Category 3 – Understanding Students’ and Other Stakeholders’ Needs

3P1 – Identification of Students’ Needs

Through several processes, Kirtland Community College (KCC) identifies and responds to changing student needs through a combination of formal and informal communications between students and staff. The most consistent method is the end of course student feedback that is collected every semester for every class and instructor. The information is assembled by a faculty support staff member and shared with the individual instructor, department chairs and the Dean of Instruction.

A relatively low student/faculty ratio at KCC encourages students to openly communicate their needs and issues to their instructors. As a result, this enables instructors to view behavior and coursework, identify needs, and make referrals as necessary to appropriate student support services. Another method for identifying students’ needs is through the advising and counseling processes. Students meet with an advisor or counselor to determine appropriate courses of study and, if necessary, refer the student to academic support services such as tutoring, counseling, disabilities, or other student support services. Student needs identified through informal discussions can often be handled immediately by the Dean of Instruction or Dean of Student Services.

Enrollment trends are studied every semester by the Instructional Office to determine course offerings, times, and delivery methods. The Office of Student Services produces and analyzes student data on the number of new applicants, number of starts, and demographic data such as ethnicity, age, credit hours generated, course delivery method and registration mode for new students. The Institutional Research Office produces a comprehensive, annual summary of all student demographics, enrollment performance, retention and graduation rates, and financial aid from the central administrative data system which is distributed to the Kirtland community. Enrollment reports are reviewed by the senior administration, deans and department chairs which make staffing and course scheduling decisions based on current and historical data.

Beginning in 2007, Kirtland participated both in the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE), a standard survey used by many community colleges. The surveys are distributed once every three years. The surveys measure student engagement and faculty perception of student engagement respectively.

Since 2007 Kirtland has distributed an annual online Student Survey. The questions include information regarding previous education, educational goals, financial assistance, course offering options, marketing choices, computer access information, demographics, and transportation issues. This survey provides valuable marketing information to help identify student needs.

A graduate follow up survey is conducted annually to measure the Kirtland graduates satisfaction, job placement/retention, and to identify individuals who are continuing their education.

Student Senate representatives are elected from the student body and are a part of the planning processes of the college and assist in short-term courses of action. Student feedback is communicated to the Dean of Student Services as the mission of Student Senate is to promote the common interest and general welfare of the student body.
Further information of student needs is obtained through Kirtland’s recruitment efforts. The college admissions staff participates in college fairs, high schools visits, information sessions on campus, and the interviewing of potential new students while visiting campus. Beginning in the summer 2011, all new students are required to attend an orientation which includes meeting with faculty, advisors, counselors, and student support staff members. This not only provides students an opportunity to ask questions but also provides information on the needs and expectations of incoming students.

3P2 – Building and Maintaining Relationships with Students
At Kirtland, we recognize that to maintain a good relationship you must be timely in responding to needs, keep the lines of communication open, operate on a level playing field where expectations are established with everyone receiving the same information, and practice professional and ethical behavior in all work-related areas.

We are a commuter college with an average one-way driving distance for students of 28 miles. Building relationships outside of the classroom continues to be a challenge for the college. To assist in overcoming these obstacles, the college hosts the following events: Welcome Week, Poetry Readings, Empty Bowls, Faculty/Staff vs. Students Bowling Challenge, Halloween Party, Winter Carnival Week, Veteran’s Day observance, Constitution Day, Ping Pong tournaments, and welcome tables in each building during the first week of every semester.

Other events, including the Controlled Burn reading series and student and faculty art shows, are for both students and community members. The Honors Program, Phi Theta Kappa Honors Society, and the Student Senate clubs and organizations encourage academic and professional leadership development. In 2009, the student ambassador program was developed to identify potential leaders on campus. The program assists Student Services with recruiting events and activities. The college has started a weekly exercise classes for staff, faculty, and students to encourage exercise and healthy living.

Kirtland utilizes multiple avenues of communication to enhance relationships with students. The primary means is Facebook, with more than 1500 fans in just over 12 months. Twitter, KCC Happenings calendar on the website, “The Bathroom Wall,” KCC Happenings e-mails, are other tools used to communicate with students. There are also numerous boards across campus with events and announcement postings.

Relationships are also built through advising. Each student is assigned an academic advisor in their program area. Also the following services are available to all students:

- Personal, career, and academic counseling
- Academic advising to assist a student in completing his/her educational plan, including transferring to another college
- Administering and interpreting interest and personality test instruments for students seeking career and educational information (no charge)
- Administering standardized tests for college credit (proctor fee and test publisher fee charged)
- Referral information for other available counseling services
- External Job Posting Board
- Resume Workshops
3P3 – Identification of Stakeholders’ Needs

As a community college, we need to stay connected to our community stakeholders and be responsive to their changing needs. Various members of the college’s administration, faculty, and staff participate in local boards (local school boards, workforce and economic development boards and county commissions), committees, task forces, and area service clubs. The information they receive at meetings is disseminated at the college which assists in the college’s decision making processes.

