships with the community, we ensure careful tracking of whether we have met or surpassed the objectives met for these community related activities for the previous year. Just as we track enrollment, we do the same for these activities, be it in pints of blood, numbers of families fed, growth in number of employers, or growth in attendees placed in jobs. The data collected strengthens the college's understanding of our abilities to provide services that reach the populations targeted with the results desired. It provides an opportunity of formal and informal dialogue with business and industry partners, educational partners, legislators, students, and community members at large. It is essential to remember that Crowder College receives funds from local taxes from two of the nine counties it serves in addition to state funds and student tuition. Having these types of non-instructional programs has allowed Crowder to provide services to the local community in these counties who don't have a need for traditional postsecondary instruction. Others in the community are involved through various avenues in the college, such as through attendance to athletic and other performance events, and through the donations for scholarships and capital funds for the benefit of students. Our ability to provide multiple venues for the different aspects of our community has allowed our relationships to strengthen and grow benefiting both the community and the college.

## **2I1: Improvement of Current Processes and Systems**

Crowder College continues to introduce and implement the concepts of continuous improvement to its faculty and staff. Each program becomes systematically better because of processes in place that allow stakeholders to provide input, institutional input and encouragement given to find new and innovative ways to serve the public that is being targeted by the program. This occurs in conjunctions with data analysis and feedback to ensure changes made are having a positive impact. Program reviews are currently utilized to identify performance gaps and areas of opportunity. These reviews are generated at the program level and are reviewed by administration and the College Council to determine priority changes, necessary improvements in programs and services the college provides. Program Advisory Committees play a large role in the process and systems used to determine the college's ability to accomplish its distinctive objectives.

One of the recent larger projects was the implementation of a fully integrated Enterprise Resource Planning System (ERP) that has allowed better collection, processing, analyzing, and dissemination of data. The ERP system has enabled the college to collect data across different areas, providing a more complete picture when conducting data analysis. This improvement to our approach has allowed the College to become more aware of where it needs to focus its efforts. One of the primary reasons for the implementation was the portal which allows students to enroll online. The portal is also an extraordinary communication tool. It is a one- stop spot for students to access their information as well as a location for posting for all students.

## **2I2: Culture for Process Improvement and Target Setting**

2P2 provides the basis for the college to determine new initiatives. The criteria described in 2P2 are what allow the institution to make standardized decisions for instructional and community focused initiatives. It is through these criteria and through the supervisory process, which constantly involves analysis and feedback, that needed targets for improvement can be both determined and evaluated.

When considering changing processes or procedure the one question that is always asked "Does this benefit the students?" We realize our students are our customers, and as they change, so should our processes and procedures to support them. One of our current action projects is the automation of degree audits so the students have a better understanding of where they stand within their program of study. The student has access through the ERP portal.

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## CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

### 3P1: Identifying and Analyzing Changing Needs of Student Groups

Crowder College utilizes various methods to identify changing student needs. The college conducts random surveys of students to determine their needs. Students also complete evaluations of teaching and the learning environment. Area high schools provide the college with demographic information and profiles of their graduates. In addition the college sponsors a Student Government Association (SGA), who servers to represent the student body.

Other feedback channels that aid in the identification and analysis of changing needs include:

- Student clubs and organizations
- Student complaints received at faculty, division, and department level
- Feedback from student orientation course
- Feedback from advisory committees
- Feedback from standing college committees

Information received from these sources is reviewed by a number of Crowder College staff representing a cross-section of the college such as instruction, enrollment management, marketing, and support services. Important trends, findings, and other interpretations are advanced to the college Council and reviewed for implication on current and proposed initiatives. Specific recommendations may be made by any member of the College Council and approved or disapproved through consensus. Any recommendations for actions which affect policy are referred to the Board for approval. As always, whenever the information collected warrants a change to current practices individuals who are responsible for the process or services and those who deliver the service first hand are involved in the in the research and planning. Whereas this is more of a global perspective for changes involving multiple areas and changes to policy, when changes needed involve a single area, that area's supervisor works with their team to make revisions as deemed necessary to meet the needs of students. This process is fairly systematic starting with data collection, analysis and a determination of whether an action is required. If no action is required it continues to be reviewed as part of the regular review process, which may be annually, depending on the process. If action is required, pertinent information is communicated to the appropriate departments for them to analyze the results. A committee is assembled including pertinent stakeholders, and possible solutions are determined. Once implementation occurs, the process begins again through data collection.

It is essential to keep in mind that in an effort to forecast the needs of future students, close contact is maintained with feeder high schools focusing on the number and academic qualifications of future graduates. Strong relationships are maintained with business, industry, and state workforce boards to track high-demand, high-wage occupations.

### 3P2: Building and Maintaining Relationships with Students

Following its servant leadership philosophy, Crowder College fosters open relationships with students and other stakeholders. The college provides services that enhance positive student and stakeholder interactions. Three process categories spanning several departments at the college are used to foster our mission; these include: recruitment/marketing, student services, and faculty involvement. The activities we utilize to accomplish each are listed in Table 3.1.



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Table 3.1 Building/Maintaining Student Relationships			
Actions	Recruitment/Marketing	Student Services	Faculty Involvement
Campus tours	X	X	X
Information booths at fairs and public events	X		
Dual credit options	X	X	X
High school visits	X	X	
Targeted mailings	X	X	
Departmental open houses	X	X	X
Program specific brochures	X		X
Relationships with high school counselors, teachers and administrators	X	X	X
Academic advising		X	X
Placement testing		X	
College website	X	X	X
Student portal	X	X	
Web-supported classes			X
Career advising; assistance with job placement		X	X
Residence life activities		X	
Student government sponsored activities	X	X	
Student surveys		X	X
Student organizations		X	X
Student newspaper			X
Recognition of academic, athletic and activity excellence	X	X	X
Due process policies		X	X
Relationships with four-year institutions		X	X
Honors program			X
Tutoring services		X	X
Computer lab availability		X	X
Adult Basic Education services	X	X	X

### 3P3: Analyze Changing Needs of Stakeholder Groups

The college exists because it is responsive to the needs of its constituents. The Institution utilizes extensive processes for each stakeholder group that recurrently evaluates changing needs and the Board of Trustees and Administration believe that each of its stakeholders has a need and right to know what and how their primary areas of focus receive attention. In addition, it designates responsible groups to research and determine appropriate courses of action. Table 3.3 lists how the college obtains and

## Crowder College System Portfolio 2012

evaluates information from stakeholders and shows the group or individual who would initially be assigned to review the information. It is through this gathering information and assignment of responsible parties to analyze and suggest courses of action that the college ensures a continuous process for identifying and addressing changing needs of stakeholders. If in the course of the process it is found that action is needed, a committee or workgroup can be assembled to compile the needed data and propose changes for consideration.

Table 3.2 Analysis and Designation of Needs		
External Stakeholders	Analysis of Needs	Responsible Individual/Group for Putting Forward Action
Parents	Follow-up on parental issues and concerns	Student Services personnel  Vice President of Student Affairs/Vice President of Academic Affairs
Alumni	Feedback from Foundation and alumni	-Director of Development and Grants
Employers	Survey administered to employers of graduates	-Vice President of Academic Affairs and Associate Vice President of Technical Education in collaboration with faculty and the coordinator of Career Services
	Advisory committee feedback concerning curricula  Feedback about the quality/effectiveness of business and industry training	Customized Training Alliance
Members of the Community	Feedback from the Board of Trustees	President and administrators
	Feedback gathered at public meetings	President and Board of Trustees
	Feedback provided directly to Administration	Appropriate staff as identified by Administration
Government/ Legislators	Attendance at state level meetings	President and vice presidents
	Involvement in Presidents/Chancellors Council	President
	Presentations to legislators	

As previously stated, Crowder uses both direct and indirect measures for identifying stakeholder needs such as census data, survey results, institutional research data, sending and receiving schools data, area business and industry surveys, and advisory boards to assist in information gathering and assessment of needs.

### **3P4: Building and Maintaining Relationships with Other Key Stakeholders**

Crowder's key stakeholders are vital to the success of the college. As seen in 3P2 Crowder actively forges and nurtures strong relationships with students. It is with this same diligence of communication and outreach that the college develops and maintains successful relationships with key stakeholders in the community, legislators, alumni, parents, and employers. Table 3.3a reflects some of the tools used by the college to ensure outreach to some of the key stakeholders. These tools are used both formally and informally to build and maintain relationships.

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**Table 3.3 Relationship Building Tools**

Community/Tax Payers	Employers	Boards and Advisory Committees	Parents
<ul style="list-style-type: none"> <li>- College website</li> <li>- Board of Trustee meetings</li> <li>- Economic development groups</li> <li>- Service/civic membership</li> <li>- Public Information Office</li> <li>- Performing arts and athletic events</li> </ul>	<ul style="list-style-type: none"> <li>- College website</li> <li>- Advisory committees</li> <li>- Employer surveys</li> <li>- Guest speakers</li> <li>- Internship sites</li> <li>- Field trips</li> </ul>	<ul style="list-style-type: none"> <li>- Advisory committee meetings</li> <li>- College web site</li> <li>- Board of Trustee meetings</li> <li>- Program reviews</li> <li>- Board retreats</li> </ul>	<ul style="list-style-type: none"> <li>- Campus visits</li> <li>- College website</li> <li>- My Crowder</li> <li>- Scholarship award reception</li> <li>- Honors banquet</li> <li>- Newsletters, newspaper articles, radio and television</li> <li>- Parent/student conferences</li> </ul>

The President and the Board President communicate weekly on project updates and initiatives designed to maintain mutual confidence and trust. Other Crowder College administrators are active in the activities and committees both at the local and state level. Vice Presidents meet regularly with their counterparts at other Missouri colleges to develop similar practices, consider new articulations, review processes for remaining compliant with changes in laws, and collaborate with each other whenever possible. In addition, the College President meets with his counterparts regularly.

In order for new relationships to flourish and old relationships to continue thrive the flow of current information to individuals is essential. The Director of Public Information issues press releases, radio and television announcements, newsletters, and web site information advertising all events open to the public. Social networks and Tweeting are becoming standard means of communication for maintenance of our community relationships.

The Development Office and member of the Crowder College Foundation work in and out of the community to raise funds for student scholarships, emergency funds, projects, and other needs.

The Admissions Office works closely with high school counselors, not only by performing campus visits but also by growing a program of bringing the college to the high school. Not only are dual credit courses offered but also partnerships have been created with high school counselors where computers have been purchased and setup for them to be able to provide assessment tests for high school students. Furthermore all area counselors are invited to a share a meal, and information regarding Crowder programs, changes and new information are provided.

In addition to the active role administrators play in cementing relationships with the community and key stakeholders, so do the instructional programs. Advisory committees serve as a tie between business and industry and the college. Advisory Committees not only provide a great deal of input to the college but also have the responsibility of fostering awareness of the programs of study the college offers. It is partially through their input that changes and emerging trends in business, technology, skillsets, are incorporated into programs of study. Members serve on these committees without administrative authority and without monetary compensation and are selected for their knowledge in a wide variety of areas such as business, technology, government, education, labor, and community. The focus of this interaction is to ensure not only the links with our community are strong, but also the program content, equipment, technology, and skills we offer students are up to market standards for future employers. To further assist area employers, the college has implemented HireCrowderFirst. This system includes a dedicated portal which allows employers to post information about job openings and also access the information about qualified students and graduates seeking employment. This system allows the employer to reduce costs, pre-screen and contact individuals whose qualifications may meet their needs.

### **3P5: Determining New Student and Stakeholder Offerings and Services**

Crowder College continually assesses its stakeholders for new program, courses, and services that may be needed and actively seeks to respond to these needs through new services or changes to

existing services. When a potential need arises that is currently not being met either through a partnership or through the college, staff at the college conduct environmental scanning while evaluating it against the criteria discussed in 2P2. The principles behind this are as follows: to determine whether the proposed change or new service will fit college's mission and whether it will be affordable and sustainable.

A perfect example would be the need of the community to revitalize our downtown area. This comes in conjunction with a demand to expand the healthcare workforce and maintain the hospital in Neosho. When conducting an environmental scan these needs above were assessed and solution was put forward that abides by the criteria in 2P2. Missouri State University was brought into a discussion that would involve bringing the Physician Assistant program to Crowder/Neosho. The hospital at Neosho would be looked at as a potential teaching facility going forward after the partnership is finalized. As these students would need a place to live and based on the proximity of the hospital to the town square, which contains numerous living lofts, a natural connection can be seen. The partnership has the potential of benefiting the entire area while at the same time helping meet the need for a well-educated healthcare workforce.

### **3P6: Responding to and Communicating Student and Stakeholder Complaints**

The complaint management process varies depending upon the severity and type of complaint. The Instructional Grievance Process is outlined in the student handbook and begins with a student visiting with the instructor. If a resolution cannot be made, the student has the opportunity to follow-up with the Division Chair, and if necessary, the appropriate Academic Vice President. If there has been no resolution, the complaint is taken to the President, and if all other means are exhausted, the student may take the issue to the Board. There has only been one student grievance that reached the Board level in the college's 49 years.

Employee complaints can be addressed through department procedures, or if more serious may be submitted using a written grievance procedure. The procedure outlines time frames for response, calls for review by the immediate supervisor (or the next level of supervision if the complaint is against the supervisor), and provides for a chain of appeal that can lead to Board review. Over the history of the college, there have been few formal grievances filed, and all but one was resolved by the immediate supervisor without use of further appeals. The one appeal that went to the Board concerned non-renewal of contract and the Board affirmed the administration's decision.

In general, all Crowder College employees are cultured 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 capability to do so, the employee reports the problem to the responsible unit or department head. Division Chairs and Vice Presidents may respond to student concerns if the faculty member closest to the concern is not able to resolve the issue.

The college also utilizes a suggestion box as a key access point for registering complaints and identifying problem areas within the organization. When Human Resources receive a comment card in the suggestion box that contains a complaint, the card is directed to the Vice President or Director of the unit. The complaint is investigated and a response formulated. All comments and suggestions are reviewed monthly by the College Council for discussion and action. All complaints and suggestions receive a response by telephone, e-mail, or letters to the originator of the complaint.

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## 3R1: Determining Student and Stakeholder Satisfaction

Table 3.4 Determination Methods							
	Evaluations	Suggestion Box	Focus Groups	Advisory Groups	Assessments	Surveys	Customer Service
Credit students	X	X	X		X	X	X
Non-credit students	X	X			X	X	X
Community Education students	X						X
Pre-college students	X				X		X
Alumni						X	
Business and industry	X		X	X		X	
Sending schools			X	X		X	
Receiving schools	X		X	X		X	
Community at large							
Employees	X	X		X		X	X

Student and stakeholder satisfaction is determined through a variety of approaches. For example, at the end of each semester, graduates are required to participate in what is called a “Capstone Experience.” As part of this day, they complete the CAAP academic assessment and are also surveyed in focus groups about their experiences at Crowder College. 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. In addition the college surveys the student satisfaction. In the past the college has administered the CCSSE Survey (Community College Survey of Student Engagement) which provides clear data regarding students’ perceptions of their learning environment. At the beginning of 2012 the Noel-Levitz Student Satisfaction Survey was administered. Noel-Levitz offers a random sampling of student perspectives concerning non-instructional support services. Although not cumulative like the CCSSEE, it proves highly informative and helps gauge student perceptions. As a more informal way to gauge service satisfaction, the office of Student Services has “Rate Our Service” forms on each employee’s desk. During peak times students are asked to sign in when meeting with advisors, and random students are contacted by the Vice President of Student Affairs every day to ensure students were welcomed, provided with the information they needed and asked if anything else could have been done during their visit. Feedback is provided to staff based on these conversations.

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

There are also some third-party inputs that help the college determine stakeholder satisfaction. The Missouri Division of Workforce Development conducts an annual satisfaction survey of all industries who receive state funds for customized training. These satisfaction surveys are provided to The Alliance as an additional tool to assess business and industry’s satisfaction with services they provide.

In addition, the college’s career center sends out employer satisfaction surveys for employers who have hired our graduates. With a score of a 5 being the perfect overall ranking, our graduates score an average of 4.08, which leads us to believe employers are satisfied with how well prepared for the workforce our graduates are.

Student and stakeholder satisfaction and dissatisfaction information gleaned from these sources are used to identify opportunity for improvement. Continuous improvement is sought based on the indicators of institutional effectiveness and communication from and to stakeholders.

## 3R2: Student Satisfaction Results

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Our perception of student satisfaction data proves to be a useful tool in supplementing our outcome data. The Noel-Levitz Student Satisfaction Survey addresses the perceptions of students and compares the results to those of other national community college. As seen in Table 3.5 Crowder College is reporting higher levels of satisfaction as compared to other community colleges nation-wide. We do understand this is one snapshot in time. Our goal is to continue with the SSI for future years so we can have a clear picture of whether we are improving or deteriorating, so appropriate measures can be put in place.

<b>Table 3.5 Student Satisfaction Survey Results</b>		
<b>(Noel-Levitz SSI 2012)</b>		
<b>2012 Summary</b>		
	<b>Crowder College</b>	<b>National Community Colleges</b>
So far, how has your college experience met your expectations?	5.2	4.81
1=Much worse than expected	1%	1%
2=Quite a bit worse than I expected	0%	1%
3=Worse than I expected	4%	6%
4=About what I expected	25%	37%
5=Better than I expected	30%	25%
6=Quite a bit better than I expected	14%	12%
7=Much better than expected	23%	15%
Rate your overall satisfaction with your experience here thus far.	5.91	5.46
1=Not satisfied at all	1%	1%
2=Not very satisfied	1%	2%
3=Somewhat dissatisfied	2%	5%
4=Neutral	6%	11%
5=Somewhat satisfied	10%	17%
6=Satisfied	44%	40%
7=Very satisfied	33%	20%
All in all, if you had to do it over, would you enroll here again?	6.24	5.72
1=Definitely not	1%	2%
2=Probably not	2%	4%
3=Maybe not	1%	3%
4=I don't know	4%	8%
5=Maybe yes	6%	10%
6=Probably yes	25%	31%
7=Definitely yes	58%	39%

Historically we have used the CCSSE to gauge our performance in terms of student satisfaction and how we compare against other comparable sized institutions. Crowder has scored equal or higher to other small colleges in areas such as active and collaborative learning, student effort, academic

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challenge, student-faculty interaction and support for learners. Overall we believe the above baseline set through Noel-Levitz's SSI will give us a better gauge for student satisfaction in future years.

### 3R3: Building Student Relationship Results

Tables 3.5, 3.51a and 3.5b show current and previous results. Overall we believe our results are very positive. This has been shown not only in the 2012 Noel-Levitz SSI but also in the 2008 CCSSE. As noted on Table 3.5a Crowder College students were more satisfied than the national sample of two-year colleges used by Noel-Levitz.

3.5a Student Satisfaction Inventory Institutional Summary							
Noel-Levitz SSI 2012 Institutional Summary							
Scale	Crowder College			National Community Colleges			Mean Difference
	Import	Satis/SD	Gap	Import	Satis/SD	Gap	
Student centeredness	6.42	6.02 / 1.04	0.40	6.01	5.39 / 1.15	0.62	0.63***
Institutional effectiveness	6.52	5.93 / 1.01	0.59	6.21	5.42 / 1.08	0.79	0.51***
Responsiveness to diverse populations		6.13 / 1.12			5.51 / 1.25		0.62***
Campus support services	6.07	5.53 / 1.32	0.54	5.50	4.98 / 1.18	0.52	0.55***
Safety and security	6.35	5.65 / 1.18	0.70	6.05	5.03 / 1.20	1.02	0.62***
Academic advising/counseling	6.51	5.84 / 1.33	0.67	6.17	5.20 / 1.33	0.97	0.64***
Admissions and financial aid	6.51	5.93 / 1.11	0.58	6.08	5.16 / 1.23	0.92	0.77***
Academic services	6.43	5.99 / 0.99	0.44	6.08	5.49 / 1.06	0.59	0.50***
Registration effectiveness	6.53	6.01 / 0.92	0.52	6.19	5.44 / 1.05	0.75	0.57***
Service excellence	6.40	5.92 / 1.00	0.48	5.99	5.29 / 1.09	0.70	0.63***
Concern for the individual	6.46	5.89 / 1.14	0.57	6.11	5.23 / 1.22	0.88	0.66***
Campus climate	6.41	5.96 / 0.99	0.45	6.01	5.32 / 1.08	0.69	0.64***

When looking at the wide range of activities, services and other performance indicators associated with the CCSSEE, we found in 2008 that students at Crowder College had a higher level of satisfaction when compared to other institutions in similar size. We are aware of the differences between the CCSSE and the SSI but are happy the data continues to reflect Crowder College's students are satisfied even with our high rates of growth. There was concern the devastation caused by the tornado in nearby Joplin in May 2011, in addition to the economic pressures most of our students are experiencing would change their perception of the college, but this does not appear to be the case as reflected in Table 3.5a.

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Table 3.5b Student Satisfaction Survey Results			
(CCSSE 2008) 2008 Summary			
	Crowder	Small Colleges	2008 CCSSE Cohort
<b>Active and collaborative learning</b>	52.8	51.4	50
<b>Student effort</b>	53.4	51.2	50
<b>Academic challenge</b>	50.5	50.5	50
<b>Student-faculty interaction</b>	52.9	51.8	50
<b>Support for learners</b>	58.7	51.8	50

In addition to the above data, Crowder College builds relationships with its students through student involvement in activities and athletics. Currently there are 23 active student clubs with approximately 520 members, with at least one campus club event per week with hundreds of students participating; this continues to build our student relationships.

