

TOUCHSTONE 3:

UNDERSTANDING STUDENTS' & OTHER STAKEHOLDERS' NEEDS**3C1: Defining student and stakeholder groups**

The college president's office manages communication and relationships with governmental agencies, other educational institutions, current and potential funders, business partners, local community and non-profit organizations. Human Resources staff manages contractual relationships with all of the college's employees. Specific departments manage other employee relationships as appropriate. For example, Learning & Academic Affairs serves the needs of instructors. The college's recruitment, advising and marketing activities serve the stakeholder group of potential and current students in the areas of retention and student success.

3C2: Short- and long-term requirements of students and stakeholders

Communications with each stakeholder group are managed by their respective college office. Each office manages specific processes for determining their stakeholders' requirements and expectations. Stakeholders include students, alumni, faculty, staff, administration and their families.

In addition, other stakeholders identified in the larger community include: voters, businesses, private organizations, and educational institutions. Among these, the most important to CCD include: Metropolitan State College of Denver, North Central Association of Colleges and Schools' Higher Learning Commission, and various academic partners such as Denver Public Schools (K-12), Emily Griffith Opportunity School and the Colorado Community College System. CCD's academic program advisory committees draw from a number of other stakeholder groups, including: healthcare institutions, businesses, and nonprofit, private and other community organizations – all of which have a stake in CCD's success in educating students. Finally, there are state and federal governmental regulators and legislators that have requirements and expectations to which CCD must respond, including the Colorado Commission on Higher Education.

3P1: Identifying and analyzing changing needs of student groups

The changing needs of student groups are tracked and evaluated by the appropriate area through feedback, volunteered comments and concerns provided by:

- Student organizations and clubs and Student Government;
- Student satisfaction surveys and course and instructor evaluations;
- Student complaints to dean's offices about specific departments or programs;
- Case management and advising group evaluations;
- New Student Orientation and AAA 101 – College 101 evaluations;
- Feedback from standing committees;
- Students' self-revelation of their struggles or needs during phone or in-person conversations;
- Collaborative reports among instructors;
- Good record keeping of student communications with administration and staff;
- The Student Success Committee, which considers barriers to student success and makes recommendations for change.

3P2: Building and maintaining relationships with students

CCD provides programs and activities that build and maintain relationships with students, including

- Ongoing "intrusive" advising by educational case managers
- Peer advocates and mentors
- Student Life efforts such as childcare scholarships, leadership development, New Student Orientation, educational and social events, and the food bank
- Advising Week, when advisors and case managers meet with students as they enroll for classes

3P3: Identifying, analyzing and responding to stakeholder needs

CCD responds to the changing needs of key stakeholder groups through continual data collection and evaluation at all levels of the college. Examples include:

- Prospective student contact data and enrollment yield tracking
- Admissions and financial aid data
- Focus groups, information sessions and open forums
- Community information sharing regarding college processes
- Daily and weekly communications with faculty and staff involve sharing up-to-date information on requirements and student needs

3P4: Building and maintaining relationships with other key stakeholders

CCD's builds and maintains relationships with key external stakeholders through individual contact with administrators.

CCD's college president holds seats on the boards of national and local organizations and regularly speaks at state legislative sessions on education issues.

The CCD Foundation raises funds for the student scholarships and special college initiatives. Several key Denver business leaders sit on its board of directors.

Key state stakeholders include the Colorado Commission on Higher Education and the Colorado Community College System. These organizations provide data for federal stakeholders like the National Center for Educational Statistics a division of the US Department of Education (See 5C1).

CCD maintains relationships with its Auraria stakeholders through tri-institutional committees and cooperative initiatives.

Programs that rely on professional and industry associations maintain advisory and community boards to ensure they meet industry performance standards. Career and technical education faculty are required to maintain professional credentialing through the CCCS Credentialing Office.

3P5: Considering new student and stakeholder groups

CCD learns about potential new student and stakeholder groups through community organizations or governmental agencies by making direct requests, or indirectly by monitoring their reports about employment, technology, industrial, market and other trends. Other sources may be high school counselors and teachers, college and university faculty, student advisors, and college offices such as Enrollment Services and Student Life. Currently enrolled students

are a rich source of potentially useful information about needs and opportunities.

Analyzing and prioritizing the various opportunities for expanding or adding to existing programs or services in some cases involves assigning the highest priority to the traditionally most disadvantaged student groups. These typically are the first-generation and low-income students. CCD has been awarded grants for developing programs that specifically target particular student groups, such as the Title V Hispanic-Serving Institution Grant. Learning & Academic Affairs and the Assessment, Planning & Research Office consider the college's statistics on retention and success – measuring grade point averages and graduation rates – and the full-time equivalency instructional staffing costs factor in determining the relative cost-benefit of various academic programs.