Below are examples of current initiatives between Kirtland and outside agencies:

● Transfer and articulation agreements: The college develops and maintains transfer and articulation agreements with secondary schools and with other colleges and universities. Identified changes, based on stakeholder needs, are considered through the program review and curriculum development processes.
● Partnering with economic and workforce development agencies, foundations, and initiatives.
● On-going review of business and labor market trends by business and economic development representatives and analysts.

Kirtland responds to regional, statewide and national needs through projects such as faculty and staff surveys, input at committee meetings, performance and program reviews.

3P4 – Building and Maintaining Relationships with Stakeholders

Kirtland encourages its faculty and staff to be active and contributing members of the community. Relationships are built and maintained with key stakeholders by the sharing of relevant information, quality responsive service, and promoting involvement with the college. The college also involves the community in campus events and activities whenever possible. Board of Trustees members are elected to represent the college constituents and provide a means for information to flow from the community back to the college administration. Other key activities for building and maintaining stakeholder relationships include:

● Kirtland Community College Foundation
● Advisory committee members provide data to assist in maintaining relevant academic curriculums
● Continual on-site contact and relationship building with regional employer and employees through Workforce Development
● Working relationship with local Intermediate School District and area schools systems
● Campus visits by local district students
● Enrichment program offerings
● Maintain current articulations agreements with other educational institutions, requiring constant attention to changing curriculum
● Surveys of students, staff, employers, and community members
● Interactions with governmental decision makers
● Applied learning activities, such as internships
● Cultural and athletic events offered to the community
● College night
● Service learning and outreach to the community (River House Shelter for domestic abuse victims)
3P5 – Targeting New Students and Stakeholders
Kirtland encourages employees to become members of local, state and nation professional organizations. These organizations assist the college in identifying opportunities for possible new programs and services. As stated previously, college administrators, faculty and staff are active on committees and board throughout the college’s service area and help to keep the channels of communication between new students and stakeholder groups open.

The college has a recruiter that annually makes approximately 85 visits to local area schools and attends 17 College Night and Career Fair activities throughout the state. She talks with students and community members about their interests and career goals. When a potential student identifies an area of interest that the college is not presently providing, the recruiter shares that information with appropriate departments on campus. If there is enough interest, then a needs study is implemented to assess the possibilities of starting a new program. The process for new programs is included in the annual Program Review model that the instructional division follows. The complete Program Review Plan can be found at http://www.kirtland.edu/assessment.

The college president is very active in assisting in the revitalization of one local community’s downtown area from a dying locale into a thriving artisan community. He worked with the local city council and the Dean of Instruction to offer several college courses in the downtown area to promote the development of the community. The instructional division of the college is looking at partnering with businesses in the area to incorporate real-business laboratories into the classroom setting.

3P6 – Feedback Processes
Written complaints from students are logged and addressed. Students’ Rights and Responsibilities, Grievance Policy, and Student Appeal Procedures are explicitly outlined in the College Student Handbook. As a result, the college has a consistent practice for handling both academic and non-academic complaints. The policy and procedures for Rights and Responsibilities of Students can be found at http://www.kirtland.edu/policies/pol6125.htm.

In an effort to improve communication campus wide, all committee meeting agendas and minutes are posted for the entire Kirtland community to view. These include Board of Trustees, College Administrative Team, Curriculum and Instruction, Foundation, Wellness Committee, Safety Committee, M-TEC Governance, and Instructional Council. Surveys have been conducted to measure the effectiveness of this on-going initiative to improve communication. In addition, e-newsletters from the President on curriculum, staffing, and community events impacting the college community are used as a communication tool.