Crowder College has made a concerted effort to match students with resources they may need. A Retention Specialist contacts every incoming freshman to introduce herself prior to the term starting and lets students know she can be contacted if they have any questions or if they need any assistance. She also provides them with an idea of what type of issues they may face and how to go about resolving them and/or who to contact. As many of our incoming freshmen are first-generation students, we try to assist in making the transition to college. In addition the Academic Resource Center works closely with the Retention Specialist to assist with student needs. During the 2011 academic year, 612 Early Academic Alert interventions took place. These consist of reaching out to students and meeting about grades, goals, and other challenges. In addition over 340 students were welcomed into the Center for tutoring, and 1150 were serviced for 3500 hours of computer lab time. Furthermore the library has created a student friendly and welcoming environment as reflected by their 70,994 visits in 2011. The library provided 127 instruction classes with 1940 student contacts were taught, covering a wide range of disciplines from college success to children's literature.

### 3R4: Building Stakeholder Satisfaction Results

Crowder College measures stakeholder relationship results by employers hiring more graduates, foundation endowments, parent's sending other children to Crowder College, new and renewed customized training contracts.

Table 3.6 Stakeholder Relationship Measured Results			
Stakeholder	Measure	2005-06	2010-11
Crowder Foundation	Number of scholarships funded	145	472
	Dollar amount of college projects funded	\$157,404	\$830,090
Business and industry	Percent of repeat customized projects	68%	100%
Employees	Turnover rate	9.9%	8.1%
	Number grievances filed – informal	2	0
	Number grievances filed – formal	1	0
Sending high school	Number of student contacts	1250	

To help drive the efforts of stakeholder satisfaction, Crowder College utilizes faculty evaluations as an additional measurement tool. Although faculty evaluations are strong measures of student satisfaction, this same approach has been taken with measuring satisfaction levels of the college's business and industry stakeholders. The Alliance utilizes a course satisfaction survey that measures the



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learner's satisfaction with the quality of instruction, facilities, and the application of the course to the learner's workplace. In addition, the Missouri Division of Workforce Development conducts an annual satisfaction survey of all industries who receive state funds for customized training. These results are shared with all of the customized training providers in the state.

### 3R5: Stakeholder Results for Building Relationships

The results for building stakeholder relationships are believed to be in continued and growing support for the institution, endowments, continued support, and expanded opportunities for business/industry partnerships. Student enrollment growth is one of the key performance results. Over the last 5 years Crowder has continued to see increases when other institutions have struggled to maintain enrollment. For the 5 years fall 2008 until fall 2012, headcount enrollment increased 58.3% and credit hours generated increased 53.3%.

Table 3.7 Building Stakeholder Relationships Results	
Stakeholder	Result
Business/industry	Increased customized training opportunities
	Increased opportunities for internships/workshops and exchanges
Foundation	Increased financial support for faculty/staff and college projects
	Increased number/size of student scholarships
Advisory committees	Increased network opportunities for faculty and students
	Programs and courses kept current with business/industry needs
Sending high schools	Increased opportunity for enrollment growth
	Improved communication of K12-college standards and expectations
Receiving institutions	Increased opportunities for articulation and applied research opportunities
Donors	Increased revenues and/or logistical support to foundation and college
Employees	Reduced turnover rates
	Established well-oriented, loyal workforce

The college also utilizes internal historical trends, patterns, and data from Institutional Research, the Crowder College Foundation, and Program Advisory Committee minutes to validate any results from stakeholder relationships.

### 3R6: Comparative Data for Student and Stakeholder Satisfaction

Comparative data continues to be a challenge for Crowder College. Limited data has come through benchmarking projects; however this data comes with limitations. Neither the Missouri Department of Higher Education nor the Missouri Community College Association has adopted a uniform set of evaluation criteria for the colleges and universities.

One area where comparative data is clearly available is salary information. Table 3.8 shows how the Crowder faculty salary schedule compares to similar two-year degree granting institutions in the state. Other salary comparisons are in the Valuing People Section.

Table 3.8 Average Faculty Salaries 2010 – Community Colleges of Missouri			
	Institution Average		Institution Average
Crowder	45,170	Mineral Area	48,743
East Central	49,242	Moberly	42,415
Linn State	40,982	MSU – West Plains	41,241
North Central	41,861	State Fair	45,512
Ozarks Technical	47,279	St. Charles	57,812
Three Rivers	46,225	Jefferson	56,274

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Crowder College also has comparative data for all community colleges in the state for all full-time, first-time freshmen FTE which is provided in Table 3.9.

Table 3.9 Enrollment Trends First-Time/Full-Time FTE						
Institution	2005	2006	2007	2008	2009	2010
Crowder	570	588	708	725		565
East Central	518	583	491	500	673	673
Jefferson	923	880	1038	1022	1226	1275
Linn State	416	440	429	493	531	485
Mineral Area	570	596	619	506	774	719
Moberly	344	311	323	286	395	310
West Plains	333	289	355	429	594	522
North Central	219	241	254	286	284	269
Ozarks Tech	1,575	1,536	1797	1746	2513	2085
St. Charles	1,108	1,200	1,209	1381	1500	1359
State Fair	517	582	584	499	680	647
Three Rivers	433	439	476	309	615	509

### 311: Improvement of Processes and Systems

The process of continuous improvement is based in Crowder College's Institutional Planning System (IPS). The IPS utilizes a three-prong approach to planning, Operational Planning, Budget Planning and yearly board goals. The IPS is supported by a system of committees that facilitate quality controls of program and project proposals. The College Council, Instructional Council, Curriculum Committee, Vice Presidents, Division and Department Chairs all make up the checks and balances of process changes.

While the process changes are facilitated within the organizations structure, many process changes and improvements come from various stakeholder groups. Students, Business and Industry, and Advisory Committees are examples where many continuous improvement initiatives come from. Recent examples include the development of a paramedic program to meet a growing community need that came from the Emergency Medical Technician Advisory Committee. Most recently it was community members at large that indicated the need for classes to be offered in the most southern region of the college service area. Both of these initiatives moved through the Institutional Planning System before they were fully adopted and implemented.

The College relies heavily on surveys of stakeholders to help identify when and where process and systems can be improved. These surveys formally measure stakeholder satisfaction and relationships with stakeholders. Studying the data provides information for the college to make decisions about future programming and improvements.

### 312: Targets, Improvement Priorities, and Communications

Priorities for improvement are established by enrollment trends, surveys, best practice methods, and the institutional planning process. These priorities are developed and presented to the various administrative councils and are ultimately incorporated. Target identified through this process are continually reviewed for both validity and reliability of measurement.

To ensure effective communication, all available avenues of communication are utilized to maximize communication outcomes. Newspapers, eNews, Board meeting reports, College Council minutes, Instructional Council minutes and other committee reports are publicized.

Other communications methods are deployed according to the stakeholder groups need and desire for information as displayed in Table 3.10.

## Crowder College System Portfolio 2012

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Table 3.10 Results and Improvement Communications					
Group	Email	Newsletter	Direct Mail	Telephone	Advisory Meeting
Students	X	X	X	X	
Faculty	X	X			X
Staff	X	X			X
Administrators	X	X			X
Appropriate stakeholders	X	X	X	X	X

## CATEGORY 4: VALUING PEOPLE

### 4P1: Identification of Credentials, Skills, and Values Required for Quality Personnel

As noted in our Systems Appraisal Feedback Report in 2009, "Crowder has a well-documented and functional hiring process that ensures individuals hired have the necessary skills and credentials for their positions." (4P1a). However, the Appraisal also noted an opportunity of identifying more specifically who is responsible for the process of defining job descriptions and responsibilities (4P1b). That has been addressed below. Written guidelines are in place to ensure consistency in processes and compliance with Equal Opportunity laws. These guidelines can be accessed on the college's shared computer drive or in hard copy from the HR Office.

Figure 4.1 illustrates the college's hiring process.

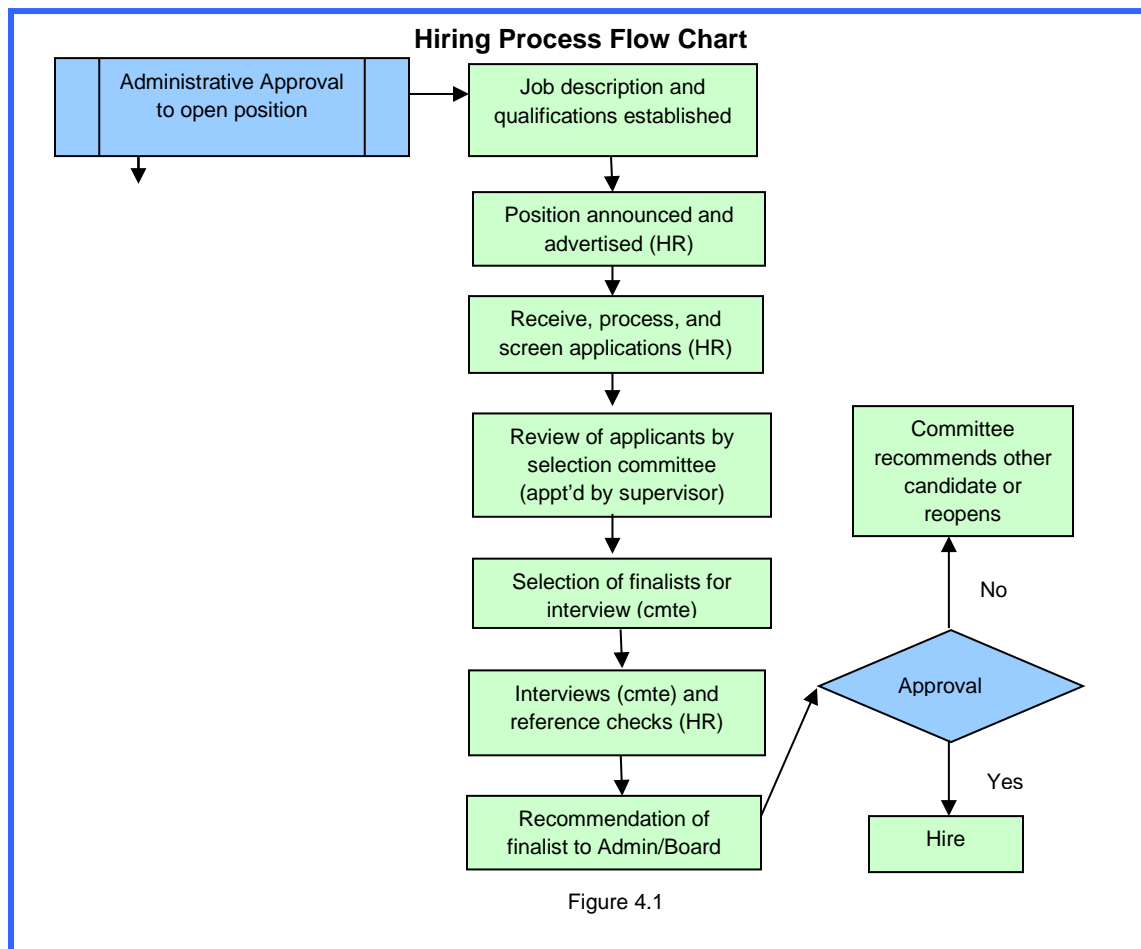


Figure 4.1

The specific credentials, skills, and values required for all positions are identified through an integrated process which includes examination of job analyses/descriptions; requirements imposed by accreditation standards or outside agencies; and goals and values of the college. The HR Director drafts an outline of the job description/qualifications based on any previous description and a review of the basic functions of the job; minimum qualifications or credentials needed; knowledge, skills, and abilities needed for the position; and the work environment. The supervisor and/or administrator over the position review the description and modify or add items as needed. Descriptions for grant-funded positions are also reviewed by grant personnel to assure all requirements of the grant are met.

# Crowder College System Portfolio 2012

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## **4P2: Hiring of Credentials, Skills, and Value Personnel**

Hiring decisions are based upon credentials and skills as they relate to the specific area of expertise needed and described in a detailed job description, with major consideration given to how appropriately the job candidate reflects and demonstrates the values of the institution.

Applicants are carefully screened, initially by the Director of Human Resources (HR), and then by a selection committee, whose members are chosen specifically for the position, to ensure diversity of input and that qualifications and criteria are met. Finalists are given information on college mission and philosophy and informed they will be asked to give feedback on them during interviews. HR checks references and background information to confirm application data prior to hire. Original transcripts and/or other verifications are required to validate education and experience. Faculty candidates are asked to provide a brief classroom demonstration to allow the committee to evaluate teaching ability and style.

The college adheres to state standards for instructors, including degrees, earned credit hours in specified disciplines, work-related requirements for career and technical instructors, and certification requirements.

## **4P3: Recruiting, Hiring, Orienting and Retaining Personnel**

The HR Office holds primary responsibility for recruitment and works closely with the Public Information Office in placing classified ads, posting announcements on the college's website, notifying regional university placement offices, and other publications/websites that are appropriate for the position. Internal applications and referrals from employees are always encouraged. In 2011-12, over 1,300 applications were processed, not including adjunct, and 64 positions were filled. Crowder has an outstanding reputation as an employer and attracts excellent candidates for most positions. Hiring is a joint effort of HR, selection committees, and administrators, as outlined under 4P1 above.

Employee retention has not been a problem area for Crowder, but an area that is continually monitored. Turnover data is tracked and evaluated, and compared to benchmarks set in comparison to other institutions. (See Table 4.4 in Section 4R2.) Crowder recognizes that retention of employees is an important and necessary strategy to provide stability and continuity to ensure a strong future. To this end, Crowder utilizes the following approaches and methods for retention.

- Hiring – following procedures outlined above to ensure those hired fit the Crowder culture.
- Orientation – to make certain new employees are introduced to the culture, procedures and policies of the college
- Mentoring – to provide assistance and support to new employees
- Shared governance and servant-leadership philosophy – to empower and motivate
- Professional development – to ensure employees have the skills and knowledge needed to be successful in their jobs
- The “Crowder family” atmosphere – to make employees feel they belong and are cared for
- Benefits and services – to provide what employees need in the way of time off, insurance, and other services
- A commitment to keep salaries as competitive as possible within budget constraints – to ensure employees feel valued and are appropriately compensated

## **4P4: Orientation of Personnel to History, Mission, and Values**

Each new hire receives an orientation session with the Director of HR which addresses mission, vision, history, values, AQIP, and other main tenants of the college. They also receive a one-on-one orientation with Human Resources personnel concerning payroll, benefits, and other concerns, and an orientation/resource manual to review and keep as a reference. Each is assigned a mentor from his/her department to work with while adapting to the college environment. Crowder values and philosophy are modeled by other employees and demonstrated on a daily basis, and staff development sessions are often devoted to topics that reinforce or inform about the college mission and values; e.g., the 2012 Fall All Staff Day brought in a speaker on servant leadership who authored and developed training modules on the subject. The Ethical Literacy Team works actively to train and inform employees on our commitment to be an ethical workplace.

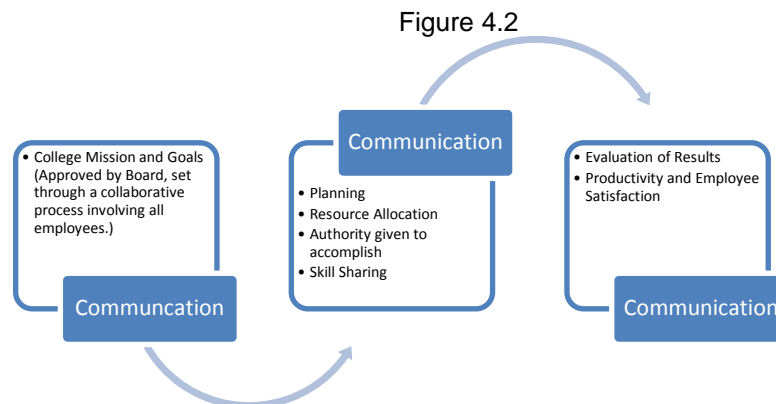
# Crowder College System Portfolio 2012

## 4P5: Personnel Changes

The college plans for changes in personnel through anticipating vacancies and new employment needs as far in advance as possible and mentoring of potential succession candidates. The shared governance system keeps employees abreast of what is developing within the institution, across the state, and within the community college movement, as well as giving opportunity for leadership experience. The administration supports faculty and staff who have demonstrated key strengths or interests by sending them to major state and national conferences to further their knowledge in areas important to the college and the needs of its customers. Further education and training is always encouraged, through staff development, tuition waivers, and an educational loan program, to help prepare employees for new or leadership roles. We track employee demographics such as age, years of service, and educational attainment to anticipate who may be nearing retirement or working on being upwardly mobile. This information is utilized to help forecast potential employee changes. Enrollment is analyzed frequently to gauge student interests and needs so that the college can be prepared to add or change programs as needed.

## 4P6: Process Design for Productivity and Employee Satisfaction

Work processes and activities are designed to achieve college mission and goals while allowing employees to work collaboratively. Communication is a key process across and between all levels of employees and departments. Empowerment and skill sharing contribute to achieving goals and employee satisfaction. Figure 4.2 demonstrates this process.



Examples of the communication and collaboration include: All employees have accounts on the Crowder computer network and can share files, work on team projects, and access policies and other information. The email system is used extensively to communicate all kinds of information: the President distributes information to all employees regularly, focusing on college, state and program issues; regular communications are sent from the Human Resources office on topics such as new/departing employees, employee awards and recognitions, staff development activities, benefits, new policies and/or clarification of policies; the minutes of all College Council and Board meetings are sent to every employee, keeping all informed of key policy, procedural, and informational issues covered in these meetings; and other employees use it to share news, progress on action projects, and ask for information. Display boards around campus are used to recognize awards, accomplishments, or departmental news. Critical information is shared at All Staff Days with all employees. The College Council is a diverse group that brings concerns in from their various departments and disseminates information back. Project Teams and standing committees work on college-wide issues, and most departments have regularly scheduled staff meetings.

A year-end report on goal attainment is analyzed by the Board and administration and results are shared with all via Board meeting minutes. Employee satisfaction is analyzed in a number of ways. (See 4RI and 4R2.)

## **4P7: Ensuring Ethical Practices**

The institution works to assure ethical behavior and decision making by clearly stating in both the college mission and “timeless values” statements adopted by the Board that ethical practices will be supported, and unethical practices will not be tolerated. Policies on ethical behavior have been adopted, with a statement of affirmation submitted annually to the State Department of Higher Education. Staff development sessions are held periodically on ethical issues such as copyright policies, equal opportunity guidelines, servant-leadership, ethical decision making and other ethics-related issues.

Almost all of the Board members and Administrators, as well as other employees, have attended an ethics training program at the Institute for Global Ethics. The college began an Ethical Literacy project for the entire campus a few years ago, sponsored by the Institute for Global Ethics; and an Ethics Team actively works to communicate, promote, and provide training to ensure a culture of integrity.

Internal controls, policies and procedures are in place to ensure ethical practices in such areas as finances, bidding, and college operations; and the college is audited by an outside auditing firm annually.

## **4P8: Determining Training Needs**

The Staff Development Committee polls employees annually for training needs, and performance evaluations include a section that reviews employee goals, training needs and interests. This information is collected by HR and used to help determine offerings provided. Changes in technology also require appropriate training. These are incorporated into the internal Staff Development Program. During the budget planning process each department and division identifies training needs and requirements that are based on specific departmental needs and the recommendation of supervisors, and budget is allocated accordingly for attendance at outside workshops or conferences.

All training is aimed at fulfilling the college mission: *It is our goal to help each person who chooses Crowder College to be actualized in terms of self-worth and ability to function in society as a responsible citizen. In every course and program, all endeavors will be focused on and committed to the development of each individual's analytical skills; appreciation of the value of working together and serving others; and ability to master course content, make ethical decisions, cultivate physical health and well-being.*

## **4P9: Training and Development for Personnel**

Employee success is a priority at Crowder and is basic to the College's Mission and its servant leadership philosophy. Professional development sessions are offered throughout the year based on institutional and personal objectives, with sessions related to top organizational priorities, and opportunities to participate on Project Teams for shared governance issues are offered to all employees.

Faculty members have opportunities to participate in the state's Great Teaching Seminars and professional and classified staff members are routinely sent to seminars and workshops intended to improve their specific job skills and knowledge. Career and technical faculty have state and national associations that offer professional development opportunities during their annual conferences. Customized training staff are often sent to “train-the-trainer” certification programs that allow them to teach proprietary curriculum to business and industry.

Rewards for professional development, including prizes, awards, certificates, and positive performance evaluations are regularly used to encourage employees to continue life-long learning. Steps for each additional year of successful service to the college are awarded annually as well.

## **4P10: Designing and Using Personnel Evaluations**

The personnel evaluation system has been one of the identified Action Projects in the past and is now a comprehensive system based on college mission and goals. The focus of each evaluation is on both personal and institutional improvement. After the annual goals and objectives (which encompass all programs and services) are developed and approved by the Board of Trustees, assessment measures are added which allow the college to disperse responsibilities for these assignments to those in the

# Crowder College System Portfolio 2012

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appropriate positions, and results are reported back to the Board at the end of the year. This then feeds into the evaluation process.

