

Board Core End Report – Student and Stakeholder Focus

Baldrige Category #3

This category examines the college's key processes for gaining knowledge about its current and future student segments, stakeholders, and markets, with the aim of offering relevant and effective programs and services, understanding emerging student and stakeholder requirements and expectations, and keeping pace with market changes and changing methods of delivering educational services.

There are currently two Educational Excellence Criteria for this Baldrige category (*a national panel examines the criteria after each competition and some moderate addition/deletions can occur*).

Criteria 3.1 Student, Stakeholder, and Market Knowledge (40 pts.)

How does your organization determine requirements, expectations, and preferences of students, stakeholders, and markets to ensure the continuing relevance of your educational programs, offerings, and services; to develop new opportunities; and to create an overall climate conducive to learning and development for all students?

It is the mission of Howard Community College (HCC) to provide open access to a diverse and dynamic community, and the college has identified its students, stakeholders, and market from within that community (primarily Howard County). These students and stakeholders include area residents who are current or prospective credit and/or non-credit students, area businesses and employers, county high schools, and transfer institutions within and outside the state of Maryland.

The college uses environmental scanning, projections based on service area public high school enrollment and census data, and analyses of student academic and demographic characteristics to maintain a responsive market segment strategy. In addition to a comprehensive performance accountability system and input from the college's planning council to establish goals, HCC employs a number of listening strategies to help determine needs and expectations of its students and stakeholders. As part of a decentralized communication process, division chairs and faculty maintain close contact with students on an individual and academic basis as well as through their sponsorship and involvement with campus clubs.

Among the college's *formal listening strategies* are the Presidential Dialogues with students, held regularly during fall and spring semesters. Instructors publicize the dialogues during classes, and announcements are posted on monitors throughout campus, in the game room, and in the cafeteria to attract a diverse group of participants. These dialogues provide insight and recommendations from students and community members about existing and new programs and services. Questions are directed by the students attending and topics have included new student orientation, environmental science, developmental math and English, returning women/career links,

international student issues, and transfer requirements. In many cases, dialogues provided explanations of college practices and policies without the need for further action; however, issues emerging from these dialogues have resulted in a number of improvements, such as configuration changes to HCC Express and student email. Other listening strategies are listed in the table below.

Listening Strategy	Frequency	Market Segment
Advisory Boards	Ongoing	Community, businesses, employers, county high schools, transfer institutions
Commission on the Future	Every 4 years with annual updates	All stakeholders, especially businesses and employers
Presidential Dialogues	Monthly major semesters	Credit and non-credit students and community members
Comment Cards	Ongoing	All stakeholders
Admissions Application Information	Upon Applying	Credit and non-credit students
Input from Faculty to Division Chairs	Ongoing	Credit, non-credit and prospective students
Requests from clients/students	Ongoing	Credit, non-credit and prospective students
Monitor Local and National Trends	Ongoing	All stakeholders
High School Outreach Surveys	Ongoing	County high schools and prospective students
Leadership Meetings with Howard County Public School System	Biannually	County high schools
Requests from Transfer Institutions	Ongoing	Transfer institutions, prospective students, including those attending other institutions
Articulation Agreements with Transfer Institutions	Ongoing	Transfer institutions, prospective students, including those attending other institutions
MHEC Requirements	Ongoing	Credit, non-credit, prospective students and transfer institutions
Focus Groups	As needed	Credit and non-credit students
YESS Survey	Annually	Credit students
Graduate Follow-up Surveys	Annually	Former students/graduates
Employer Surveys	Annually	Employers of graduates
Student Learning Communities Information (Rouse Scholars, Silas Craft Collegians)	Ongoing	Credit students, generally full-time, traditional students
Vice President meetings with the Student Government Association	3-4 times per semester	Credit students, generally full-time, traditional students
Non-credit Course Feedback Forms	Ongoing	Area businesses and employers, noncredit students
Suggestion Boxes	Ongoing	All stakeholders

Cross-functional college teams such as the enrollment management, curriculum and instruction, retention, developmental education, and learning outcomes assessment use the information gathered through these listening methods to evaluate the needs of area high schools, employers, transfer institutions, and the community. Based on this evaluation, teams develop recommendations to forward to the president's team for

consideration, and if approved, to the individual vice presidents' areas for implementation and follow-up.

Faculty and administrators plan educational programs and services based on requirements, expectations, and preferences of students, stakeholders and the community, including businesses and employers. The college keeps current with changing educational service needs and directions, including the educational programs it offers, by assessing the diverse and evolving economic, cultural, and social needs of the community. Senior leaders determine community need with the help of the Commission on the Future, a group of community leaders working with the college's board of trustees and staff, to identify innovative ideas, emerging issues, and alternatives for the future of HCC. The college's research and development team scans and researches the business and academic environments and competitors to ensure cutting edge program offerings and optimal use of technology. The team makes recommendations to the president's and curriculum and instruction teams, with consultation or approval from MHEC when necessary. Other means of receiving community input concerning educational needs and interests of stakeholders include feedback from advisory boards and data gathered by the college's director of legislative and business development. In addition, the college maintains networking and professional affiliations and partnerships with community organizations such as the Learning Resources Network (LERN) and the National Council for Continuing Education and Training (NCCET). The college also periodically conducts an Image and Reputation survey to ascertain community members' perceptions and expectations.