3R1- Measurements of Satisfaction for Students and Stakeholders
Kirtland collects information on student and other stakeholders’ satisfaction by administering the following surveys shown in Table 3a.
<table>
<thead>
<tr>
<th>Survey</th>
<th>How Often</th>
<th>Sample Size</th>
<th>Responsible Office</th>
<th>Purpose</th>
<th>Used By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College Survey of Student Engagement</td>
<td>Once Every Three Years</td>
<td>2010 - 471 students - pencil and paper survey</td>
<td>Institutional Research (IR)</td>
<td>Measure Student Engagement</td>
<td>Entire Institution</td>
</tr>
<tr>
<td>Community College Faculty Survey of Student Engagement</td>
<td>Once Every Three Years</td>
<td>2010 - 43 faculty - only done through web</td>
<td>Institutional Research</td>
<td>Measure Faculty’s Perception of Student Engagement</td>
<td>Entire Institution</td>
</tr>
<tr>
<td>Student Evaluation of Courses</td>
<td>Every Semester</td>
<td>Varies by class size</td>
<td>Dean of Instruction</td>
<td>Course/Instructor Evaluation</td>
<td>Instructional Office/Academic Departments</td>
</tr>
<tr>
<td>Perkins Review of Occupational Programs</td>
<td>Three year rotation - all Occupational programs</td>
<td>Varies by program</td>
<td>Institutional Research and Dean of Instruction</td>
<td>Perkins Compliance</td>
<td>Occupational Department/State of Michigan</td>
</tr>
<tr>
<td>Graduate Follow Up Survey</td>
<td>Annually - timeline set by State regulations</td>
<td>May 2010 – 337 graduates</td>
<td>Placement Office</td>
<td>Measure graduates satisfaction and job placement or continuing education</td>
<td>State of Michigan</td>
</tr>
<tr>
<td>Fall Student Survey</td>
<td>Every Fall semester</td>
<td>2009 – 319 2010 – 208</td>
<td>Institutional Research, eServices, and Marketing</td>
<td>Strategic planning</td>
<td>President, Marketing, Strategic Planning committee, whole college</td>
</tr>
<tr>
<td>Exit Interview Survey of Graduates</td>
<td>Every Semester</td>
<td>Only for Nursing Graduates and Police Academy</td>
<td>Nursing Department and CJ Department</td>
<td>Satisfaction of Students with Program and Job Preparation</td>
<td>Respective Departments</td>
</tr>
</tbody>
</table>
### CC Benefit Survey/Report

<table>
<thead>
<tr>
<th>Survey/Report</th>
<th>Once - 2006</th>
<th>Institutional Research</th>
<th>Determine Benefit of College to Region</th>
<th>Entire Institution</th>
</tr>
</thead>
</table>

### Employee Satisfaction Survey

| Survey developed by IR, 2008 | 155 | Institutional Research | Measure Satisfaction of College Employees | Entire Institution |

### President Satisfaction Survey

| Survey developed by IR, Feb 2009, Feb 2011 | 2009 – 62 2011 - 119 | Institutional Research | Measure Satisfaction and provide feedback to the President of the College on how he is doing | President |

### Administrator 360 Evaluation Survey

| Spring 2008, Spring 2010 - next planned Spring 2012 | 10 surveys per administrator | Institutional Research | Measure Satisfaction and provide feedback to each administrator on how he/she is doing | President and Individual Administrator |

### Chronicle of Higher Education - Great Colleges to Work For survey

| Spring 2010 Spring 2011 | 2010 – 75 2011 - 58 | Institutional Research | Measure employee satisfaction internally and compared externally to like colleges | Entire Institution |

### Orientation Registration and Advising (OAR) Survey

| After each OAR | 2011 – 126 | Student Services | Measure new student satisfaction at orientation | Student Services |

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### 3R2 – Performance Results of Student Satisfaction

One indicator of student satisfaction is collected in their evaluation of instructors and classes each semester. Overall the campus average for the Winter 2011 semester is 4.7 on a scale of 1.0 = strongly disagree to 5.0 = strongly agree. Faculty received feedback on how the students rate them and their class compared to the campus average. Questions on the evaluation survey pertain to instructor teaching effectiveness, availability, knowledge and enthusiasm for teaching, in addition to the course content, assessment and outcomes.

Occupational programs conduct a Program Review for Occupation Education (PROE) survey every three years. Second year students, in the selected programs, must fill out a two page survey that asks questions about appropriateness of the course, objectives, teaching methods,
related courses, work experience, career planning, placement services, instructional support services, equipment, and facilities. Generally speaking, students rate their programs good to excellent. If there are certain issues that surface during the PROE surveys, those issues are addressed in the action plan formulated by the faculty and instructional administrators.

3R3 – Performance Results for Building Relationships with Students
Every year, the college conducts a Student Survey to gather information about our current student body. The surveys are conducted online through Zoomerang and contain questions about financial aid needs, use of technology, online classes, why students chose to come to Kirtland, how best to communicate, and academic programming needs. The results of the Fall 2010 survey can be found at http://www.kirtland.edu/about/institutional.htm. This survey assists the college build relationships with our students.

Every three years, the college participates in the national CCSSE. Again, the survey results are valuable in building relationships with our students. The 2010 survey results can be found on the previous mentioned website. Kirtland’s areas of highest student engagement as compared to the 2010 CCSSE Cohort are in the areas of preparing for class, career counseling, tutoring, financial support, and skilled labs. Kirtland’s areas of lowest student engagement as compared to the cohort are class presentations, sharing of ideas outside of class, number of written paper or reports, diversity, coping with non-academic responsibilities, number of assigned textbooks, and support to be able to thrive socially.