Personnel and departmental evaluations are conducted using establishment of improvement goals annually and assessment of results. Evaluations of all personnel are analyzed by Human Resources to determine staff development needs and chart progress. Evaluation results are shared and discussed with employees, and they have opportunity for input during the evaluation process.

## **4P11: Recognition, Rewards, and Compensation**

Recognition among peers is given through e-mails on awards/honors/accomplishments, news releases as appropriate, and campus display boards. Professional development sessions are open to all employees with incentives and rewards offered for attendance. Annual Employee of the Year awards are presented for all employee classifications and Outstanding Service Awards (OSA) are given monthly. "Caught in the Act of Caring" (CAC) and "Lifesaver" awards are given at any time on an informal basis for recognition of employees who are observed doing something that demonstrates caring and service to others. The Faculty Association annually nominates and selects a faculty member for the state Excellence in Teaching Award as a formal recognition for superior performance in the classroom and commitment to committee work and community service.

Employees are supported through benefits and services that are evaluated annually for equity and comparability. Salaries are given priority in the budget process, with an approach to doing what can reasonably be done with increases each year. Budget priorities are discussed openly and input from all employee groups is solicited. Salary schedules are designed to give incentive for advancement for further education and service.

Table 4.1 shows some of the ways recognition reward, and compensation systems are designed to align with college objectives.

<b>Table 4.1 Recognition and Reward System</b>	
Objectives (Values)	Recognition/Reward
Caring	"Caught in the Act of Caring" and "Lifesaver" awards
Pursuit of Learning	Chamber of Commerce Gold Star Teacher of the Year award Governor's Excellence in Teaching award Educational loans Tuition waivers Professional development rewards Conference/workshop attendance
Fostering Creativity and Innovation	Outstanding Service Award Stipends for special projects/assignments
Ethical Behavior	"Caught in the Act of Caring" award Ethical Literacy Program
Collaboration	Outstanding Service Award Association Recognitions/Awards
Serving Others	"Caught in the Act of Caring" and "Lifesaver" awards Outstanding Service Award Servant leadership philosophy/training

## **4P12: Determining key Motivational Issues for Faculty, Staff, and Administrators**

Key factors that affect faculty and staff satisfaction and motivation are determined through:

- Campus surveys
- Input and feedback at College Council meetings
- Personnel evaluations
- Exit interviews
- Communications from the staff associations
- Employee evaluations of administrators
- Grievance review and analysis



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- Suggestion Box items

All tracking data can be segmented by employee classification. In the past, the college used an institutional climate survey which asked faculty and staff to rate the institutional climate on how it currently is and how it should be. The “gap” was evaluated to determine those areas where greatest disparity existed, and special focus was placed on those areas of concern. This past year, we used a survey from *The Chronicle of Higher Education’s* Great Colleges to Work for Program, which is designed to evaluate higher education workplaces. Results are shown in the Results section.

On a less formal basis, staff concerns are shared in College Council meetings, employee association meetings, personnel evaluations and exit interviews. The employee associations serve as forums for discussion and representatives take issues to the appropriate channel.

Each employee is extended an annual opportunity to formally evaluate the college president and submit concerns or feedback via an outside agency survey, guaranteeing anonymity. The results are shared with the Board of Trustees and discussed with the President. Other administrators are also evaluated by those they supervise. Crowder also provides a grievance process and a suggestion box through which concerns can be processed and resolved.

The analysis process includes reviewing the above issues and determining whether they are relevant to motivation and whether an improvement strategy should be implemented. Using the results of the analysis, senior leaders and supervisors select the key issues and develop action plans for improvement. Results of the Climate Survey mentioned above are shared with administrators, the Board, and employees, and identified weaknesses become the basis for generating new objectives. There is an investigation of any grievance filed and issues involved are resolved as needed, with follow-up passed along to the complainant. Suggestion Box ideas are formally shared with the College Council each month, all are discussed, and if warranted, action is taken. Follow-up is always provided to those making suggestions. For example, up until a couple of years ago, employee name badges were the responsibility of each department. Some wore them, some did not, and there were several different styles. A suggestion was submitted regarding centralizing the process to ensure each employee had a name badge and that all were consistent, so that employees could be more easily recognized for security purposes and customer service. The HR Office now routinely orders a name badge for each new employee, ensuring consistency and easy identification of employees.

## 4P13: Providing for Employee Satisfaction, Health, Safety, and Well Being

Employee satisfaction is monitored formally through the Institutional Climate Survey and the President’s evaluation. These formal methods provide opportunity for input and feedback from all staff. Other less formal avenues are listed in §4P12. Crowder has an active wellness program and an excellent safety record. Table 4.2 shows the main items the college provides, and how they are evaluated.

Table 4.2 Employee Satisfaction, Health, Safety, and Well-Being		
Category	Support/Provision	Evaluation
Employee Satisfaction	Benefit package	<ul style="list-style-type: none"> <li>• Climate surveys</li> <li>• President’s evaluation</li> <li>• Suggestion box</li> <li>• Salary comparisons</li> <li>• Customer service forms</li> <li>• Grievance policy</li> <li>• Exit interviews</li> <li>• Staff development participation</li> <li>• Retention</li> <li>• Absenteeism</li> <li>• Worker’s comp claims</li> <li>• Participation in health fair</li> <li>• Safety committee reports and recommendations</li> </ul>
	Compensation	
	Shared governance	
	Professional development	
Employee Health and Safety	Wellness program	
	Health fair	
	YMCA membership discount	
	Sick leave	
	Training	
	Professional development	
	Compliance with safety laws	
	Employer provided insurance	
	Safety committee	
Family Medical Leave Act compliance		
Employee Well-	Wellness program	

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Being	Wellness newsletter	<ul style="list-style-type: none"> <li>• Health insurance claims</li> <li>• Evaluations</li> </ul>
	Employer provided insurance	

## 4R1: Measures for Valuing People

To evaluate its effectiveness at Valuing People, the college regularly collects and analyzes the data measures reflected in table 4.3. This feedback comes to the College Council each year and is used as the basis for adjusting goals and objectives for the coming year to enhance employee satisfaction. As the following data demonstrate, the college has been successful at anticipating and making needed adjustments. The results of the measures are shown in 4R2.

Table 4.3 Valuing People Measures		
Measures	Analyzed	Goal
Employee turnover/retention	Yearly	Under 15%
Biennial satisfaction survey	Biennially	An 80% positive result
Grievance data	Yearly	Two or less formal grievances/year
Employee absenteeism	Yearly	Under an avg. 8 days/year
Staff development attendance	Each semester	94% participation
Benefits review/costs	Yearly	Within + or – 15% of other area institutions
Salary comparisons	Yearly	Within 10% of like institutions
President’s evaluation	Yearly	
Personnel evaluations	Yearly	

## 4R2: Results for Valuing People

Crowder College’s turnover rates remain below average for higher education institutions, which is the goal we set for evaluation. That average is currently 15%. Any turnover which appears to be outside of the normal range is analyzed for possible intervention or corrective actions. Table 4.4 depicts employee turnover for the past three years. The higher than normal result in the Professional classification was analyzed and is due to the generally upwardly mobile age population in this group as well as a large number of grant-funded positions which people tend to leave when they find more permanently funded positions. It actually is a reflection of how well our training and development programs work in preparing young professionals for more advanced positions.

Crowder used the ModernThink Higher Education Insight Survey, which is a faculty staff engagement survey, and an Institution Questionnaire, which is a management audit regarding each institution’s people practices on everything from compensation and benefits to orientation and training to communication and leadership development, to obtain data this past year. As a result the college was

Table 4.4 Employee Turnover			
Employee Classification	2009-10	2010-11	2011-12
Administration	0%	4.3%	4.2%
Faculty	6.3%	8.8%	5.5%
Professional	8.5%	9.6%	15.4%
Classified	11.2%	10.4%	17%
Total Turnover	7.5%	8.1%	11.8%

named one of *The Chronicle of Higher Education’s* “Great Colleges to Work For.” This is an honor given to only 26 colleges out of the 310 that participated. Our employees rated Crowder highly enough to be recognized in the following categories: collaborative governance; teaching environment; confidence in senior leadership, and supervisor/department chair relationship; and 87% gave a “very good to excellent” rating in the job satisfaction category.

Figures 4.3 and 4.4 show further results.

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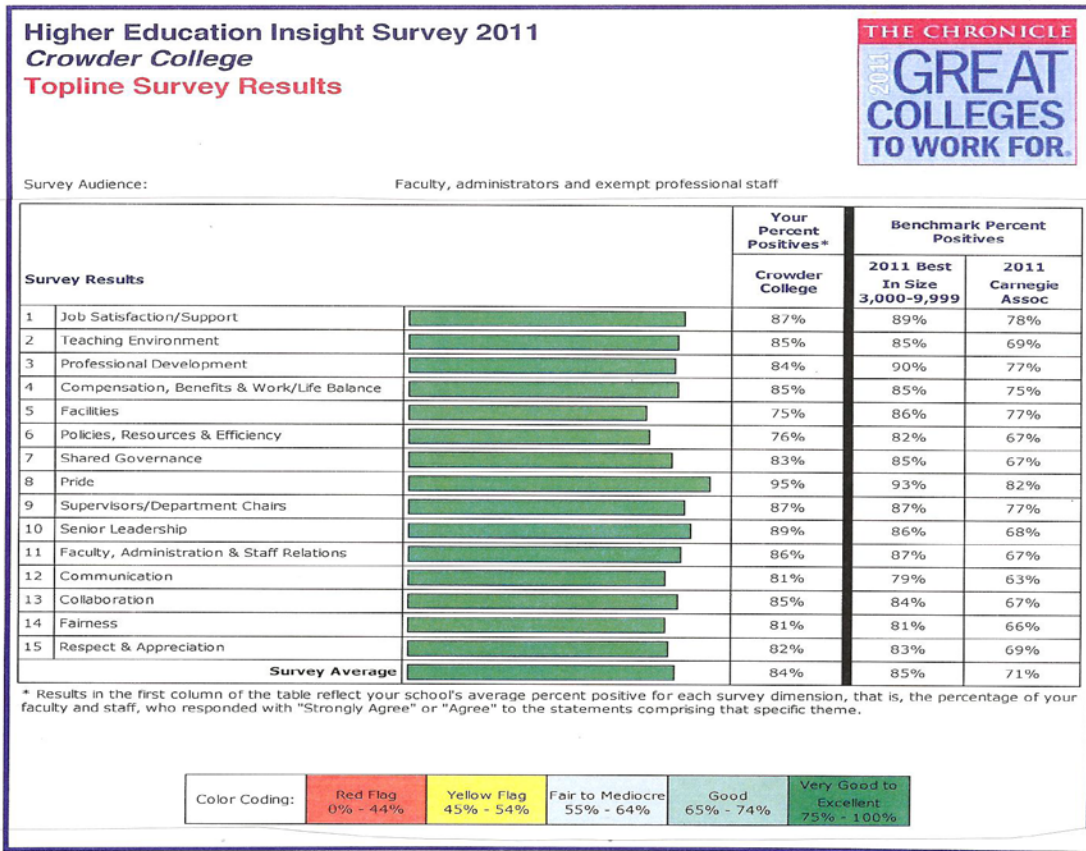


Figure 4.3

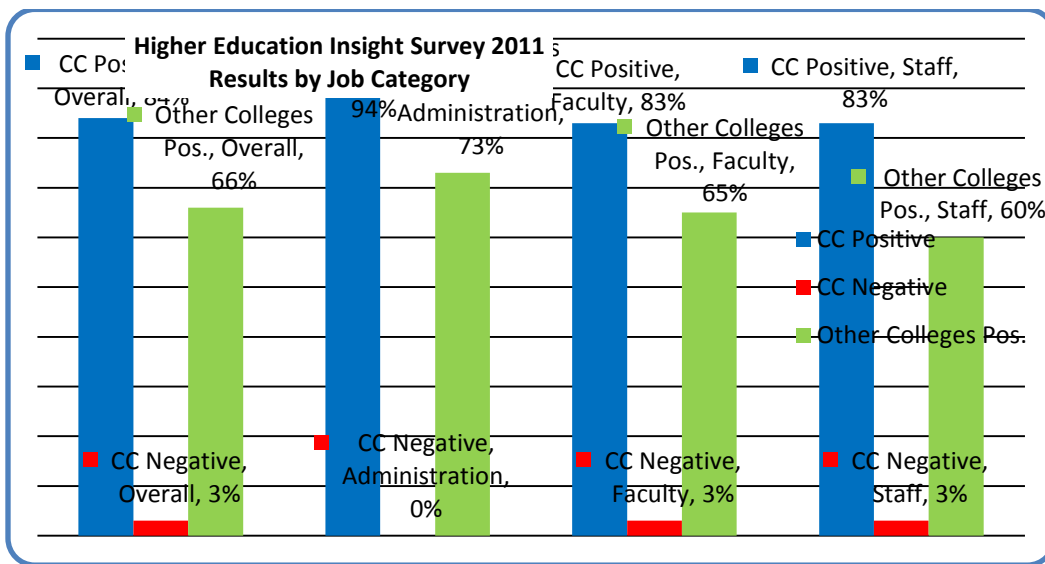


Figure 4.4

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The college has had very few grievances filed, and they are usually only informal complaints that are not carried to the next level. There has not been one that went to the Board for many years. The grievance data for the past three years is reflected in Table 4.5.

Year	Number of Grievances
2009-10	0
2010-11	0
2011-12	1

Absenteeism has not been a problem area for Crowder but is monitored. The average number of days used per employee this past year is four. Each employee receives 10 sick leave days per year, and may accumulate up to 90 days of paid leave.

Staff development participation is continually tracked and was one of the college's first AQIP projects. Incentives improved participation to the point that nearly all employees participate in at least one or two sessions per semester. Those that do not are usually those who work night shifts or at off-campus sites where the sessions are not available to them. Staff development participation results are depicted in Table 4.6.

Year	Total attendance	# of on-site offerings	% of staff participating
2010-11	1,816	49	95%
2011-12	2,037	52	96%

We also have "Staff Development Portfolio" files in each person's personnel file where we can place information about outside workshops or conferences attended.

Our benefits package is one of the areas that help us achieve the "Best Places to Work" designation. The latest survey conducted by the Missouri College and University Personnel Association showed that our insurance premium is well below the average of most other institutions (only 84% of the average) and we are one of the 56% of colleges that pay 100% of the premium for employees.

Each spring the HR Director obtains information from other colleges, area industries, and national surveys to compare with Crowder salaries. Results are shown in Tables 4.7 and 4.8. The college gave an average 3.5% salary increase for 2012-13, which is more than many other institutions were able to give because of state funding cuts.

Institution	Avg. Instructor Salary
Crowder	\$45,170
East Central	\$44,609
Jefferson	\$43,897
Linn State	\$40,982
Mineral Area	\$44,687
Moberly	\$39,256
NCMO	\$41,861
OTC	\$46,279
St. Charles	\$38,593
State Fair	\$45,512
Three Rivers	\$46,225

*Source: Statistical Summary of Mo. Higher Education, Fall 2010*

Position	Avg. for area	Avg. for Crowder
Custodian	\$24,918	\$19,032
Admin. Asst.	\$24,557	\$25,548
Payroll Clerk	\$30,351	\$30,534
Accounting Mgr.	\$61,652	\$59,100
Accts Payable Mgr.	\$34,638	\$42,515
Maintenance	\$27,543	\$30,534

*Source: Associated Industries of Missouri*

### 4R3: Evidence of Employee Productivity and Effectiveness

There are a number of indicators that show that employees are productive and effective helping the college achieve its goals. These include:

- The college was recognized as one of the Great Colleges to Work For in 2011, and as a Top 120 Community College by the Aspen Institute.
- Student enrollment has grown by 63% in the last five years, and was up another 4.63% as of the start of the 2012 Fall Semester

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- Student satisfaction surveys and CAAP test results show satisfaction and performance above the national averages, as shown in the section on “Helping Students Learn”
- Staff development attendance exceeds 95% annually
- Community surveys show that the community ranks the college as meeting expectations
- Job placement data and employer feedback demonstrate high placement and high employer satisfaction
- Transfer and articulation of students shows student success at transferring institutions that equals or exceeds that of native students

### **4R4: Valuing People and Employee Productivity**

In those areas in which we are able to obtain results comparable with the results of other higher education institutions and organizations outside of the education community, Crowder compares very favorably. Crowder has been rated as one of the top ten “Best Places to Work” in the region by the *Springfield Business Journal* for five years, based on such factors as employee incentives, family friendly policies, people development, and corporate culture. This designation is awarded based on numerical computations compared to all the other institutions/businesses that participate. In October 2011, Crowder was named the Number One “Best Place to Work” business in our category (301+ employees). As explained under 4R2, we were named one of the “Great Colleges to Work For” in 2011 based on survey results comparing us to over 310 other institutions of higher education nation-wide.

Improvement (I)

### **4I1: Improving Valuing People Processes**

Advancements in our technology have made it easier to disseminate, receive, and track information. Going through the “Great Colleges to Work For” project gave us insight into the factors that contribute to employee satisfaction and gave us vital feedback and benchmark comparisons that demonstrated why we rank among the top institutions. It essentially provided a “management audit” of our people practices. Our evaluation and feedback processes allow input from everyone from custodians to the President. Switching to a self-insured insurance program has allowed us greater knowledge and insight into how our employees use this benefit and how it can be designed to serve them better.

### **4I2: Setting Targets for Improvement**

Our philosophy of service to others permeates our culture, and Valuing People is an important component of that. Our infrastructure allows us to obtain the feedback and data we need to assess where we need to improve based upon our goals and values.

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## CATEGORY 5: LEADING AND COMMUNICATING

### 5P1: Mission and Values Defined and Reviewed

Our mission is “Crowder College...Building a civil, serving, literate, learning community of responsible citizens.”

Our values are encompassed in our mission and purpose to serve the needs of people by actualizing each person who chooses Crowder College in terms of his or her self-worth and ability to function in society as a responsible citizen. We believe that access and quality are compatible and that both can be more fully realized through a proactive stance seeking to make the public aware of, and interested in, opportunities available. We believe in strong ties and relationships between the college and other educational institutions, both secondary and post-secondary, the community, and the businesses and organizations that support our community. We view the college as having an active role in economic and social development through continuing education and customized training that is directed toward improving work skills and productivity, creating a more desirable work and social environment, and adding to the general quality of life within the region. In each course and program, all endeavors will be concerned about, and committed to, the development of each individual's ability to master the content of offerings, make ethical decisions, develop analytical skills, cultivate physical health and well-being, develop self-worth, and learn the value of working together and serving others. The college recognizes a two-fold responsibility in its commitment to student growth and development. The first is to assist in acquiring the skills and awareness needed to function as productive and responsible citizens. The second is to evaluate this progress so that both the student and the institution are able to measure growth.

The President, Vice Presidents, and other key personnel meet in a retreat setting with the Board yearly or as needed to review college's mission/vision statement and provides guidance for the President to administer approved priorities.

### 5P2: Leadership Alignment

The college ensures that the practices of leadership—at all institutional levels—align with the practice and views of the Board of Trustees, senior leaders, and oversight entities through an intentionally horizontal management design and an inclusive planning process that focuses on accurate and timely information, continuous improvement, and alignment among programs and activities. Throughout the year, the College Council meets monthly to address ongoing operations, identify program needs and services, address policy and practice issues, and to review specific quality improvement initiatives. From these discussions and through other dialogue with other internal groups, the President and the AQIP Steering Committee inventory major institutional needs and specific quality improvement initiatives. The newly developed Continuous Practical Planning process is utilized in each area of service or programmatic offerings to identify areas of weakness or opportunities to improve performance. The information is systematically relayed to the College Council via the organizational representatives responsible for each functional area.

The President, Vice Presidents, and other key personnel meet in a retreat setting with the Board yearly or as needed to review the list of institutional needs and quality improvement initiatives. The Board weighs each against the college's mission/vision statement and provides guidance for the President to administer approved priorities. Among the institutional priorities, particular goals are targeted for quality improvement and program development. Throughout the year, progress reports on these goals are periodically included on the agenda for the Board's monthly meetings.

College Council members outline strategies for the systematic achievement of goals (action projects) appropriate to their areas of responsibility and present these plans to their respective department leaders for implementation. Each month or as necessary, progress and problems are reviewed. The President in turn updates the Board monthly or as needed on the administration's progress with all identified institutional priorities. The President writes a periodic newsletter updating all staff on progress with these major institutional priorities and other business. On occasion, the President may call an all-college employee meeting to share major news announcements and developments.

College policies, practices, and procedures are located in the Crowder Employee Handbook that is given to each new hire as part of the employee orientation process. In addition, the orientation includes a thorough review of critical personnel policies such as those addressing sexual harassment,

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FERPA, disability services, and student right-to-know. These policies are regularly reinforced through professional development workshops presented in both online and classroom settings. The orientation process also introduces the concepts of servant leadership, ethical decision making, and moral courage which serve as the guiding precepts of the institution.

The President is responsible for keeping abreast of state developments, general accreditation requirements and deadlines, and for bringing these to the various communication and leadership groups. He regularly communicates changes and developments in these areas through email briefings sent to all employees.