Specific departments of the college have different priorities and opportunities for expanding or adding to existing programs and services. Enrollment Services' financial aid office actively solicits current and potential students who may be eligible for funds arriving through various financial sources. The community campuses consider the demographics and other factors in the neighborhoods in which they are located to discover instructional needs the college can address. Employment trends, community surveys, advisory boards, and student feedback all are considered.

3P6: Collecting and analyzing complaint information and communicating actions

If students believe that their rights have been violated, they may take action under the Grievance Procedure for Students. A detailed copy of "Students Rights and Responsibilities" is available from CCD Student Life or the Office of Vice President of Student & Enrollment Services.

Complaints from students and other stakeholders are resolved through the Dean of Students, on an individual basis. Based on the nature of the complaint, appropriate staff and faculty are incorporated into the process. CCD responds to complaints in a manner appropriate to the situation.

All formal complaints and subsequent action are carefully documented and maintained on file in the Office of the Vice President for Student and Enrollment Services.

Staff and faculty complaints are routed through Human Resources. *The Faculty Handbook* provides grievance policy and procedures for all full-time faculty.

Students evaluate instructors on the basis of course knowledge and teaching skills. Results

are included in the faculty appraisal process (See 4P6).

	Question	Avg. Rating
Q1	The instructor is enthusiastic about the subject	3.48
Q2	The instructor returns graded materials	3.43
Q3	The instructor explains course requirements(exams, papers, grading)as stated on the syllabus	3.44
Q4	The instructor gives me useful feedback	3.32
Q5	The instructor knows the subject matter	3.59
Q6	The instructor helps me understand the concepts that are presented in this course	3.35
Q7	The instructor creates a comfortable learning environment through courtesy and respect	3.45
Q8	The instructor is available to me when I need assistance	3.34
Q9	The instructor responds effectively to students' questions and comments	3.42
Q10	The instructor encourages me to think critically	3.38
Q11	The instructor connects the subject matter to the real world	3.38
Q12	The instructor helps me become an independent learner	3.35
	Overall Average Rating	3.41
<i>SCALE: 4=Outstanding, 3=Exceed Expectations, 2=Meets Expectations, 1=Does Not Meet Expectations</i>		

3P7: Determining student and stakeholder satisfaction

The Assessment, Planning & Research Office coordinates the administration of surveys that measure student and stakeholder satisfaction. The Recent Graduate Follow-up Survey is sent to graduates to determine their employment information and satisfaction with their education at CCD (Appendix 1a).

The Survey of Currently Enrolled Students is administered every other year and asks students to evaluate their instruction, the quality of support services, changes in their abilities as a result of their education at CCD, and reasons why they chose to attend or are continuing at CCD (Appendix 3a).

A Student Survey of Instruction is administered every term in all courses. This is the opportunity for students to evaluate their instruction and offer feedback on their learning experience.

The Community College Survey of Student Engagement (CCSSE) is administered every other year and is a successful measure of student engagement and satisfaction at CCD.

3R1: Student satisfaction results

Two questions on the Graduate Follow-Up Survey are directed at student satisfaction with the educational experience at CCD. Question #10 asks if completion of a program at CCD met the student's immediate educational goals, and 76.5% responded yes. When asked how satis-

fied the student was with the education received while attending CCD, 72% indicated they were either satisfied or very satisfied. (Appendix 1b)

On the Currently Enrolled Student Survey administered in 2004, students evaluated CCD's support services on a scale of 1 (very poor) to 5 (very good). Results ranged from 83% to 95% of the students rating all services as satisfactory, good or very good. Academic advising by faculty was one of the highest rated categories (94%), along with the Auraria Library (95%), Disabled Student Services (94%), and the Testing Center (94%). (Appendix 3b)

The Student Survey of Instruction indicates students believe the instruction exceeds their expectations. A rating of 4 is outstanding, and the average overall rating on all categories is 3.41 (Table 3.1).

3R2: Student relationship building results

Student focus group interviews indicate that there is a belief that the college has built a strong and supportive learning environment. Students respond positively to CCD's programs and services. Flexibility of teaching delivery is a top criterion in determining CCD's success in building student relationships.

3R3 and 3R4: Stakeholder Satisfaction and Relationship Building Results

At present, other than student satisfaction data, CCD does not have a formal process for collecting data regarding stakeholder satisfaction.

3R5: Results Comparison

CCD is anticipating that as a participant in the AQIP process, comparison data will be more available in the future.

3I1: Improvement of Processes & Systems

Although our data on student satisfaction is strong, CCD recognizes the need to develop a more formal process of measuring external stakeholder satisfaction and relationship building.

3I2: Targets, Improvement Priorities, Communications

Priorities for improvement are determined through the strategic planning process – Thin to Win (See 8P1). The resulting Strategic Plan is communicated to a wide audience both internal and external to the college via its Web site, e-mail newsletter, Executive Staff report to the centers and departments, and through presentations to external stakeholders by the college president and other representatives. (See www.ccd.edu/APR)