3R4 – Performance Results of Stakeholder Satisfaction
An Employee Survey was conducted in 2008 using Zoomerang. Questions on the survey pertained to employees perceptions of the following general areas:

- Quality of education and graduates
- Satisfaction with facilities and equipment
- Safety and comfort
- Involvement in decision making and planning
- Leadership
- Personnel Policies
- Students
- Support Services

The results from the survey can be found at http://www.kirtland.edu/about/institutional.htm. Survey results were used in the Strategic Planning Summit in the Fall of 2008. In subsequent years, the college opted to administer the Chronicles of Higher Education Great Colleges to Work For in place of the Employee Survey.

During the three year cycle of PROE evaluations (3R2), advisory committee members for each occupational program are surveyed. This survey is filled out at an annual Advisory Committee Meeting and may be done individually or as a group. Questions on the Advisory Committee’s survey include instructional program content and quality, equipment, facilities, placement, and follow-up studies on program completers. There are also three short answer questions pertaining to the major strengths of the program, the major needs for improvement, and additional comments or suggestions. Often members of the advisory committees are potential employers of our students and their input is extremely valuable in making sure our programs are preparing the students for successful careers.
3R5 - Performance Results for Building Relationships with Stakeholders  
An indication of the community’s satisfaction with Kirtland Community College has been the successful passage of millage requests. The community is willing to invest its own tax dollars to keep the college financially stable. During the last millage campaign (1990), a community phone survey showed that Kirtland had a positive relationship with the community.

In June 2006, the College participated in a study of the role that community colleges play in state and local economies. This study, conducted by CC Benefits, Inc. indicated the following:

1. Students at Kirtland enjoy an attractive 19% annual return on their investment of time and money.
2. For every $1 the students invest in Kirtland, they will receive a cumulative $5.00 in future earnings over the course of their working careers (after discounting).
3. Taxpayers see a real money “book” return of 14% on their annual investments in Kirtland.
4. The state of Michigan benefits from improved health and reduced welfare, unemployment and crime, saving the public some $806,000 per year for each year students are in the workforce.
5. The regional economy receives roughly $76.9 million in regional income due to the Kirtland operations and past student productivity effects. This figure amounts to 3% of a typical year’s economic growth.

Local area business and industry leaders are willing to serve as advisory committee members for the college.

3R6 – Comparison of Results with Other Institutions  
During the last two years, Kirtland participated in the Chronicle of Higher Education’s Great Colleges to Work For survey. In the April 2010 survey, Kirtland had four dimensions in the Very Good to Excellent range; two in the Good range; six in the Fair to Mediocre range; and four in the Yellow Flag range. All dimensions fell below the benchmark percentages. In the April 2011 survey, Kirtland had two dimensions in the Very Good to Excellent; three in the Good range; two in the Fair to Mediocre range; five in the Yellow Flag range; and five in the Red Flag range. Compared to other like size colleges in the survey, Kirtland’s results were significantly lower. In the spring of 2011, Kirtland made significant budget cuts and eliminated seven personnel positions. The morale of the staff was reflected in the results of the survey.

The complete results can be found at http://www.kirtland.edu/about/institutional.htm.

3I1 – Recent Improvements  
Starting in the summer of 2011, Kirtland implemented an Orientation, Advising, and Registration (OAR) process for new students. Students applying to the college must attend one of the 8 – 10 scheduled OAR dates. While on campus, students and their parents attend a two hour orientation session, do their placement testing with COMPASS, see an advisor to work out a schedule, and register for classes. Students purchase their textbooks and obtain their student identification card.

Data shows, in the past, up to 25% of students that took the placement tested never registered for classes. The new OAR process should reduce that number significantly. Other process anticipated to improve, due to the collection of input after the first two OARs, will be financial aid
and the creation of an orientation book. The orientation book should help students to not feel so overwhelmed by everything they have to absorb in a short period of time.

3I2 – Selection of Specific Processes to Improve
Table 3a in 3R1 shows Kirtland collects a great deal of survey information from students, stakeholders, staff, and faculty. The College Administrative Team (CAT) is kept informed of the survey results by the Director of Institutional Research, who sits on the CAT. Areas receiving negative ratings are addressed. Currently, the biggest areas of concern are the recent results of the Great Colleges to Work For survey and the morale of the staff and faculty. More budget cuts are anticipated in the current year’s budget building process and communication of the rationale behind decisions is crucial in turning around the results of last year’s survey.