The Director of Human Resources keeps the leadership groups up-to-date on personnel law and federal and state personnel issues. The Vice President of Student Affairs is responsible for Title IX and Office of Civil Rights compliance and for keeping the college community adequately informed regarding appropriate procedures. The Vice President of Academic Affairs is responsible for maintaining strong lines of communication with regulatory agencies to ensure prompt program approval and accurate state program inventories. The Director of Institutional Research is responsible for meeting state and federal reporting requirements and for carrying out the assessment portions of data development strategies. The Director of Grants manages compliance with regulations related to state and federal grant requirements. The Vice President of Finance is responsible for complying with fiscal and audit requirements, preparing monthly budget reports for the Board of Trustees, and for sharing current budget information with faculty and staff in near real-time via the Jenzabar ERP system.

The college retains an attorney who is available to all of these managers, with the advice and consent of the President, for additional help with specific legal matters. Input from these key leaders comes to the College Council and is distributed through councils and departmental meetings to all employees. Again, minutes of both the College Council and Board meetings are electronically sent directly to all employees for their review and comment.

## 5P3: Setting Directions

**Aligned with mission, vision, and values.** Crowder has published and regularly discusses the mission document that outlines the institution's key organizational goals and values. The mission statement was revised in 2003 to read: "Crowder College – Building a civil, serving, literate, learning community of responsible citizens." Following this adoption, a series of institutional forums were held at which each of these mission elements was reviewed to ensure common understanding and commitment. Crowder likewise has adopted six values that the college holds as timeless and enduring: Caring, Pursuit of Learning, Creativity and Innovation, Ethical Behavior, Collaboration, and Serving Others. These six values were similarly discussed and agreed upon through a series of campus-wide forums. The Mission, Vision, and Values are the foundation upon which all college operations are built.

**Conducive to high performance.** With these information elements, senior leaders review performance on each IEM yearly and develop improvement strategies to address any perceived areas of weakness. Through the committee structure described earlier and during the evaluation process, employees have an opportunity for input, assessment, and participation.

**Individual development and initiative.** Crowder College values leadership at all levels of the organization. Leadership development is fostered in several ways. Among the bi-monthly staff development sessions, many of the topics focus on leadership. These may be led by any college employee as approved by the staff development committee. All employees are encouraged to advance professionally by attending conferences/workshops in their respective fields. The college provides funding for such activities through departmental budgets. Crowder College employees are actively engaged in the Missouri Community College Association (MCCA) with approximately 15-20 employees attending the state conference each year. Two Crowder employees and one Board member were elected to state officer positions for the 2011-2012 year.

The Servant Leadership model adopted by college administrators assists with open communication by emphasizing a number of philosophical premises which include:

- A leader is a "servant first," with responsibility to help each served by the organization grow as fully as possible;
- Each person working within the organization is equally valuable to its success, though each contributes in different ways;

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- Power within the organization is “power-with” rather than “power-over,” accepting that each person holds and can contribute a certain amount of power to the decision-making process, and that without that contribution, the process is weakened;
- Decision-making should therefore be shared as widely as is practical, with every voice deserving to be heard and considered;
- Decisions should be, whenever possible, decisions of “consensus,” recognizing that consensus does not mean total agreement, but that the decision is not so unacceptable to anyone that it would merit active opposition; and
- As a result of the organization’s activity, each person served becomes freer, more complete as a person, better able to live in and contribute to the community, and better able to serve others.

**Organizational learning.** Each year the Board conducts a retreat to review the mission and vision statements and their continued applicability to stakeholder needs and interests. At the beginning of each semester, all staff members participate in a full day of staff development, with a portion of the day focusing on mission, vision, and values. Through these sessions, senior leaders communicate values, direction and expectations to all faculty and staff. They also remain highly visible and accessible —on campus and in the community. Each month, the Board holds an open business meeting that is attended by local press. Information from annual planning and personnel evaluations is fed into the college’s comprehensive professional development system and shapes workshop offerings for the upcoming term. Employee involvement in staff development activities has increased significantly since 2008 and all but a very few participate at least once per semester.

**Innovation.** The Crowder administrative team welcomes and encourages innovative ideas and proposals, and has created an atmosphere in which moderate risk is welcomed, as long as sufficient potential gain can be demonstrated to justify the risk. As a result, the college is regularly engaged with innovative projects. These have included:

- Building the first solar-powered vehicle to cross the United States
- Entering and placing well in the first World Solar Challenge and first Trans-America Sunrayce.
- Being the only community college to be accepted into the Dept. of Energy Solar Decathlon
- Being the only community college accepted into the General Motors Ethanol Challenge.
- Being one of the first AQIP accepted colleges or universities in Missouri.
- Leading the state’s higher education institutions in becoming fully Smartboard equipped.
- Developing one of the largest Upward Bound programs in the United States.
- Developing a joint use facility with the YMCA on campus for health and wellness.
- Developing on-campus bachelor degree completion partnerships with various universities.

**Needs of students and key stakeholders.** Leaders set directions in alignment with college mission, vision, and values that take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning. Long-term planning and quality improvement planning give consideration to key stakeholders and the performance measures that are critical to each in matching institutional goals with stakeholders’ interests. Stakeholder needs are identified in several ways. The college conducts surveys of students to gage their satisfaction. The college currently uses the Student Satisfaction Inventory by Noel-Levitz. Each academic program at Crowder has an advisory board that meets at least once a year and is made up of area citizens. At their annual meetings, program faculty and administrators ask for their input on program needs, goals, and improvement measures. This feedback is then integrated into the program leader’s planning process and shared with the appropriate dean. Additional feedback from stakeholders comes through the large number of business and industry leaders served by The Alliance, a partnership between Crowder College and Missouri Southern State University that serves the training needs of business and industry. A Crowder consultant is assigned to each area business. Consultants regularly visit their business clients looking for ways to help them increase their competitiveness and to respond to changes in the industry. Those needs are then turned into specific action plans in the form of training and continuing education.

Last, the Crowder Board of Trustees represents the college’s direct link to the public and is entrusted by the public through the election process to represent their interests. The Crowder Board



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administers general policy for the college and monitors its fiscal management to ensure the public's best interests and common good remain the top priorities.

The college publishes annual "student right to know" data indicating key measures such as graduation rates. One-year and five-year student profiles are developed annually and presented to the Board and the public, with monthly financial reports on Crowder's fiscal condition, including detailed reports on independent campuses and cost centers included in these monthly reports. Community leader assessments are completed annually with reports on their perceptions of appropriateness of mission and assessment of college leadership performance. Feedback from a variety of constituent groups is regularly integrated into the college's planning processes.

**Strong focus on students and learning.** Regular releases to area media include student performance information and the President periodic updates to all faculty and staff members relaying performance data and other institutional and professional information. The Crowder Foundation receives quarterly updates on college performance relative to Institutional Effectiveness Measures.

## **5P4: Sustaining a Learning Environment and Future Opportunities**

To guide the institution in seeking future opportunities, the President remains actively involved in the state legislative process to insure the fiscal and programmatic interests of the college are being represented. Crowder is very active with the Missouri Community College Association (MCCA), which in collaboration with other Missouri community colleges explores and identifies future opportunities. The President attends all monthly meetings, co-chairs the legislative committee, serves as President Elect of the organization, and collaborates with other presidents on a variety of current issues affecting the community college system. In addition, Crowder leaders from the professional staff, faculty, and classified staff organizations attend meetings with their peers throughout the year. This level of engagement provides Crowder with knowledge about new opportunities while building strong relationships with peer institutions. The institutional values of creativity and innovation are reinforced through staff development sessions and the "Outstanding Service Award" process, which is a monthly recognition for a faculty or staff member that has gone above and beyond the call of duty.

Annual retreats between the Board and senior administrators evaluate the past year, examine opportunities for the coming year, and generate basic strategy recommendations. To stay in touch with and evaluate academic issues, most administrators at Crowder regularly teach courses. Educational facilities and equipment are evaluated annually for upgrading needs to maintain the best possible learning environment.

As a part of the Developmental Education Action Project, the cutoff scores for developmental classes were reviewed and compared to other institutions. Several internal studies on student success in subsequent classes were done to see what impact the developmental classes had and what, if any, impact mandatory placement had on student success. To keep students attuned to broader global issues, Crowder provides monthly "Think Tank" sessions that are open to the entire college community, focusing on topics ranging from world issues, to testing strategies and reading reviews.

Crowder sponsors and provides financial support for travel abroad opportunities for students, faculty and staff. In recent years faculty and students traveled to France, England, Denmark, Spain, and Costa Rica. Crowder has systematically created opportunities for those who had not in the past had an overseas experience to do so, and an average of two employees a year have been provided with first opportunities. Hourly staff members are included in this program and have participated in the French exchange program. These planned experiences keep the institution academically vital and energized, and contribute to an exciting learning environment.

## **5P5: Decision Making**

As much as possible, decisions regarding daily operations of the college are carried out by the respective supervisor within the department or division, and they are given considerable autonomy and discretionary authority. Supervisors at all levels must make exceptions for those decisions that have broad policy or budget implications beyond their own respective areas of responsibility.

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Decisions regarding daily procedures, common practice, and budget begin at the department level. Faculty or staff members may recognize a significant need or problem to address and communicate to their supervisor. At the College Council's monthly meetings, the Council may discuss the issue and make specific recommendations, table the issue while seeking more information, or refer it to the President because the issue has broad policy implications. The President may then provide guidance for the College Council, make a decision and communicate it to all affected parties, or place it on the Board agenda if the issue requires a Board action. Decisions regarding instructional programs or courses must be taken to the Curriculum Committee. The decision making process is explained in §1P2.

Other types of decisions are driven by specific needs. For example, the President has recently heard concerns from the Professional Staff Association about the lack of uniform evacuation signage in classrooms, labs, and hallways. The topic was referred to the College Council where members recommended a task force be organized that included representatives from each building, Professional Staff, and Plant Services/Security. They were charged with inventorying existing signage, identifying areas of need, and developing new signage as appropriate for posting.

Anyone in the college may propose a new program or project using the Program/Project Planning Process completed by an AQIP committee several years ago. The committee got input and buy-in from a wide range of college faculty, staff and administrators and the final Process was approved by the College Council. The process addresses feasibility, appropriateness to mission, budget impact, and other factors. If approved by the appropriate administrator, the proposal then goes to either the Council College or Curriculum Committee, and if approved, on to the Board if it falls under areas of statutory Board responsibility.

A suggestion box solicits recommendations from the general college community, with submissions reviewed and acted upon monthly by the College Council unless urgency dictates otherwise. Once the College Council or the Board has made a decision, the President determines who will be responsible for carrying it out. Decision actions are communicated to the college as a whole through minutes sent electronically to all employees

## **5P6: Information, Results, and Decision Making**

Besides institutional data, Crowder also relies on regional and county census data, annual publications and reports for the Missouri Economic and Workforce Development offices, and other specialized reports and publications from various state and federal offices. Together, they provide an accurate description of the economic landscape, allowing Crowder to project trends and plan for future developments accordingly.

College administrators, professional staff and faculty members keep current on developments in higher education by reading journals and attending related conferences. Individuals are asked to share new ideas periodically at staff development activities.

Priorities and new opportunities are communicated throughout the college through All-Staff Day presentations, the President's updates, Division/Departmental meetings, College Council meetings, and other appropriate channels including Student Government. The minutes of the Board, College Council, and other committees are e-mailed out to all employees and archived on the safe drive.

To gather information beyond the college community, the President meets three times a year with area school superintendents to update them with relevant and timely information. The college is also a charter member of the Southwest Center for Educational Excellence, which was housed in college facilities until March of 2003. This consortium of over 45 school districts from throughout southwest Missouri meets monthly to discuss common issues. Information gleaned from the area high schools is used to help identify future student needs and current K-12 opportunities.

Data of particular relevance to high schools, such as A+ performance, student performance on the entrance COMPASS test, and Upward Bound student performance, are sent to high schools to be used as assessment information for their programs.

In the industrial training programs, a monthly newsletter keeps clients abreast of programs, and training sessions are evaluated and results sent to sponsoring companies.

## **5P7: Communicating between and among All Institutional Levels**

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To better insure the process of communication among the different units of the college, the President prepares a monthly packet of information for the Board which, in addition to including information about Board meeting agenda items, shares general information about state, local and college issues. This packet is also shared with the senior management team. Each Board meeting agenda includes staff reports informing the Board of activities of interest within college departments.

Following Board meetings, the Board members have lunch at the college where the President leads informal discussion on a number of topics or issues that may be informational or which eventually may lead to placing a specific topic on a future Board agenda. Consistent with law, no Board business is conducted during lunch conversations, and the lunch is open to the public. Minutes of the Board meetings are sent to all employees and news media representatives electronically so that Board discussion and every Board action are quickly communicated throughout Crowder.

The President sends electronic informational updates to all faculty and staff, discussing recent College Council deliberations, state budgeting and policy issues, Board actions and decisions, and general institutional news. The Public Information Office publishes a weekly e-newsletter for all employees and interested community patrons, outlining upcoming activities, program success stories, and items of general interest that are not governance related. The Human Resources Director and the President's Administrative Assistant regularly send out notices related to personnel and family items, selections for Outstanding Service Awards, and the upcoming Staff Development schedule.

Staff development sessions also include opportunities for the Presidents and Deans to present information and to gather feedback from attending employees. The President generally attends the monthly Faculty Meeting and presents updates of interest on budget, building projects and statewide developments. The President also hosts a monthly "birthday luncheon" for faculty and staff members sharing birthdays in a particular month. The lunch meetings are used as open forums for the free exchange of information between all parties.

College Council and committee meetings serve as communication avenues, with Division Chairs, faculty, professional and classified staff associations, standing committees and project teams meeting monthly in addition to the College Council and Board meetings. There are no regularly scheduled classes on Friday afternoons, with two Fridays reserved for professional development classes, and two for these monthly meetings so that conflicts are minimized.

A suggestion box is posted outside of the Human Resources office to elicit suggestions, and an e-mail version allows employees to submit ideas and concerns on-line. These suggestions are reviewed by the College Council and responded to monthly or sooner if timeliness is a factor. Staff evaluations are also used as a regular one-on-one means of communication.

All administrators utilize a "walk around" approach to communication to share ideas with staff and to listen.

## **5P8: Communicating a Shared Mission, Vision, and High Performance Expectations**

**Institutional directions.** To aid in the communication of a shared Mission, Vision, Values and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, community service and involvement, each semester begins with an All Staff Day for all employees at which some aspect of Mission, Vision and Values is highlighted and reinforced. New employees undergo an orientation which includes a familiarization with Mission, Vision and Values and with the Crowder quality improvement model. A staff development session provides an intensive review of the continuous quality improvement process for those interested in deeper understanding of the AQIP model and approach.

**Learning.** A professional development program linked to specific institutional and personal objectives provides sessions addressing ethics, equity, community service and social responsibility. An evaluation system that focuses on personal goal setting and performance objectives encourages community service and personal responsibility. Incentives are provided for faculty and staff to participate in professional development activities. Normally, monthly "Outstanding Service" awards are presented on a nomination basis, focusing on acts of special service, and recipients are rewarded with dinners, theater tickets and certificates.

Senior leadership at Crowder fosters and models an attitude of continuous learning. Several senior leaders teach at least one course per year. Budgets are provided for each department/division for travel to attend professional conferences and workshops on topics relating to their jobs.

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**Continuous improvement.** Each year begins with a college-wide discussion of the year ahead at All Staff Day, including the strategic (quality) plan, goals and objectives for the year, and areas of targeted improvement. The AQIP Steering Committee helps develop strategies to reinforce and deepen the general understanding of the continuous improvement process.

**Ethics and equity.** Ethical issues within the college are approached by a systematic means of communication and process. All faculty and staff are provided with employee handbooks which outline legal, ethical, and moral expectations of employment. These topics are placed on the agenda of All Staff Day gatherings and the Friday professional development sessions throughout the year.

Crowder views equity in the broadest sense, and in addition to being sensitive to balance in such issues as gender, ethnicity, and religious preference in employment and hiring practices, equity is sought in internal opportunity for various employment groups. Hourly staff members are included on key committees, are eligible for travel abroad programs and stipends, and are included in benefit policies such as educational grants and loans. The pervasive institutional philosophy is that this is a “college family,” with all treated with equal attention and concern.

The Vice President of Student Affairs and Director of Human Resources collaborate frequently on equity issues to review existing equity language and to identify new developments in federal or state law, NJCAA athletic requirements, and any other policy changes from governing bodies affiliated with the college, that may require revision to Crowder’s existing equity language and procedures.

**Community service and involvement.** During the school year, Friday afternoons are set aside for organizational learning activities, with input from the personnel evaluation system used as the basis for creating annual workshop schedules that specifically address individual and institutional learning needs.

All employees are encouraged to participate and explore leadership opportunities among community service organizations. The philosophical underpinnings of Servant Leadership naturally encourage members of the Crowder family to find outlets for community service. Participation in community service activities often develops into leadership opportunities.

## **5P9: Encouraging and Developing Leadership Abilities**

Leadership abilities are encouraged, developed and strengthened among faculty, professional and classified staff, and administrators; and best practices, knowledge, and skills are communicated and shared throughout the institution through a carefully planned and coordinated professional development program. All Board members have participated in the Greenleaf Foundation’s training workshops on Servant Leadership. The Board President has been a frequent presenter at Greenleaf workshops and at other state and national leadership academies. Other Board members and administrators have attended training at the Center for Global Ethics. The college sponsors at least one mid-level professional employee for participation in Leadership Neosho each year, a cooperative leadership development program between Crowder and the Neosho Chamber of Commerce. In addition Crowder supports employee participation in other leadership activities by providing travel budgets for such activities for all college staff.

Crowder provides tuition reimbursement incentives for developing leaders to pursue additional formal education. Crowder personnel are actively involved in state and national organizations and conferences that serve as learning opportunities for best practices, and upon returning from these meetings are expected to make presentations to faculty and staff about what they have learned.

The college encourages employees to take on leadership roles, such as chairing committees or heading up projects, with senior administrators advising and mentoring. The college has a strong history of internal promotions into leadership positions. Of the 12 directors currently on staff, 11 started in other roles – either professional, faculty or classified. One of the two Assistant Vice Presidents was selected from the college faculty and the college President formerly served as the Chief Financial Officer.

## **5P10: Leadership Succession Plans**

Leaders and Board members ensure that our Mission, Vision, and Values are passed on during leadership succession by placing continuous emphasis on institutional culture in personnel selection, new employee orientations, ongoing professional development, and communications. The Board is elected from two sub-districts, but has successfully cultivated new members for decades and has been able to

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get highly qualified and committed citizens to run for the Board when vacancies occur. A Presidential Profile has been developed and is reviewed by the Board regularly for currency in case a new CEO must be found. With the most recent presidential succession that occurred, the Board met with every personnel group for open sessions in which desired attributes of the new president were defined. These became part of the Presidential Profile used in the selection. All job announcements for administrative posts outline the Mission, Vision and Values emphasis, and these become an important part of the interviewing and selection process. All interviewing is done by a broad-based committee, representative of the institution as a whole, assuring wide participation in the evaluation of candidates.

## 5R1: Measuring Leadership and Communication

The following measures of leading and communicating are collected and analyzed on a regular basis:

- All college employees are invited to evaluate the President annually. This evaluation focuses largely on leadership and communications issues and the results are reported annually to the Board of Trustees.
- A biennial Campus Quality Climate survey is administered to all employees, with much of the focus on leadership and communication issues. This survey includes a gap analysis showing where leadership and communication are not viewed as being at desirable levels.
- A Community Survey is sent each year to approximately 50 community leaders who are asked to evaluate the President and Crowder in terms of community perspective.

## 5R2: Leadership and Communication Process Results

Crowder administered the Great Colleges Survey for the first time in 2012. The college was disappointed in the minimal data reports received from the company. The complete results are shown 4R2 in figures 3.2 and 4.4. As shown in the results Crowder rated 'Very Good to Excellent' in all areas. For 'Senior Leadership' the result was 89% as compared to 86% for the benchmark. For 'Communication' the results were 81% as compared to the benchmark of 79%. Crowder plans to return to administering the Campus Quality Survey in the future.

Although dated the Campus Quality Survey administered in 2007, results have been included. As shown below two of the eight general survey categories related to this criterion: Top Management Leadership and Support, and Empowerment and Teamwork. The overall evaluation of faculty and staff of these categories were as follows on a 5-point scale.

Table 5.1 Campus Quality Survey Results (Leadership Categories)			
	Should be	Now	Gap
<b>Top Management Leadership and Support</b>			
Administrators treat students as their top priority	4.418	3.724	.694
Administrators are committed to providing quality service	4.633	3.908	.724
<b>Employee Empowerment and Teamwork</b>			
Team efforts are effective in this organization	4.464	3.268	1.196
Employees are empowered to resolve problems quickly	4.541	3.265	1.276

Of the 80 individual question items asked on the survey, five of the ten showing the smallest and largest performance gap related to this criterion are listed in the following tables.

Table 5.2 Campus Quality Survey Results (Smallest performance gaps)			
	Should be	Now	Gap
The Mission, purpose and values of the institution are understood by employees	4.551	4.153	.398
I have had opportunities to contribute to Crowder's AQIP work	4.072	3.578	.494
This institution promotes excellent employee-student relationships	4.552	4.052	.500

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This institution believes in continuous quality improvement	4.459	3.888	.571
Quality improvement teams have been established in this organization	4.351	3.773	.577

Table 5.3 Campus Quality Survey Results (Largest performance gaps)			
	Should be	Now	Gap
There are effective lines of communication between departments	4.58	2.61	1.97
Employees are rewarded for outstanding job performance	4.46	2.88	1.58
Processes for selecting, orienting, training, empowering and recognizing employees are carefully planned	4.51	2.97	1.54
This institution has "user friendly" computer systems to assist employees and students	4.59	3.05	1.54
This institution analyzes all relevant data before making decisions	4.50	2.99	1.51

### 5R3: Comparing Results with Other Institutions

The college has begun working with other Missouri community colleges to share information. All Missouri Community Colleges now participate in the National Community College Benchmark Project (NCCBP). The college attempts to compare results of other higher education institutions and, if appropriate, organizations outside of the education. When possible, benchmarks are established based upon performance information from cohort institutions, or from state or national normative data. The college attempts to select and utilize assessment instruments that have comparable results with other higher education institutions or with organizations performing like functions.

Table 5.5 Campus Quality Survey Results						
	Crowder		All Others		Other 2-year	
	Score	Gap	Score	Gap	Score	Gap
Top Management Leadership/Support	4.04	.76	3.38	1.14	3.28	1.23
Employee Empowerment and Teamwork	3.96	.66	3.35	1.13	3.30	1.16

Comparisons between Crowder employee perceptions concerning Leadership, Teamwork and Empowerment with the perceptions of all other higher education and other 2-year colleges are provided in Table 5.5. The score is the employees' perception of "How It Is Now". The Gap disparity is the difference between perceptions of "How It Is Now," and "How It Should be."

When comparing Crowder College composite scores on "How It Is Now" with those of other two-year institutions in the Performance Horizons data bank, Crowder ratings are higher in all eight.

Strategic Quality Planning	+.730
Employee Training and Recognition	+.540
Employee Empowerment and Teamwork	+.659
Top Management Leadership and Support	+.760
Customer Focus	+.634
Quality and Productivity Improvement Results	+.671
Quality Assurance	+.612
Measurement and Analysis	+.639

Crowder has attempted to address the GAP areas by having AQIP as a focus of All-Staff Day and periodic staff development activities.

### 5I1: Improving Current Processes

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The President is evaluated annually by all college employees. This evaluation data is presented to the Board for use in the President's semi-annual performance evaluation, and each Vice President is evaluated by all who report to that administrator. This feedback goes to the President for use in evaluations with these senior administrators, contributing to the continuous improvement loop. Leading and communicating are important parts of the evaluation process for administrators. Each administrator's supervisor may reinforce perceived strengths and target areas for improvement.

The Board periodically self-evaluates its performance. All of this information contributes to the yearly quality improvement process.

One of the Action Items from the most recent cycle was to develop a unified planning system at all levels of the organization. This initiative was completed and institutes a documentation and communication process for new programs and projects. It includes three documents designed to enhance communication of new initiatives, evaluate the need for the initiative, and evaluate the resource requirements for the initiative. This planning process helps to ensure that process improvements are well documented, coordinated, and communicated.

## **5I2: Setting Targets for Improvement**

The President, with input from chief administrators, identifies areas of concern. Generally, there is some focus on GAPs. Through the AQIP action project process each triennium, progress is reported semi-annually to the Board and college community. These always include at least one academic improvement indicator; with the others chosen by the institution based on its analysis of greatest need and opportunity to improve.

A quality indicator is discussed at each Board meeting, with public coverage through local media making the public aware of college outcomes. These reports focus on issues such as retention rates, financial aid default management, performance in developmental education courses, success at meeting enrollment projections, etc.

The Board of Trustees and the College Council also identify areas of concern that can become targets for improvement. The college's current targets are all expressed as "Action Items" and have committees that are working toward processes to improve or solutions to the concerns.

## CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

### **6P1: How Do You Identify the Support Needs of your Students?**

Crowder College identifies student support needs through a variety of means, both quantitative and qualitative. Surveys, advisory committees, and institutional research data are all used to help identify student support needs. Student support services needs of students are obtained from students themselves; faculty members; administration; and front-line staff such as admissions, financial aid, and cashiers. 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 IP9. When support services merit a change in processes or policy, attention is given to implementing or improving those processes at College Council.

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: Identifying Support Service Needs of Employees and Other Stakeholders**

Administrative support service needs of the faculty, staff, administrators, and other key stakeholder groups are identified in many ways. The staff development committee surveys employees periodically to identify newly emerging needs.

Crowder College maintains a number of employee representative groups that meet regularly and forward concerns, issues, and requests to administrators and the College Council. These include: Faculty Association, Professional Staff Association, and the Classified Staff Association. The Human Resources office is the principal support service resource for Crowder employees. HR provides a range of personnel services including benefits management, regulatory compliance, training, professional development, and performance appraisal.

The Office of Institutional Research provides accurate and timely data from employee satisfaction surveys, community surveys, and business/industry surveys that also aid in identifying employee and other stakeholder needs. These surveys provide 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.

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).

The President, or any of the College Council, may bring needs and/or concerns to the forefront during the monthly College Council 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 and make recommendations back to the College Council.

Also, during College Council 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.

Many support services are spelled out in the Board policies and in the employee handbook. This includes defining the work assignment requirements, sick leave, vacation, family emergency leave, and other benefits provided by the college. Since Crowder is a publicly-supported institution, many of the key



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business and support functions are controlled by statute or state regulating agencies, departments, or boards.

### **6P3: How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?**

The College uses various methods to share with students, staff and others about safety matters on campus. The campus is able to communicate this information through a system of mass communication via audio, e-mail, and text messages. Emergency procedures and evacuation maps are posted in all classrooms and offices around campus. The college security staff works with the Vice President of Student Affairs and the Campus Life Coordinator to establish procedures for sharing safety concerns with students. A week of Resident Assistant training on emergency procedures for dorm students is held every year before dorm students arrive. This includes CPR training, and training in emergency procedures such as severe weather, medical, fire, and mechanical issues. At move in, the Campus Life Coordinator hosts a dorm orientation meeting with all dorm students to explain the rules and to cover emergency procedures for all dorm students including severe weather, fire and medical emergencies. Additionally, a “Residence Complex Rules and Regulations” booklet is distributed to every dorm student before move-in which also contains a section on “Emergency Procedures.”

The college is fortunate to have a tornado safe room on campus. As part of the operations of the building, the college is responsible for sending periodic letters to residents and businesses in the shelter protection zone as well as those on campus, for collecting Special Needs Forms from persons needing special assistance and for maintaining the cleanliness and functionality of equipment and resources in the safe room.

### **6P4: Student and Administrative Support Services Processes**

Supporting student service operations at Crowder College 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 four primary focuses:

- 1) Enrollment management
- 2) Academic assistance
- 3) Enrichment
- 4) Library

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. The student service processes, stakeholder (user) requirements, and key measures for each are listed in the table.

Table 6.1 Key Student Support Processes, Requirement, and Results		
Key Processes	User Requirements	Key Measures and Results
Enrollment Management - Admissions - Advising - Records - Financial aid	<ul style="list-style-type: none"> <li>• Accessible and accurate services and information</li> <li>• Affordable services</li> <li>• Centralized services</li> <li>• Simplified registration processes</li> <li>• Student-centered services</li> <li>• Adequate funding sources</li> <li>• Pell, Stafford, work study, scholarships</li> <li>• Equity in programs and services</li> <li>• Safe and secure campus</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment rate</li> <li>• Headcount</li> <li>• Credit hours</li> <li>• Retention rates</li> <li>• Student satisfaction survey</li> <li>• Financial aid award rates</li> <li>• Scholarship award rates</li> <li>• Degree seeking students</li> <li>• Tuition rates</li> <li>• Graduation rate</li> <li>• Placement rate</li> </ul>

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<ul style="list-style-type: none"> <li>- International recruiting</li> <li>- Career services</li> </ul>	<ul style="list-style-type: none"> <li>• Career advisement and placement</li> <li>• Internal job placement (work study)</li> <li>• External job placement (co-ops, internships)</li> <li>• Career exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction survey</li> <li>• Student use rates</li> <li>• Equity in athletics</li> <li>• Default rates</li> <li>• Jeanne Cleary Act</li> </ul>
<p>Learning resources</p> <ul style="list-style-type: none"> <li>- Academic Resource Center</li> <li>- College Assistance Migrant Program</li> <li>- Student Support Services</li> <li>- International student programs</li> </ul>	<ul style="list-style-type: none"> <li>• High quality learning support</li> <li>• Student centered services</li> <li>• Accessible services and information that meet “total need” of students</li> <li>• Centralized services</li> <li>• Consistency</li> <li>• Timely</li> <li>• Scholarship opportunities</li> <li>• Adequate book supplies</li> <li>• Adequate services</li> </ul>	<ul style="list-style-type: none"> <li>• Headcount</li> <li>• Retention rates</li> <li>• Graduation rates</li> <li>• GPA rates</li> <li>• Student use rates</li> <li>• Student satisfaction survey</li> <li>• Price comparison report</li> </ul>
<p>Enrichment-based Services</p> <ul style="list-style-type: none"> <li>- Residence Halls</li> <li>- Student Life</li> <li>- Athletics</li> <li>- Health Services</li> <li>- Office of Disability Services</li> <li>- Drug and Alcohol Program</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate facility and resources</li> <li>• Affordability</li> <li>• Adequate disability services</li> <li>• Accessible and informative drug and alcohol information and services</li> <li>• Available and convenient services</li> <li>• Accessible services</li> </ul>	<ul style="list-style-type: none"> <li>• Housing rates</li> <li>• Student satisfaction survey</li> <li>• Price comparison report</li> <li>• Office of Disability Services use rate</li> <li>• Price comparison rate</li> </ul>

The focus of the Administrative Services is to provide a fiscally sound organization while providing customers with a good service environment. Included in the list of administrative services are:

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

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

Table 6.2 Key Administrative Support Processes, Requirements, and Results		
Key Processes	User Requirements	Key Measures
<p>Finance</p> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Accounts Payable</li> <li>- Cashiers (Receivable)</li> <li>- Budget management</li> </ul>	<ul style="list-style-type: none"> <li>• Fiscal health integrity, accuracy, timeliness</li> <li>• courteous service</li> <li>• Institutional stability</li> </ul>	<ul style="list-style-type: none"> <li>• Revenue</li> <li>• Fund balance</li> <li>• Fiscal agility</li> <li>• Audit compliance</li> <li>• Foundation Fund Balance</li> </ul>
<p>Information Technology</p>	<ul style="list-style-type: none"> <li>• System availability and reliability</li> <li>• User-friendly systems</li> <li>• Timely and accurate assistance and service</li> </ul>	<ul style="list-style-type: none"> <li>• System availability</li> <li>• Satisfaction with Help Desk</li> <li>• Response/cycle time</li> </ul>
<p>Information Systems</p> <ul style="list-style-type: none"> <li>- Library</li> <li>- Information Management</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible services</li> <li>• Adequate resources</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction survey</li> <li>• Student use rate</li> </ul>

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Institutional Improvement	<ul style="list-style-type: none"> <li>• Research</li> <li>• Improvement methodology</li> <li>• Improved institution</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative gap analysis</li> </ul>
Physical, grounds, and safety	<ul style="list-style-type: none"> <li>• Safe and secure campus</li> <li>• Clean, well-maintained, attractive physical facilities</li> <li>• Adequate and accessible learning facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Safety statistics</li> <li>• Energy use</li> <li>• Preventative maintenance</li> <li>• Capital funding</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>• Contracts and benefits management</li> <li>• Payroll</li> <li>• Employment</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Employee satisfaction with services</li> <li>• Employee retention</li> <li>• Professional development attendance</li> </ul>
Auxiliary Enterprises - Bookstore - Food service	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Competitive pricing</li> <li>• Selection</li> <li>• Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in revenue</li> <li>• Increase in usage</li> <li>• Foodservice surveys</li> </ul>

## 6P5: Documenting and Supporting Processes

Key support services reinforce student learning and assist the college by creating an environment necessary to carry out its mission and vision. Support service processes enable faculty and staff to perform effectively and efficiently and, as a result, help students learn successfully as well as allowing for the accomplishment of other distinctive objectives.

The Crowder College Foundation is a vital support service that facilitates helping students learn by developing outside resources to fund faculty and staff projects, equipment, and student scholarships. The Public Information Office and College Print Shop provide print, Web, and broadcast publications and student resource materials such as the catalog and schedule, public service announcements, press releases, and external communications such as weather closings.

The Campus Life Office provides student activities that increase opportunities for students to enhance leadership and life skills.

The key student and administrative support services reinforce processes and systems as illustrated in the table.

Table 6.3 Key Processes Reinforcing Helping Students Learn	
Key Support Processes	Reinforces Criteria by Providing
Student Services	
Enrollment management	Orientation Registration Academic advisement Intrusive retention services Transcripts and records Financial assistance Ensuring diversity
Learning resources	Academic support services Assessment and placement Social and cultural support services
Enrichment-based services	Living accommodations Physical activity facilities Intramural and intercollegiate sports Health services and information Disability accommodations, advisement, and assistance Abuse and addiction counseling/advising
Administrative Services	

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Finance	Strong fiscal base Resources and revenue for learning programs Scholarships
Information management	Integrated data system Comprehensive student database
AQIP steering committee	Best possible practices Relevant benchmarks
Physical plant	Safe, accommodating, comfortable, adequate space/grounds
Human Resources	Identification and recruitment of, and support for, instructors, administrator, and support staff
Auxiliary enterprises	Text books, supplies, and collegiate sportswear/gear, full-service cafeteria, snack bar, and catering

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 to help new students develop a first semester schedule to provide quality experiences for their first year. Students receive comprehensive advisement services aimed at delivery of quality information for degree declaration, financial assistance, and easing the transition to postsecondary education. The college has developed a college orientation course for first-time students to help new students adapt to their new learning experience. The course was developed by the Advising Task Force comprised of student services professionals and faculty members and is administered by the retention office.

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 Academic Resource Center serves many enrolled students and implements processes 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. Most full-time faculty members provide academic advising to students in their programs or in their disciplines. 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 a viable resource for identifying and helping at-risk students.

### 6R1/6R3: Collecting and Analyzing Measures of Student and Administrative Support Services

Crowder College utilizes the following data to measure the financial support of the organizational structure.

<b>Table 6.4 Financial Measures: Revenues and Expenditures</b>				
	<b>12-13 Budget</b>	<b>11-12 Actual</b>	<b>10-11 Actual</b>	<b>09-10 Actual</b>
<b>REVENUES</b>				
Local taxes	\$ 3,090,000	\$ 3,110,102	\$ 3,010,161	\$ 2,999,797
Tuition and fees	11,703,908	11,443,519	10,466,675	8,870,828
Other Local	8,552,325	4,487,678	2,721,454	1,871,617
Auxiliary	3,811,000	3,469,340	3,888,775	3,069,633
State	4,970,671	5,637,361	6,070,966	6,609,198
Federal	18,738,663	21,030,095	18,570,826	13,181,653
<b>Pell Grant (inc in Fed)</b>	<b>11,120,000</b>	<b>10,421,423</b>	<b>10,888,942</b>	<b>8,349,682</b>

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Area School	951,150	956,584	912,376	935,342
<b>TOTAL REVENUES</b>	51,817,717	50,134,679	45,641,233	37,538,068
<b>EXPENDITURES</b>				
General Administration	1,236,830	1,232,237	1,070,852	
Business Office	15,360,686	8,935,986	12,121,256	
Academic Affairs	10,598,504	10,938,866	10,284,320	
Student Affairs	18,577,075	17,999,227	18,067,674	
Other	5,032,225	10,727,176	4,975,407	
<b>TOTAL EXPENDITURES</b>	50,805,320	49,833,491	46,519,509	
<b>PROJECTED SURPLUS</b>	<b>\$ 1,012,397</b>			

**Table 6.5 Financial Measures**

Department	2012-13 Budget	2011-12 Budget	2010-11 Budget
At Risk	\$ 46,257	\$ 35,000	\$ 35,000
LRC	308,242	295,752	293,484

### 6R2/6R4/6R5: Results of Student Support Service Processes

Crowder College utilizes data from the following to measure performance results for learning support results for the college:

**Table 6.6 Office of Disability Services**

Year	Enrollment	Number of Students Receiving Office of Disability Services	% of Total Enrollment Receiving Services
2010	5219	58	11
2011	5410	95	17
2012	5590	94	17

**Table 6.7 Noel-Levitz Student Satisfaction Inventory 2012**

Crowder College				National Community Colleges				
	Importance	Satisfaction/Standard Deviation	Gap		Importance	Satisfaction/Standard Deviation	Gap	Mean Difference
Library resources and services are Adequate	6.43	6.00/1.32	0.4		6.616	5.64/1.35	0.5	0.36

**Table 6.8 Student Satisfaction**

So far, how has your college experience met your expectations?	Crowder College	National community colleges
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<b>Overall</b>	5.2	4.81
1=Much worse than expected	1%	1%
2=Quite a bit worse than I expected	0%	1%
3=Worse than I expected	4%	6%
4=About what I expected	24%	37%
5=Better than I expected	30%	25%
6=Quite a bit better than I expected	14%	12%
7=Much better than expected	23%	15%
<b>Rate your overall satisfaction with your experience here so far?</b>	<b>Crowder College</b>	<b>National community colleges</b>
<b>Overall</b>	5.91	5.46
1=Not satisfied at all	1%	1%
2=Not very satisfied	1%	2%
3=Somewhat dissatisfied	2%	5%
4=Neutral	6%	11%
5=Somewhat satisfied	10%	17%
6=Satisfied	44%	40%
7=Very satisfied	33%	20%
<b>All in all, if you had to do it over, would you enroll here again?</b>	<b>Crowder College</b>	<b>National community colleges</b>
<b>Overall</b>	6.24	5.72
1=Definitely not	1%	2%
2=Probably not	2%	4%
3=Maybe not	1%	3%
4=I don't know	4%	8%
5=Maybe yes	6%	10%
6=Probably yes	25%	31%
7=Definitely yes	58%	39%

### 6I1: Improvement of Current Processes

Crowder College recently began the process of utilizing the Tk20 Data Collection system to assist in the data collection process. Departments have been trained and have begun the process of measuring student outcomes more effectively and in a broader review. This process has only begun. The college has also put in to place an organizational structure with an Assessment Steering Committee which will lead the campus through more focused assessment process. Currently, the Assessment Steering Committee is reviewing all the reporting needs of all the AQIP Categories and determining assessment strategies, methods, and forms to meet those needs. In many cases, the need to start building the baseline will begin now.

### 6I2: Setting Improvement Targets

The college continually solicits and collects feedback internally and externally, searching for opportunities to improve student success. Advisory boards for specific programs and academic subjects meet regularly and offer guidance and recommendations on curriculum and program improvements. The new "Continuous Tactical Planning" process will provide the structure for the campus to improve operational items and to set Improvement Targets for the College.

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## CATEGORY 7: MEASURING EFFECTIVENESS

### 7P1: Select, Manage and Distribute Data for Support

**Select:** Much of the institutional data and information is routinely collected and compiled by the Institutional Research office. Some data is selected by mandate to satisfy state, federal, and/or grant regulatory requirements. Other data is selected to support college goals or for benchmarking. In addition there are some data collected by departments specifically based on individual departmental needs.

**Manage:** Institutional data is primarily managed by Institutional Research (IR) with the exception of financial reports which are kept by the Business Office and federal grant reports, written and managed by the Grants Office. Departmental data is collected and reported for specific departmental needs and are managed by the department. For example, the Grants Office may collect specific data as required by a federal grant award for reporting purposes. This may be collected and stored in a database designed by the Grants Office or entered into a database provided by the awarding agency.

**Distribute/Use:** The use of data and information varies with the measure. Crowder College collects data to be used to help with fact-based decision making and to meet information requirements. In the area of finance, expense and revenue reports are used to track performance and identify variances that fall outside of the acceptable range. Crowder understands that benchmarking and comparative data is important to ensure that results are in line with the norms. Thus Crowder participates in the National Community College Benchmark Project (NCCBP) for national and state comparison data. Crowder participates along with all thirteen Missouri community colleges. The NCCBP gives percentile rankings for over a hundred indicators with Crowder's measures as compared to 275 other community colleges from 37 states. The results are used to identify areas of strengths and areas needing improvements. Table 7.1 lists measurements that are used regularly.

**Table 7.1 Measures of System Effectiveness**

Selection	Primary Requester	Manage	Key Reports	Distribute	Use
Federal Reports, Integrated Postsecondary Education Data System (IPEDs)	Department of Higher Education, National Center for Education Statistics	Institutional Research Office	IPEDs reporting, Gainful Employment Reporting	Unrestricted	Compliance, national comparative data, data for planning
State Reports	Mo. Dept of Higher Education, Dept of Secondary Education, Governor's Office, Joint Committee on Education	Institutional Research Office	Enhanced Missouri Student Achievement Study (EMSAS) Reporting, MDHE Reporting Collection, Complete College America (CCA)	Mostly unrestricted some data is only available in aggregated sets.	Compliance, state comparative data, planning
Research Projects,	Administration, Board of Trustees, College Council, Missouri Community, Assessment, College IR Group	Institutional Research Office, Assessment	National Community College Benchmark Project (NCCBP), Student Abilities, Student Satisfaction Survey, Employee Survey, Course Pre-Post Tests	Institutional level data is restricted to the institution	Data for planning or decision making, national and state comparative data sets
Ad Hoc	Institutional	Institutional	Grants – Aspen,	Usually	Data is used for

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Reports	Research Office, Records, Other Departments	Research, Division or Department Requester	MOHeathWins	stays within the division or department making the request.	planning
Grant Reports	Department of Labor; Department of Education; Department of Energy; National Science Foundation	Grants Office	Quarterly reports; financial reports; annual reports; close-out reports	Unrestricted	Used in performance improvement and future planning efforts

### 7P2: Select, Manage and Distribute Data for Planning

**Select:** Data is managed and distributed in much the same way to support planning and improvement efforts as it is for instructional and non-instructional programs and services. The selection is the difference with requests usually coming from the College Council, Instructional Council, Board of Trustees or Administrators with a specific data need.

**Manage:** The data and information is provided to the requesting group with the supporting documentation. The data gained from the grant reports is used with the project personnel to measure effectiveness toward stated objectives and targets. If benchmarks have not been achieved, then the initial strategies are re-visited as to effectiveness, and decisions are made if they should be changed or new strategies introduced to better meet the outcome measures.

**Use:** The use and distribution of data varies depending on the needs and the objectives of the group. One example of how specific data was used to support curriculum improvement efforts was the use of data to identify the need for additional developmental math options. Based on entrance exam scores the need was identified for courses to bridge the gap between Basic Algebra and Intermediate Algebra. Students being placed into Basic Algebra might only need a review, not a whole semester of remediation before enrolling in Intermediate Algebra. After the need was identified the math department created Pre-Collegiate Math 1 and 11 to help meet the needs of these students. Not only were courses created to meet the students' needs but changes to instructional delivery as well. Students enrolled in these courses work at their own pace with instructors present to assist during classroom period. After class the students can utilize the math lab as a resource available to all math students and receive assistance from the Math Mastery Learning Assistant.

### 7P3: Information, Data Needs and Accessibility

**Determine Need:** There are indicator/measurements that have been identified as indicators of health for the institution that are tracked systematically. There are also times when departments and/or administrators find data that is out of the normal range and additional information is needed to determine the cause of an issue. When this occurs, ad hoc reports are developed.

**Collect:** Each department and division, with the respective Vice President, identifies what information and data is necessary to collect. As part of the planning process, key measures are established and what data is necessary. Most departments and divisions on campus have an active Advisory Council made up of interested stakeholders with expertise in that area. Recommendations from those councils often drive the data and information collection.

**Storage and Accessibility:** Crowder has a safe network drive that all employees have access to that allows safe sharing of documents either by browsing or by doing a search for needed information. Institutional employee, student and financial data are kept in Jenzabar, which is the college's primary database. A team representing all internal stakeholder groups worked during 2007 reviewing and comparing numerous ERP systems. The team recommended Jenzabar EX. The system was implemented in 2009, and currently the college is working to fully utilize all modules. One of Crowder's current active action projects is to implement an online degree audit system that would work as a plan of study for students and prospects. Each yearly catalog will need to be built as will the programming behind the functionality of each plan. Currently online degree audits have been built for 2009 through 2012.



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## 7P4: Analyzing and Sharing Institutional Level Data

**Analyze:** Analysis and distribution of the measurements vary based on the intended use. The NCCBP and surveys are reviewed by the College Council. Additional related data and information have been identified for departments and programs.

Comprehensive communication of the results of organizational level analyses to the faculty and staff, as well as analyses that are appropriate for students and external stakeholders occurs through a multifaceted process. Most analysis are taken to the College Council, then either to the employees or the Board depending on the nature of the information. Also, all of the administrators are expected to brief their units and/or departments after College Council meetings. The President's Assistant posts College Council and Board minutes for all employees.

## 7P5: Determining Priorities for Comparative Data

Crowder's comparative data comes from many sources such as student satisfaction, NCCBP, employee satisfaction and CAAP testing which all have national norms. When Crowder's results vary significantly from the national norms, departments and/or task forces begin to review the results and determine if any other information is needed to develop improvement efforts. In the past this has been used to identify future action projects.

Reporting data from the Missouri Statistical Summary provides a basis for comparison of state required information. The Federal IPEDs Peer System is used for comparison of schools outside of the state. The National Community College Benchmark Project established by Johnson County Community College in Overland Park, KS is used for both state and national norms.

## 7P6: Aligning with Institutional Goals

With the help of IR, each division and/or department collects data and information specific to their area(s) to support the organizational goals. Goals are set yearly in October and reviewed mid-year to evaluate the progress. The organization goals which may be referred to as board goals are aligned with Crowder's Mission and AQIP categories.

Department evaluations provide the opportunity for the President or Vice Presidents to ensure that all the sub-institutional level plans are fact-based and are aligned with the goals. In September of each academic year, the VPs sit down with division chairs and program directors and evaluate the results from the year and agree on the goals for the coming year. This information is used to build the budget and goals for the coming year. In addition to the organizational goals the Board and Administrators meet yearly for a Board Retreat where they identify strategic objectives which the board goals are designed to support.

An example would be the need for additional space at the Webb City site due to the increase in student count over the last few years. Enrollment growth data was used to obtain a FEMA grant to assist with the cost of an addition that will increase the size of the site by 20,000 square feet, and a portion of the building will double as a tornado shelter for the site.

## 7P7: Effectiveness of the Information System

**Timeliness:** The Institutional Research Office serves as a quasi internal auditor for the data. The institutional research department ensures timeliness by prioritizing and understanding the requirements of data requests. Priority is given to the most critical data needs and works to make sure data is timely and relevant.

The IR Director attends monthly meeting with all other community college researchers. The research group agenda usually consists of current reporting issues and any data requests that need discussion.

Software system upgrades occur as new releases are made available from the software companies.

**Accuracy:** Data accuracy is essential to maintaining data integrity within a database. Data auditing reports have been developed and are run routinely to identify data elements that need attention.

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All online students' applications coming in through the online portal are reviewed to identify potential data issue prior to being uploaded into the system.

**Reliability:** To safeguard against system failures, routine backups are created and stored on campus in a safe location and off-campus in safety deposit boxes.

**Security:** System and data security is of the utmost importance. Everyone must go through FERPA training before being allow access to the student information system. Permission within the student information system is based on the position, responsibilities and duties associated with the position. CNET ensures security through numerous firewalls and other software protectors (i.e. multiple passwords). Each user on the college system has an identified name and personal password. Passwords have an automatic expiration and inactive accounts are purged. User access is granted to specific data sets based on specific clearance permissions. For example, students do not have access to the student information system.

## 7R1: Determining Effectiveness of the Measurement

**Academic:** Students complete evaluations for all courses through a web service called TK20. The evaluations consist of 25 questions and space also available for comments. Out of the 25 questions, five key questions were chose by the Missouri Community College Association. The results of those five key questions are posted on the Crowder College webpage each semester. They can be found at <http://www.CC.edu/FACULTY-STAFF/index.php>. All evaluations are averaged per faculty member and scores for these questions range from 1.0 to 2.0 with 2.0 as the highest score possible. The results are used during faculty evaluation. The standardization between community colleges helps to have comparison data.

The NCCBP is done annually and the results are used for decision making and planning. The results are presented to College Council and used to monitor key indicators.

## 7R2: Results from Measuring Effectiveness

The Yearly Board Goals are mapped to ongoing Board Mission Goals and the nine AQIP criteria. This ensures that Crowder's Goals are aligned and supporting the mission. One example is shown in Table 7.2 below. Crowder had a total of 44 goals for the academic year 2011-12. The 'mapped to' column shows the alignment for planning.

Table 7.2 Example of Board Goals							
No.	Organizational Unit	Outcome Objective	Measurable Result	Completion Deadline	Responsible Parties	Mapped To	Mid-Year Status
26	HEP/Student Services	Completion of GED program by 70% of HEP participants. 70% is the target established by the grant	66 (70%) or more HEP participants will receive their GED.	8/31/2012	Graciela Meilij and HEP instructors	MG1 , AQIP 1	In progress: 37 HEP students have GED diplomas so far; on target to meet or exceed goal by August

## 7R3: Results Comparison

Crowder has been working on improving measurement and assessment systems and the processes associated with each. After receiving the 'O' for opportunities in the last system appraisal report an added emphasis has been placed on developing comparative data and an assessment system.

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Crowder has now participated in the NCCBP for three years. The data is a useful resource for comparative data not only for the national and state data but also for consistent trending of institutional data sets overtime as shown in Table 7.3.

Table 7.3: NCCBP Results							
NCCBP 2010			Missouri NCCBP Percentiles				
Form 4: Credit Students Who Enrolled Next Term and Next Fall	Reported Value	% Rank	10th	25th	50th	75th	90th
Next-term Persistence Rate	72.81%	57%	68.13%	69.68%	72.24%	75.42%	82.77%
Fall-fall Persistence Rate	55.51%	71%	47.11%	47.76%	50.98%	55.59%	59.49%
NCCBP 2011			Missouri NCCBP Percentiles				
Form 4: Credit Students Who Enrolled Next Term and Next Fall	Reported Value	% Rank	10th	25th	50th	75th	90th
Next-term Persistence Rate	72.81%	66%	60.32%	65.62%	70.94%	74.35%	77.47%
Fall-fall Persistence Rate	55.51%	87%	40.57%	45.34%	49.73%	53.02%	56.20%

## 711: Improvement of Current Processes and Systems

One recent improvement has been the implementation of a comprehensive outcomes-based assessment system. Crowder purchased the TK20 system and is working to fully utilize the system. The system enables assessment functions to be more aligned and systematic. Currently the system houses the pre/post test results, survey results, course evaluations, goals and values. One of our current action projects is based on aligning all nine student abilities with student data collected, and results input into TK20.

The College Council and Instructional Council monthly meetings serve as the primary forum for improvement to the information and process systems. At these meetings, results, as well as concerns, suggestions, and requests are analyzed as to setting improvement goals and targets.

At least once a year, each department or division meets with its specific advisory group to review past goals, accomplishments, and key program measures. These advisory groups also work with the department or division to update and revise planning and establish upcoming goals and objectives to support departments. Advisory groups for the career education programs such as business and nursing include members who are actively working in industry.

## **712: Culture for Process Improvement and Target Setting**

Crowder has a very open culture which helps nurture innovation. The most widely known improvement items would be the active action projects. The action projects have over time been identified using various techniques. The last round of action projects were identified by using the System Appraisal Feedback Report and focusing on the areas of opportunity that were identified by the report. The most recent action projects were identified by suggestions from the AQIP Steering Committee. The committee compiled a list of possible action projects and then a survey was administered to all employees to garner input. Each proposed project was ranked and then the top three projects were chosen based on input from all employees.

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## CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

### 8P1: Planning Process

Planning at Crowder is continuous quality improvement planning as shaped by the standards of AQIP. The annual planning process begins with an administrative and Board retreat. The institutional mission, vision, and values are reviewed along with the other appropriate information. The key outcomes, which arise from the goal areas, are comprehensive in nature and strive to address all areas of quality as deemed appropriate by AQIP. At the retreat, the goal areas and the key outcomes are adjusted or modified as necessary. Once the key outcomes are established, the College Council with the administrative team analyzes the outcome measures to ensure that they are appropriate and consistent. The President and the administrative team use the key outcomes to develop short and long-term strategic objectives that give rise to Action Plans. Each Action Plan is assigned a task-owner, specific timelines, and benchmarks.

The AQIP Steering Committee guides Crowder's quality planning process. Various staff including classified, faculty, professional and administrative positions are involved. Annual Goals with key outcomes are established which tie to the vision, mission, and values, and addresses the outcomes. The goals are presented and approved by the Board of Trustees each fall. Revisions to the mission and vision are modified based on the college's short and long-term goals. The Board holds a semi-annual review as well as a summative review of the annual goals at the end of the fiscal year.

### 8P2: Selecting Short and Long-term Strategies

Short-term strategies are selected that fit the college's present organizational structure and culture. The organization is relatively flat in that administrators are given considerable responsibility for addressing their daily operations without interference from their supervisors. Approval procedures for purchases and travel do not require multiple approvals, but all administrators must plan and work within their respective budgets. Administrators have broad discretionary power to make inter-office procedural changes that do not conflict with college policy or its broader, mission/vision statement.

Strategies for long-term planning are in transition at Crowder with the change of administration. Compiling this portfolio has allowed Crowder AQIP leaders to reflect on all of their planning processes and strategies. The new administrators have contributed to that dialogue by bringing a new perspective to the process. As a result, Crowder has begun to re-think how it sees institutional planning, its various types and required strategies. However, this new awareness has in many ways compounded the challenge for writing and compiling a portfolio that accurately and candidly assesses the college's planning and strategy processes. This portfolio has been compiled to a great extent based on assumptions about planning and quality embedded in the college culture for several years. But at present, Crowder AQIP leaders and the President are increasingly aware of the problems with some of those past assumptions, particularly the fact that Crowder has not made clear distinctions between long-term or 3-5 year planning and quality improvement planning and the unique relationships between the two. This portfolio attempts to strike some balance between reporting the work produced from the Crowder AQIP plan and what Crowder AQIP leaders are learning from the experience.

### 8P3: Developing Action Plans

To develop action plans, each Crowder department, division, or unit identify key outcomes. These key outcomes serve as the critical requirements for each area and thus the action plans are assured of being aligned with them. Performance of the Action Plans are tracked by the Vice Presidents and reported to the College Council. As the Quality Plan is reviewed each year areas of concern and/or weakness are easily identified. These areas are the primary targets for corrective Action Plans.

Crowder has divided responsibility for work requirements among key administrators. The Vice President of Academic Affairs, Associate Vice President of Academic Affairs and the Associate Vice President of Career and Technical Education work with their departments on the development and execution of plans that affect the class schedule and design work requirements to meet this schedule. The Vice Presidents also evaluate plans for academic support services such as library and information technology, and with the input of appropriate directors, determine work requirements to implement these

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plans. Each plan is expected to reflect workload of employees in the division, standards for the discipline in terms of work requirements, and load comparisons with like institutions.

The Vice President of Student Services oversees planning in the areas of student support: admissions, registration, housing, student records, Upward Bound, Student Support Services, Educational Opportunity Center, College Assistance Migrant Program, High School Equivalency Program, and Academic Resource Center. Here again, workloads are to be reflected in departmental plans, with comparisons to industry standards where available, and to like institutions.

The Vice President of Business and Support Services assists with the development of plans for college financial strategies, business services, Grants Office, Human Resources, Crowder Foundation, physical plant, food services, print shop, and bookstore. The budget development process is designed to accurately allocate resources for the timely and successful accomplishment of the action plan. In order to ensure sustainability, key changes are monitored for effectiveness and integrated into the college core budget. Appropriate resources are committed to changes such as in personnel, physical space, and budget authority to create breakthrough change.

The key action plans are produced from the strategies and are implemented by the Administrative Team and revised, as necessary, by the President and the Board.

Table 8.1 Communicating Action Plan Progress	
<b>Students</b>	Student Senate, Campus Life Office, classroom, Student Services, advisement, email, website
<b>Faculty</b>	Faculty meetings, campus weekly e-letter, President's monthly e-letter, Faculty and Professional Staff Association, HR, professional development activities
<b>Staff</b>	Staff Meetings, Classified Staff Association, HR, professional development activities
<b>Administration</b>	AC Meetings
<b>Key Stakeholders</b>	Board of Trustee meetings, public relations, Foundation Board meetings, various advisory councils, website, e-news letters

### 8P4: Coordinating and Aligning Planning Processes and Institutional Strategies

The College Council is Crowder's primary tool for coordinating alignment. The Council includes representation from all sectors and levels of the organization. It coordinates and aligns the planning process, strategies, and action plans with varying institutional levels. The College Council is the place that "top down" and "bottom up" planning strategies come together. Approximately five percent of full time employees serve on the Council and are responsible for the implementation and alignment within their area(s).

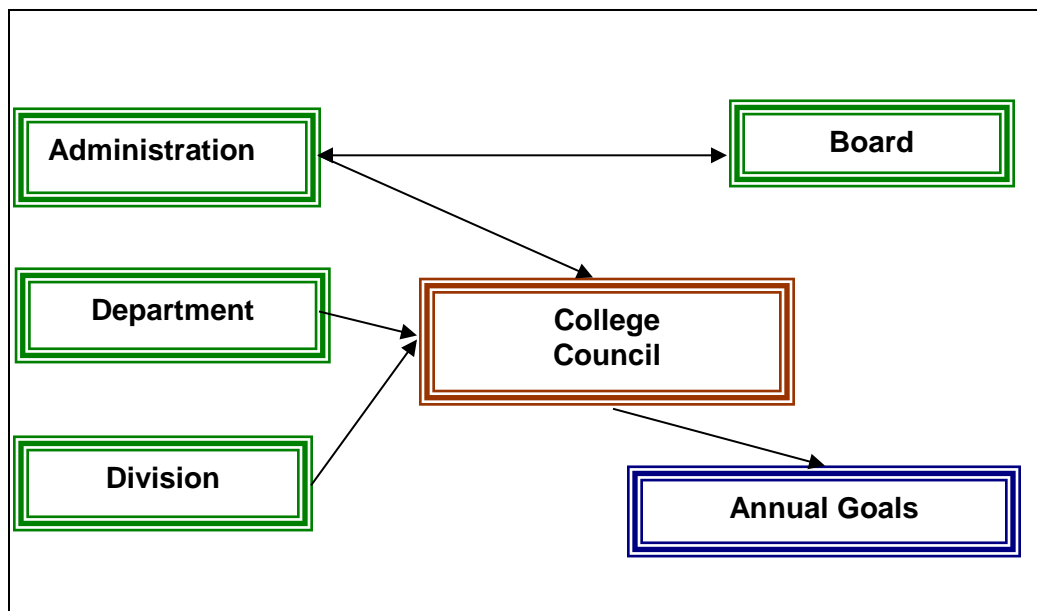


Figure 8.1

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## **8P5: Selecting Measures and Setting Performance Measures**

Measures are selected which are appropriate, comparative, criterion-related, and standardized. Performance projections are set by historic benchmarks for improvement as to an “acceptable” level and an “optimum” level. When available and appropriate, national and/or state performing data is utilized and if fitting, outside industrial or commercial standards are employed, as with area salary comparisons.

## **8P6: Accounting for Resources Needs**

Appropriate resources needs are provided through the annual budget process which begins at the division/department level and moves through the Vice Presidents to the President and on to the Board of Trustees for final approval. Each division or department head prepares a facilities and budget needs report for the upcoming year. The responsible Vice President sits down with the entire department or division and works through the evaluations and outcomes from the past year, both short-term and long-term strategic plans, and the resource needs to implement those plans. After meeting with each department or division, the Vice Presidents and the President allocate available, adequate, suitable, and equitable resources throughout the college. Once a budget is agreed upon by the administration the first draft is presented to the Board of Trustees at the April meeting. This allows for revisions if needed and then final budget can be acted upon on or before the June meeting.

## **8P7: Assess and Address Risk**

Risk assessment is an ongoing process at Crowder. Weekly planning meetings between the President and Vice Presidents are set to identify any areas of potential risk. When potential risks are identified, the risks are evaluated and steps are taken to minimize the outcome. If the risks are perceived as ongoing, then processes and procedures are changed to lessen the exposure in the future.

## **8P8: Developing Faculty, Staff, and Administration Capabilities**

Crowder is committed to providing all its employees with opportunities for professional and staff development. To that end, Crowder has successfully integrated bi-weekly staff development sessions into the calendar on Friday afternoons. The Human Resources staff and the staff development committee plans the schedule and integrates many of the themes identified in all areas of institutional planning and goal setting into the program. In addition, all full-time and part-time college employees are encouraged to take advantage of college credit coursework at no cost to the individual. An employee tuition loan program assists full-time employees who wish to take coursework outside of Crowder. The loan is forgiven after two years of service to the college. The college also has a sabbatical policy for the purpose of furthering education and research.

## **8R1: Measuring and Analyzing Planning Effectiveness**

The measures collected to judge the effectiveness of the institutional planning process include the following:

- Strategic quality planning
- Quality assurance
- Community survey
- Appropriateness of priorities
- AQIP system portfolio appraisal
- Annual action project reviews
- Program evaluation
- Departmental and divisional reports

## **8R2: Results for Institutional Strategies and Action Plans**

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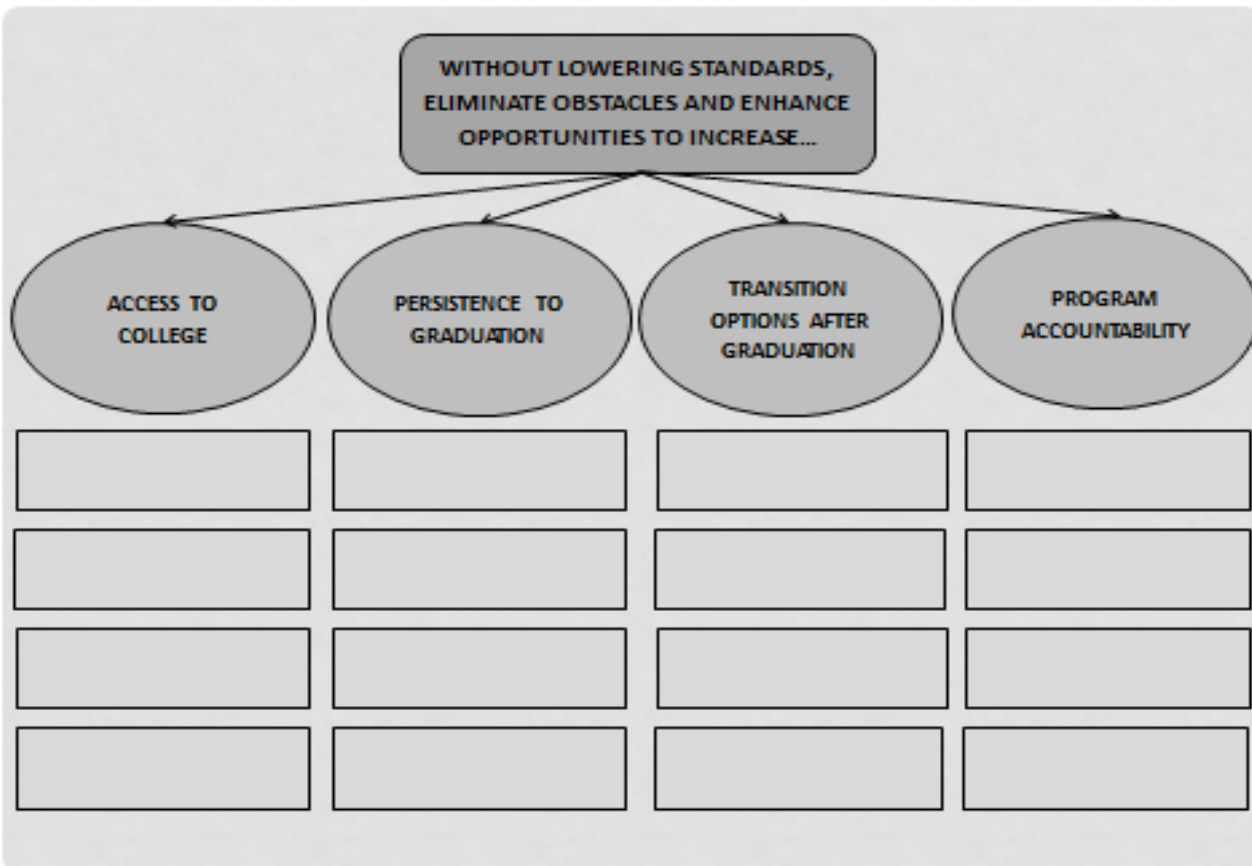
The college has seen a need for new facilities on campus. Open for fall 2008 was the Farber Building. The building houses the library, One-Stop Enrollment Management Office, classrooms for the communications division, and a conference facility to accommodate up to 450 people. The funding of the facility was covered by donations and bonds payable without asking for additional taxes. Open for fall 2010 was the Davidson Building. The building houses all the biological sciences and the nursing department. The building is equipped with state of the art laboratory classrooms. The Davidson Building doubles as a community safe room. The funding of this facility was covered by donations and a FEMA grant. These buildings are an example of good planning and sound fiscal management.

The results of the current Action Projects are formative. All three are on track according to their three-year timelines. The Green Campus Initiative is working with departments on campus to reduce, reuse, and recycle. The Online Degree Audits is on track and at this point online degree audits have been built for 2009 through 2012. The Technology and Student Success project made the recommendation after data analysis that all entering students complete a technology assessment during COMPASS testing. As action projects are retired, new ones are selected.

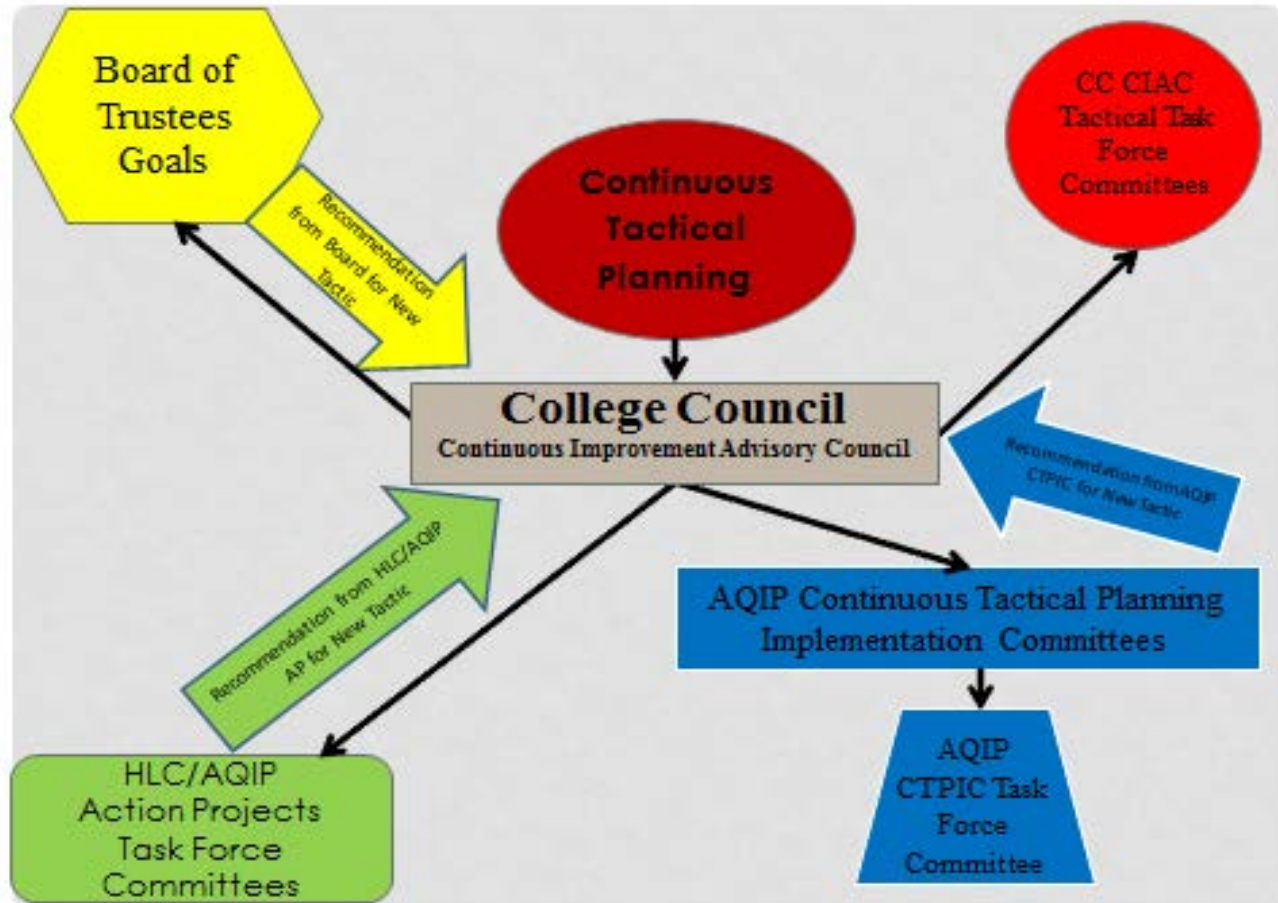
### 8R3: Performance Projections and Strategies (1-3 years)

We have all been aware of the problems associated with “strategic planning” and the creation of a “five-year plan” that becomes stale before the ink dries. We feel we have created a model that meets the goal of planning and our need to put specific, targeted, and timely plans in place. This is exactly what continuous tactical planning accomplishes. The basic concepts are simple and straightforward. Rather than surrendering the guidance of the institution to a “long term strategic plan,” a structure for continuous tactical planning was developed, with “tactical” being interpreted as immediate smaller scale actions carried out to support the larger purpose.

Beginning with the Fall 2012 Semester, Crowder College created and implemented the “Continuous Tactical Planning” model. At the Back to School Professional Development Session, the model was presented to all staff. During the fall semester, all faculty and staff participated in activities to complete the figure 8.2.







The AQIP Continuous Tactical Planning Implementation Committees have representation from all areas across campus. Nine committees make up this group – a committee for each AQIP Standard. In addition to the responsibility of improvement of the AQIP Standard, each individual committee is responsible for one of the nine “Student Abilities” and the AQIP Action Projects. From time to time, as determined by the Advisory Council, the Committee may have

#### **8R4: Comparison of Action Plans and Results with Peer Institutions**

We have all been aware of the problems associated with “strategic planning” and the creation of a “five-year plan” that becomes stale before the ink dries. We feel we have created a model that meets the goal of planning and our need to put specific, targeted, and timely plans in place. This is exactly what continuous tactical planning accomplishes. The basic concepts are simple and straightforward. Rather than surrendering the guidance of the institution to a “long term strategic plan,” a structure for continuous tactical planning was developed, with “tactical” being interpreted as immediate smaller scale actions carried out to support the larger purpose.

Beginning with the Fall 2012 Semester, Crowder College created and implemented the “Continuous Tactical Planning” model. During this semester, all faculty and staff have participated in the Planning activities.

The list of tactics was submitted to the Continuous Improvement Advisory Council for review. From the Advisory Council, the tactic can move through several channels in the school improvement process. The Advisory Council can 1) submit the tactic as a Goal to the Board of Trustees, 2) identify a

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Tactical Task Force to work on the Tactic, 3) submit the tactic to the HLC/AQIP Action Projects, or 4) submit it to the AQIP Tactical Planning Implementation Committees.

The AQIP Continuous Tactical Planning Implementation Committees have representation from all areas across campus. Nine committees make up this group – a committee for each AQIP Standard. In addition to the responsibility of improvement of the AQIP Standard, each individual committee is responsible for one of the nine “Student Abilities” and the AQIP Action Projects. From time to time, as determined by the Advisory Council, the Committee may have Tactics to work on for school improvement.

The above Committees will meet, as a group or sub-group, at least twice a semester. The idea is to improve the College in the designated area. During the time working on College improvement issues, the group will also be continuously assessing the strengths and needs of the College in relationship to the AQIP Standards.

## **8R5: Indications of Planning System Effectiveness**

Several indicators exist. Crowder has had strong participation in its AQIP process. Sixteen people serve on the AQIP Steering Committee, and another thirty-five participate on the Action Project Committees. The fact that Crowder is experiencing success with its targeted goals is another indicator.

Crowder is in the process of implementation of Continuous Tactical Planning. All employees have been encouraged to participate in meetings to identify areas of improvement within four focused areas: Access to College, Persistence to Graduation, Transition Options After Graduation, and Program Accountability. After all meetings are held, suggestions will be compiled for further consideration. Table 8.2 above shows the framework of the planning process.

## **8I1: Improvement of Current Processes and Systems**

Formative and summative assessments are in place, which identify areas that need improvement. In addition to the various stakeholder surveys that are used, Program Advisory Committees continue to be a sound benchmark for the college’s processes and systems.

The purchase and implementation of TK20 outcomes assessment software was one of the more recent improvements that Crowder has made. TK20 is a complete software product that centralizes the management of outcomes-based assessment. Currently we are working with pre and post-test for measurement of student learning. The infrastructure has also been set-up within the product for alignment of annual board goals to be linked to the AQIP categories and board mission goals.

## **8I2: Culture and Infrastructure Processes and Planning Continuous Improvement**

Targets are set that build upon past successes and/or failures as measured by direct and indirect measures. The targets are set for improvement with an awareness of where the college is in its development toward quality in that respective area.

Based on internal and external data, as well as input from faculty, staff, and administration, targets are set for each organizational unit in the college. These targets are reviewed by the Vice Presidents annually for indications that targets are being met or progress is indicated.

Current results, improvement priorities, and performance projections are communicated in a variety of ways. Using the college’s internal communications network, e-mail, College Council, AQIP Steering Committees and subcommittees, as well as all college meetings, are examples of how progress and performance is communicated.

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## CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

### 9P1: Relationships with Education and Organizations

Collaborative relationships reinforce our institutional mission by providing: 1) accreditation and standards; 2) students; 3) input into decision making; 4) additional resources; 5) better student preparation; 6) four-year degree completion; and 7) necessary feedback.

Relationships with area high schools create a better understanding and foster collaboration between Crowder and the high schools. Information is exchanged via a variety of methods including formal and informal meetings. Admissions staff and high school counselors meet regularly to share information with one another while the President and school district superintendents have monthly meetings on campus. These meetings provide feedback which is used by admissions staff, the curriculum committee, the instructional 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, A+ program procedures, and financial aid requirements are all examples of this effort. This information sharing eases the transition from high school to college.

All partnerships are continually being created, prioritized, and built. Either Crowder or another party may initiate the partnership; however, Crowder uses the following method to validate the creation of all relationships and prioritize them.

1. Identify potential new relationships. 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 an 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 informal eight-step process helps Crowder to create, prioritize, and build relationships. Relationships with 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.

Area sending schools receive surveys related to interest areas, funding sources, programs offered, as well as other surveys that may be developed based on specific information needed by Crowder. Response rates have been low and the survey has been moved from paper to an online format. Strategies will be developed to increase the response rate. High schools are also visited by admissions personnel, instructors, and administrators for both recruitment and other items such as school calendar development, joint program 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 and drama, as well as math and science. For example, in March 2012, 16 high schools including over 300 students attended the business contest on the Neosho campus. Also in March 2012, 78 high schools including over 2,400 students participated in the agriculture contest on the Neosho campus. Since 1980, the college has also hosted a literary/art contest for area high school students, with the winning entries published and publicly recognized at an awards ceremony. Crowder hosts these competitions in an effort to bring potential students on campus as well as serve a supporting role for our area high schools.

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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 Crowder 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 College Assistance Migrant Program (CAMP) provides opportunities to students whose parents have moved within the agricultural arena, and is assisted by the High School Equivalence Program (HEP) which provides a GED track needed by these students in order to attend college.

## **9P2: Relationships with Educational Organizations and Employers for Student Placement**

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 four-year institution. Area technical schools also offer career fairs in which Crowder is represented.

Currently, several receiving institutions have specially articulated cooperative programs with Crowder including the University of Arkansas (Poultry Science, Pre-Engineering), Missouri State University (General Agriculture, Education, Associate of Applied Science), Missouri Southern State University (Education, Business, Environmental Health, Environmental Science, and Industrial Technology), University of Missouri at Rolla (Pre-Engineering), Northwest Missouri State University (Business), University of Missouri-Columbia (Pre-Engineering), and Northeastern State University Oklahoma (AA General Studies). In addition to articulation agreements on credit transfer, a number of agreements with receiving institutions have been created which provide information on students who have transferred.

Crowder College also houses a University Center on the Neosho campus. Missouri State University provides three Bachelor Degrees completely in Neosho – Education, Agriculture, and General Business. Missouri Southern State University is set to begin offering a Bachelor Degree in Management January 2013 on the Neosho campus.

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. In addition to articulation agreements on credit transfer, the Vice President of Student Affairs has formalized a number of agreements with receiving institutions which provide information on students who have transferred.

Crowder graduates are monitored to ensure smooth transitions to other educational institutions. The college administrators meet with their counterparts at four-year institutions at least twice a year in formal meetings. Senior administrators visit with receiving institution counterparts informally in addition to the formal meetings. During the 2005-06 year, the Vice President for Student Affairs formalized information and data sharing with Missouri State University and Missouri Southern State University.

The college hosts transfer fairs twice a year for students who plan to attend beyond Crowder on campus to the benefit of both the students and the receiving institutions. The state of Missouri has a statewide articulation agreement for the Associate of Arts degree. Crowder also has articulated agreements with four-year colleges and universities and they are regularly reviewed. The college hosts job fairs for students to meet potential employers annually.

Many potential employers and university representatives serve on program advisory committees. The committees typically meet twice a year and members have an opportunity to see how the programs are doing and to have input into potential improvements or additions.

Collaborative relationships with employers provide input for 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 partnerships with business and industry, Crowder is given necessary feedback from employers to ensure that we are providing the education and skills training to develop a community of responsible citizens mentioned in our mission.

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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.

Crowder's Customized Training Division formed a partnership in the summer of 2003 with Missouri Southern State University and created the Alliance for Business. The Alliance provides new jobs training for industry, customized training, and specific safety and hazardous materials training as needed by area industries. Linkages with other area colleges and employers, via our Alliance for Business and the 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.

## **9P3: Relationships with Student Service Providers**

Various parts of the college are in partnerships and consortiums that enhance services and opportunities for Crowder students. A partnership exists with the Crowder campus in Nevada and Cottey College, a private two-year college for women, which allows students to have access to library resources and attend community cultural events. The Crowder library is part of a consortium called MOBIUS/SWANN which makes additional materials available at short notice. Two specific companies provide services to Crowder students including a tutoring company to provide 24-hour online assistance. The food service is also contracted for the cafeteria and the snack bar or grill. These contracts are reviewed, evaluated, and chosen based on the quality of service provided, price, and feedback from students and staff. Several other area agencies are in partnership with various Crowder departments including Parents Fair Share, Division of Family Services, Missouri Department of Natural Resources, Economic Security Corporation of Southwest Missouri, Green County Services and several other members of the local Workforce Investment Board.

Students receive financial assistance through a variety of scholarships including President's, Departmental, and Board of Trustees' Scholarships that are funded through Crowder Foundation dollars. Many scholarships are provided through donations made to the Crowder Foundation. Some students also receive benefits through the Missouri A+ program which offers six semesters' tuition and fees to students from participating high schools who meet state established academic, attendance and service requirements.

## **9P4: Relationships with Organizations Supplying Materials and Services**

Collaborative relationships with the Foundation Board, alumni, and vendors have fostered increased funding opportunities, cost-saving changes, and equipment and material donations. The Foundation also contributes nearly \$50,000 annually to "mini-grants" for faculty and staff for instructional equipment, classroom improvements, and campus beautification.

Vendors and suppliers are chosen based on the product or service needs by the department. College policy requires any purchase over \$500 to be bid to a minimum of three suppliers. All selections are made by the department with the approval of the appropriate Vice President and are based on quality, availability, service, and price. Notices are often sent to area vendors to request bids on specific products or services.

## **9P5: Relationships with Educational Associations, External Agencies, Consortia Partners, and the General Community**

The external agencies that provide accreditation ensure that Crowder courses and programs meet standards and regulations. Credit hours from Crowder are transferable and are equal to, or exceed the performance criteria as established by like institutions and regional associations. Agencies include the Higher Learning Commission, Missouri Department of Higher Education, American Veterinary Medical Association, Missouri State Board of Nursing, Missouri Department of Elementary and Secondary Education, Commission on Accreditation of Emergency Medical Services Programs, and Society of Automotive Excellence.

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Accreditation agencies provide formal evaluation feedback to enhance changes at the department level as well. Formal feedback mechanisms and site visits improve the quality of education. Relationships with education associations, external agencies, consortia partners, and the general community with whom Crowder interacts are created, prioritized, and built by surveying the community, networking, attending meetings, and committee appointments.

Crowder College is extremely active in the Missouri Community College Association (MCCA). Administrators attend monthly meetings with other MCCA administrators to network and collaborate on educational and state-wide issues. College representatives also attend MCCA conferences and regularly make presentations.

Representatives from Crowder serve on area Chambers of Commerce, A+ Schools committees, Workforce Investment Board, advisory committees, business and industry councils, civic organizations as well as holding membership and leadership positions in many state and national professional organizations.

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 others. The college serves as hosts to annual competitive events for high school business programs, Skills USA VICA district competition, State Professional Agriculture Society conference, Aggie Days which hosts more than 2,000 area high school students annually, high school business contest, and high school math contest. In each case, representatives from the college forge relationships with key personnel to build and maintain effective relationships.

Crowder 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.

## **9P6: Ensuring Relationships Meet the Varying Needs**

Ensuring that the needs of Crowder stakeholders are being met is accomplished in a number of ways. Sending and receiving schools receive and provide retention, graduate, and transfer information. Crowder has contact with public schools regularly with admissions personnel visiting with counselors and administrators when out recruiting. The President hosts monthly meetings with superintendents and often attends meetings at the Southwest Center for Educational Excellence which most regional superintendents attend.

Consortium partners, service providers, and external agencies are routinely contacted by appropriate departments to discuss current practices and policies and evaluate any needed changes or revisions to best serve the partners and the Crowder students.

Crowder graduates are monitored to ensure smooth transitions to other educational institutions. The college administrators meet with their counterparts at 4-year institutions at least twice a year in formal meetings. Senior administrators visit with receiving institution counterparts informally in addition to the formal meetings.

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. Membership on advisory committees is evaluated once a year to ensure the most appropriate representation of business and industry for each program and department area.

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.

## **9P7: Relationships among Departments at Crowder College**

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

Standing committees are formed to maintain relationships and communication flow while task forces are developed as needs arise as a result of a standing committee discussion. Regular meeting minutes are kept and distributed to appropriate personnel.

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Standing committee meetings include the Board of Trustees, College Council, Faculty Association, Professional Staff Association, Classified Staff Association, Curriculum Committee, AQIP Steering Committee, Instructional Council, Student Services Council, and Student Government. These meetings typically convene once a month. Both the College Council and AQIP Steering Committee represent all areas, on and off campus, and meeting minutes are made available. Committee members are also responsible for relaying significant information to their colleagues.

Task forces are developed by standing committees as needs arise. For example, the College Council identified a problem related to information technology so a task force was organized to address the concern and will make a recommendation back to the entire committee for improvement.

Additionally, relationships with students are developed through student committees such as the Student Government, Campus Activities, and student organizations. Relationships are also created between college personnel and students through the student ambassador program, work-study placement, and student members who assist on task forces or program advisory committees.

The 5<sup>th</sup> Friday of the month staff development day is designed to bring people together for informal social activities such as the Chili Cook-off in the fall. Suggestion boxes for students and staff are available on campus and suggestions are reviewed and acted upon on a monthly basis by the College Council.

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 birthday luncheons for staff to get to know others on campus and discuss informally college issues.

Social activities throughout the year include the annual Board picnic at the beginning of the fall semester, holiday buffet at the end of the fall semester, and the year-end luncheon and awards presentation. Many other activities are offered throughout the year for staff and students through the Campus Life Office. Outstanding employee awards are presented at the end of the year by the area Chambers of Commerce.

The Director of Public Information also distributes an electronic newsletter which addresses the highlights of the latest pertinent campus information to campus personnel, students, and community members, typically on a weekly basis

## 9R1: Building Collaborative Relationship Measurements

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

Table 9.1 Collaborative Relationship Measures		
Primary Measures	Secondary Measures	Tertiary Measures
Advisory group reports Accreditation reports Federal and state compliance reports	Sending school data Dual credit data Transfer data Job/College placement rates Employer follow-up	Foundation/alumni giving Scholarships awarded Business participation The Alliance data

## 9R2: Building Collaborative Relationship Performance Results

Advisory group reports and feedback are reviewed and analyzed immediately following each meeting. Changes in degree programs and curriculum are then made if needed in order for Crowder to be most effective and pro-active. Advisory groups typically meet twice a year.

Results from primary relationships with the Coordinating Board for Higher Education, the Higher Learning Commission, Department of Elementary and Secondary Education, the Federal Department of Education and other accreditation agencies are measured by compliance to the necessary and required arrangements Crowder has with those organizations. Crowder is in good standing with all agencies.

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The Crowder taxing district includes five sending schools (listed in Table 9.2). An additional 32 sending school districts are located in seven other surrounding counties. Enrollment results show Neosho sending the largest number of students over the past three years followed by McDonald County and East Newton.

*Note: "Other" includes the 32 additional high schools in the Crowder target area. These data include prior year high school graduates who first enrolled at Crowder the following summer or fall.*

High School	2009	2010	2011
Neosho	90	121	99
McDonald County	53	74	101
Diamond	12	15	13
East Newton	54	34	50
Seneca	32	48	29
All Other H.S.	692	914	996
<b>Total First-time</b>	<b>933</b>	<b>1206</b>	<b>1288</b>

Crowder's dual credit program in the area high schools has helped to increase enrollment numbers from sending schools in the nine county service region.

Table 9.3 lists data for the past two years.

	2009-2010	2010-2011
High schools served	24	25
Sections offered	127	124
Enrollment/seats filled (dup. headcount)	1857	1906

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

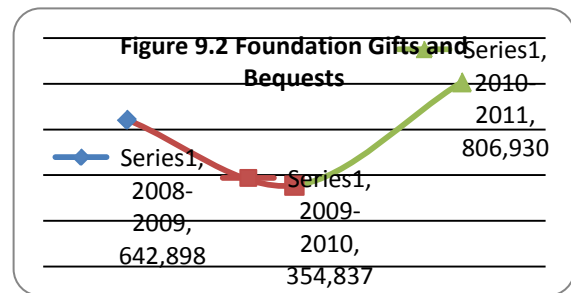
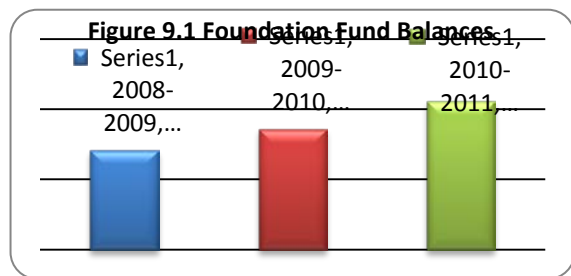
School	2008	2009	2010
Missouri Southern State University	88	147	128
Missouri State University	23	38	71
University of MO-Columbia	4	5	12
Other in-state four-year	7	14	10
<b>Total transfers from Crowder to MO four-year institutions</b>	<b>122</b>	<b>204</b>	<b>221</b>

*\*Information taken from DHE Missouri Statistical Summary data from Enhanced Missouri Student Achievement Study (EMSAS).*

The Career Services Office conducts a 180-day follow up on all graduates. Information collected includes employment status, continuing education, and average salary. This office also conducts employer surveys on companies that hire graduates. Information is collected related to work attitude, quality of work, initiative, and willingness to learn.

The volatility of the stock market and campus building projects have caused Foundation assets to fluctuate over the last several years. For example, in 2008 stock value decreased and assets were used to undertake major building projects; however, the past years have shown steady growth in fund balances as noted in Figure 9.1.

Gifts and bequests to the Crowder College Foundation are also increasing due in large part to a newly formalized annual giving campaign and increased numbers of donors. Several events are held throughout the year in Neosho and the surrounding communities including a jazz festival, wreath auction, and phone-a-thon.





## Crowder College System Portfolio 2012

The Alliance has formed major partnership between Crowder College and Missouri Southern State University by providing customized training for area business and industry. Significant numbers of clients have been trained from over 80 manufacturing facilities in the region. The revenue and number of companies served is shown in Table 9.5.

<b>Table 9.5 The Alliance Services and Revenue</b>			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Customized training students</b>	3,081	2,912	2,787
<b>Businesses served</b>	89	55	53
<b>Gross Revenue</b>	\$963,704	\$873,448	\$657,082

Crowder has membership in a number of Chambers of Commerce including Anderson, Neosho, Joplin, Carthage, Cassville, Lamar, Nevada, and Webb City. Also, the college has representatives on chamber boards and committees.

<b>Table 9.6 MCCA Membership Results</b>			
<b>Institution</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Crowder</b>	<b>120</b>	<b>118</b>	<b>138</b>
East Central	69	62	67
Jefferson	106	84	84
Metropolitan	292	49	229
Mineral Area	100	104	122
Moberly	148	143	136
North Central	103	114	116
Ozarks Technical	342	291	288
State Fair	125	105	89
St. Charles	77	71	65
St. Louis	346	240	249
Three Rivers	54	40	27

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. All administrators attend monthly meetings with other MCCA counterparts. Many staff members also attend the annual state-wide MCCA Conference held every fall. Crowder's MCCA participation rates are very strong compared to other schools as illustrated in Table 9.6.

### **9R3: Building Collaborative Relationship Performance Results Comparison**

In 2009, Crowder began participating in the National Community College Benchmark Project (NCCBP). This has helped Crowder gather additional comparative data on a national basis. The NCCBP aggregate data reports include national percentage rankings in over 20 institutional areas. Crowder has received reports for 2009, 2010, and 2011.

## Crowder College System Portfolio 2012

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Starting last year, the Missouri Department of Higher Education began conducting a dual credit survey for all educational institutions in the state. This information is useful to compare Crowder's dual credit program to others in the state. Results of the survey are listed in Table 9.7.

Table 9.7 Dual Credit 2010-2011			
Institution	Courses offered	Students (unduplicated)	Credit hours earned
Central Methodist University	50	2,139	16,141
<b>Crowder College</b>	<b>31</b>	<b>1,022</b>	<b>6,078</b>
Drury University	35	959	4,925
East Central College	14	575	2847
Hannibal-LaGrange University	18	128	494
Jefferson College	11	405	3,145
Lincoln University	40	583	4266
Lindenwood University	27	439	2,676
Linn State Technical College	5	51	276
Maryville University of Saint Louis	4	73	364
Metropolitan Community College	87	1,702	10,863
Mineral Area College	31	693	3,376
Missouri Baptist University	61	1,834	10,835
Missouri Southern State University	14	268	1,680
Missouri State University	70	2,289	12,348
Missouri State University-West Plains	11	244	1,022
Missouri Valley College	21	327	1,897
Missouri Western State University	28	708	3,149
Moberly Area Community College	37	714	4,975
North Central Missouri College	24	424	3,438
Northwest Missouri State University	25	408	2,355
Ozarks Technical Community College	49	280	1,388
Rockhurst University	27	532	3,342
St. Louis University	59	5,371	39,990
Southeast Missouri State University	43	1,374	6,981
Southwest Baptist University	8	417	2,060
State Fair Community College	80	594	3,400
Stephens College	1	15	45
Three Rivers Community College	30	367	2,193
University of Central Missouri	63	1,585	5,647
University of Missouri-Kansas City	86	4,509	18,040
University of Missouri-St. Louis	55	3,491	4,794
Wentworth Military Academy	37	606	3,501

The Crowder 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.

# Crowder College System Portfolio 2012

Table 9.8 Customized Training Projects Funded			
Missouri Local Education Agency	2009	2010	2011
<b>Alliance - Crowder and MSSU</b>	18	32	26
East Central College	12	19	10
Jefferson College	3	3	5
Linn State Technical College	14	31	27
Metropolitan Community College	15	22	17
Mineral Area College	16	24	20
Missouri Western State University	4	6	3
Moberly Area Community College	12	22	12
North Central Missouri College	1	3	3
Northland Career Center	7	17	11
Northwest Technical School	4	5	4
Ozarks Technical Community College	21	40	34
School District of St Charles	14	23	22
Special School District	10	21	19
St Charles Community College	23	41	37
St Louis Community College	36	53	51
State Fair Community College	23	39	17
Three Rivers Community College	15	15	12
University of Central Missouri	0	0	1

The Alliance is a customized training partnership between Crowder and Missouri Southern State University and continues to have strong numbers compared to other customized training operations in the state. See Table 9.8.

Additionally starting in 2012-2013, The Missouri Department of Higher Education will award new budgetary dollars to public institutions based on a performance funding model developed by a task force. The data collected each year for five performance indicators will be another opportunity for Crowder to compare against other community colleges in the state.

## 9I1: Improving Processes and Systems

Current processes for building relationships are evaluated informally and as needed on a formative and summative basis. Institutional Research representatives from all public two and four-year institutions in Missouri are working together to define data collection elements and developing a process to share the information more efficiently and effectively.

Crowder hired a full-time dual credit coordinator in 2010 to work with area high schools. This coordinator visits the high schools where dual credit courses are offered at least four times per year. Visits are also made to other high schools for the potential of offering dual credit classes. The coordinator meets with administrators, counselors, teachers, students, and parents if needed to ensure all stakeholders' needs are being met.

The Vice President and Associate Vice President for Academic Affairs routinely meet with university partners to discuss progress of current articulations, consortia agreements, and to discuss potential new partnerships. The VPAA also attends state-wide meetings with other VPAA representatives from two and four year institutions throughout the year.

The Alliance for Business and Industry Training is holding a yearly meeting in the spring with all business partners to discuss the options for training and grant funding. Then, an Alliance representative meets individually with each company to answer questions, develop specific curricula, and complete grant applications.

## 9I2: Culture and Infrastructure Helping To Select Processes and Setting Targets for Improvement

Targets for improvement are determined by assessing departmental/college goals, evaluation results, survey results, and Key Performance Measures on a yearly basis and presented to the Board of Trustees. Those Board Goals are aligned with one or more of the nine AQIP categories. Progress on the goals and objectives are reported at mid-year and then the results are evaluated at the end of the year to see if each area has met, exceeded, or not met the 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 Vice Presidents then review the goals to ensure targets are set and met on an annual basis.

## Crowder College System Portfolio 2012

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Results and improvement priorities are communicated to partners via community announcements, newsletters, media releases, Board of Trustee meetings, Crowder's weekly employee email newsletter, and through college staff representations at partner meetings.

Results and improvement priorities are communicated to all employees through communications at All-Staff Days, meetings, presidential newsletters, Crowder E-news, emails, Instructional Council minutes, and College Council minutes.

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

# Crowder College System Portfolio 2012

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## Definition Appendix

**A+ Program**—A state-funded program that pays for tuition and fees for students who graduate from an approved A+ school and attend a state community college. Students must maintain a minimum 2.5 GPA for continued eligibility.

**AA**—Associate of Arts Degree

**AACC**—American Association of Community Colleges

**AAS**—Associate of Applied Science Degree

**ABCD**—The Alliance for Business Consulting and Development, or "The Alliance," is a collaborative initiative between Crowder College and Missouri Southern State College in Joplin, Mo. The Alliance provides customized and contract training to area business and industry as a unified training provider rather than as two separate institutions.

**ACT**—American College Testing

**ACT Services**--is an extension of the Academic Resource Center offering high stakes testing for state licensure and a library of more than 3,000 computer-based courses.

**Action Projects**—Objectives, generally annual, with specific outcomes, timelines, and measures.

**ADA**—Americans with Disabilities Act—Bans discriminating against individuals with disabilities and requires reasonable accommodation of employees with disabilities.

**ADEA**—Age Discrimination in Employment Act—Bans discriminating against employees or applicants age 40 and older.

**Administrative Council**—The governing body that includes the President, Vice Presidents, Associate Vice Presidents, and Directors.

**AEL**—Adult Education and Family Literacy—a free, state-funded program to assist adult learners in completing necessary coursework to complete the GED.

**All Staff Days**—Twice per year, a day is set aside for staff development for all college employees that provides information and training on current issues and topics related to higher education and learning.

**Annual Goal**—Strategic Objectives and/or Action Plans

**AQIP**--Academic Quality Improvement Program—an NCA accreditation option based on the Baldrige model of continuous quality improvement.

**ARC**—Academic Resource Center—The Academic Resource Center is a student support service that has both a computer lab and a SmartBoard classroom. Services offered there include assessment, peer tutoring, study skills workshops and CLEP opportunities.

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# Crowder College System Portfolio 2012

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**Associate Vice President**—Third-level administrative positions under a Vice President position with broad functional responsibility for major areas involving budget, personnel management, systems management, and program oversight.

**Board of Trustees**—The primary governing body of the college, comprised of six members elected by the citizens of the college's taxing district, that is the primary governing body for the college and all of its programs and services.

**C-Base**—College Basic Academic Subject Examination---test required of education majors to transfer to a 4-year college.

**CAAP**—Collegiate Assessment of Academic Proficiency—exit exam for graduates.

**CAMP**—College Assistance Migrant Program—a U.S. Department of Education funded program that provides freshmen who are agriculture-related migrants or children of migrants, scholarships, room and board, books and supplies assistance, academic assistance, and support to help them finish the first year of college.

**CBHE**—Coordinating Board of Higher Education—the governing board for state colleges and universities in Missouri.

**CC**—Crowder College

**CCSIS**—Crowder College Student Information System

**CCTEC**—Crowder College Technical Education Center—This facility houses nine trade and technical secondary programs for the students from our five area sending school districts of Diamond, East Newton, McDonald County, Neosho, and Seneca. It serves approximately 250 secondary students each year.

**Classified Staff**—Employees who are paid hourly depending on the classification range of positions.

**CSP**—Comprehensive Strategic Plan

**DESE**—Missouri State Department of Elementary and Secondary Education

**Director**—An administrative level position with broad, institutional, supervisory, and/or fiscal responsibility.

**Division Chairs**--sub-council leaders within the major academic divisions—Communications; Fine Arts; Math and Science; Business; Industrial Technology; Social Science, Social Science and Education.

**EMT**—Emergency Medical Technician

**EOC**—Educational Opportunity Center—A U.S. Department of Education funded program providing educational advising, financial aid, and career guidance to first-generation, low-income residents.

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# Crowder College System Portfolio 2012

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**ERC**—Environmental Resource Center

**ERP** – Enterprise Resource Planning System

**ESL**—English as a Second Language

**Even Start**—A family literacy program that provides classrooms for parents to work towards their GED, as well as age-appropriate classrooms and activities for their children.

**Faculty**—Employees with primarily teaching responsibilities.

**FERPA** - The Family Educational Rights and Privacy is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**Flat Organization**—Allows more initiative at lower levels.

**FMLA**—Family Medical Leave Act—A federal law requiring employers to provide up to 12 weeks of job-protected leave for certain events.

**Formative Assessment**—Identifies areas that need improvement mid program.

**GANTT Chart**—A horizontal bar chart developed as a production control tool in 1917 by Henry L. Gantt, an American engineer and social scientist. Frequently used in project management, a Gantt chart provides a graphical illustration of a schedule that helps to plan, coordinate, and track specific tasks in a project. Gantt charts may be simple versions created on graph paper or more complex automated versions created using project management applications such as Microsoft Project or Excel.

**GED**—Graduate Equivalency Diploma

**GPA**—Grade Point Average--Method of showing how well a student is doing academically, based on the grades received. The number of credit hours multiplied by the grade value (A=4, B=3, C=2, D=1, F=0) received for each course is divided by the total number of credit hours for an average.

**HEP**—High School Equivalency Program—A U.S. Department of Education funded program to assist agriculture migrants, or children of migrants, to complete a GED.

**HIPPA**—Health Insurance Portability and Accountability Act—limits group health insurance pre-existing conditions, exclusions, and guarantees renewability of group health plans.

**HR**—Department of Human Resources

**IEP**—Individual Education Plan

**IPEDS** – The Integrated Postsecondary Education Data System or IPEDS is the core post-secondary education data collection program for NCES.

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# Crowder College System Portfolio 2012

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**Institutional Climate Survey**--assessment used to measure employee satisfaction

**IR**—Institutional Research

**ITV**—Interactive Television Viewing

**ISAAC**—Institutional Steering and Assessment Committee-Coordinates the college's continuing quality improvement program, which focuses on planning, data analysis and assignment of specific projects.

**KO**—Key Outcomes

**KOM**—Key Outcome Measures

**Main campus**—The original and primary campus of CC, located in Neosho, Mo. It is the location of the President and Vice Presidents, Associate Vice Presidents, as well as the Business Office, Human Resources, Admissions, Records, Financial Aid, Institutional Research, museum, and athletics.

**MOBIUS**—Missouri Bibliographic Information User System

**MARET** - Missouri Alternative and Renewable Energy Technology Center

**MCCA**—Missouri Community College Association

**Moss Higher Education Center**—The campus located in Nevada, Mo, approximately 70 miles north of the main campus.

**NAIT**-National Association of Industrial Teachers

**NCA**—North Central Association

**NCCBP** - The National Community College Benchmark Project provides community colleges with opportunities to report outcome and effectiveness data in critical performance areas, receive reports of benchmarks, and compare results with those of other colleges.

**Nelson-Denny**—Reading Assessment Tool

**Nevada Telecommunity Center**—a consortium based facility used by CC for ITV classes in Nevada.

**NCSPOD**—National Council of Staff, Program, and Organizational Development.

**PESCO Evaluation**—Career assessment tool available in the Career Planning and Placement office.

**PIC**—Private Industrial Council

**Prerequisite**—A course that must be completed before a student takes a more advanced course in the same field. English Composition I is a prerequisite of English Composition II.

**President**—Senior Administrative Officer and Chief Executive for the college.

**Professional Staff**—Salaried staff in positions that require either a bachelor's degree or equivalent experience/training.

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# Crowder College System Portfolio 2012

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**Project Teams and Standing Committee**--works on college wide issues under college's shared governance philosophy.

**Receiving school**—Schools that receive students from Crowder College

**Seven Step Planning Process (7-SPP)**—The CC primary planning and improvement process utilized by all functional units of the college.

**SDL**—Self-Directed Learning

**Selection committees**—Ad hoc committees formed to select new hires.

**Sending schools**—High schools that send students to Crowder College

**Senior leadership**—Refers to the Board of Trustees, the President, and the Vice Presidents.

**Servant leadership philosophy**—The guiding college principle for college leadership.

**SmartBoard** - is an interactive whiteboard system.

**Southwest Center for Educational Excellence**—A consortium of area schools that provides training, information, and services.

**SSS Student Support Services or**

**SAIL**—Student Academy of Integrated Learning. A U.S. Department of Education funded academic and cultural assistance program for students who are first-generation, low-income, and/or disabled.

**Stakeholders**—Anyone who is affected by or involved with Crowder College.

**Sub-Councils**—Division chairs serve as leadership bodies within the major divisions.

**Summative Assessments**—Identifies strengths and weaknesses at end of a project period.

**SWIMM Colloquium**—Similar institutions that have been grouped together by Academic Quality Improvement Project (AQIP) to share information of data. South Dakota, Wisconsin, Iowa, Minnesota and Missouri are states that participate in AQIP.

**TRIO**— Federally-funded programs designed to provide educational access and assistance to income-eligible, first-generation, and/or disabled students. TRIO Programs at Crowder include the Educational Opportunity Center (EOC), Student Support Services (SSS), Talent Search (TS), Upward Bound (UB), and Upward Bound Math/Science (UBMS).

**Upward Bound (UB)**—A U.S. Department of Education funded academic program for first generation or low-income high school students interested in attending college.

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## Crowder College System Portfolio 2012

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**Upward Bound Math/Science (UBMS)**—A U.S. Department of Education funded academic program for first-generation or low-income high school students interested in college degrees math, science, and/or engineering.

**Vice President**—Secondary administrative officer reporting directly to the President with broad functional oversight involving budget, personnel management, systems management, and program oversight.

**Vice President of Finance**—The Vice President with primary oversight responsibility for business operations (finance and accounting) and support services including bookstore, food service, print shop, development, and buildings and grounds.

**Watley Education Center**—The Crowder site located in Cassville, Mo., offering coursework for a complete Associate's degree.

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