In the spring of 2003, the college, as part of a statewide cooperative effort, contracted with CCbenefits, Inc. to determine the return on investment for students and stakeholders and the role HCC plays in the local economy. Students benefit directly from higher personal earnings, and the community benefits indirectly from cost savings (avoided costs) associated with reduced welfare and unemployment, improved health, and reduced crime.

Criteria 3.2 Student and Stakeholder Relationships and Satisfaction (45 pts.)

How does your organization build relationships to attract, satisfy, and retain students and stakeholders; to increase student and stakeholder loyalty; and to develop new program and service opportunities? Describe also how your organization determines student and stakeholder satisfaction.

As a vital partner, HCC is a major force in the intellectual, cultural, and economic life of its community, and builds and maintains close relationships with prospective, current, and former students, other educational institutions, businesses and employers, and community members. HCC has entered into partnerships with four-year institutions, other Maryland community colleges, and the Howard County Public School System to help learners move easily through the system by providing strengthened and diverse programs, a well-developed knowledge continuum, improved utilization of resources, student transfer, staff development, and workforce readiness. The college continues to seek other partnerships that provide concrete benefits for students. A number of

programs targeted at high school students, such as the Freshman Focus, Silas Craft, and Rouse Scholars programs, are geared toward attracting recent high school graduates to HCC.

The college builds close relationships with many of the four-year institutions to which its students transfer and maintains articulation agreements with about 35 in-state and out-of-state public and private institutions. The impact of initiatives recently undertaken by the college to strengthen the transfer rate of all students is expected to be evident within the next few years. A transfer center was established and makes available specialized advising for all transfer students and a web site offers transfer workshops for students interested in teacher education and science and technology. The University System of Maryland has repeatedly cited HCC as the model transfer fair site for the state. Over 50 east-coast institutions are represented at this biannual transfer fair, which is attended by more than 1,500 community members and students.

To respond to student needs in a cost efficient manner, the college has partnered with other community colleges to expand career options for Howard County residents. These partnerships include radiologic technology and chemical dependency programs with neighboring community colleges. Through the Mid-Maryland Allied Healthcare Education Consortium, Howard Community College has joined with two other Maryland community colleges to offer programs such as physical therapy assistant, respiratory therapy, and surgical technology to county residents. Linked to student comments, the college has undertaken an innovative and collaborative effort to partner with one of its neighboring community college to provide greater educational opportunities to serve students in the Laurel, Maryland area. This Laurel College Center partnership is a model of collaboration for all higher education institutions. Graduates, former credit and noncredit students, and friends of the college maintain a mutually beneficial relationship through the HCC Alumni and Friends Association. There is a website to collect personal and professional updates. Distinguished alumni, chosen for their diversity of experience, professional accomplishments, community leadership, continued education, interests, and successes, build connections with new students through their speakers' program.

The college has in place a comprehensive system to determine stakeholder satisfaction. Strategies used by the college to ascertain stakeholder satisfaction include obtaining input from prospective, current and former students, stakeholders, staff, and faculty members. To enable HCC to later determine goal attainment, students are asked to indicate their goals on the college application. New students' satisfaction levels with orientation and other programs are collected through program evaluations. While attending the college, students rate a number of aspects of education content, delivery, and the learning environment. Satisfaction levels are determined through the use of course evaluations, the YESS (Yearly Evaluation of Services by Students) survey, and other assessments of programs. Even after leaving the college, graduates and non-returning students provide feedback on their HCC experience, goal attainment, and insight into changing requirements in the workplace. The results of these evaluations, along with comparative data from other Maryland institutions when available, are

reviewed by the president's team and disseminated to appropriate college faculty and/or staff and used to plan continuing improvement. For instance, a score below 3.50 on a five-point satisfaction scale on the YESS survey flags items for further scrutiny, indicating areas that need to become the focus of additional resources or other improvement strategies. In addition, immediate follow-up occurs with evaluation or survey respondents when responses warrant action on the part of the college.





The college's complaint management process provides a number of avenues by which students and stakeholders may provide feedback. For instance, comment cards, which are available at any time for any comment from any stakeholder, are placed at all counters and in offices throughout the college. Completed cards may be mailed or dropped in one of the comment card boxes located at a number of central locations. In addition, a link to an online comment card is located on HCC's web page. The planning, research and organizational development office (PROD) is responsible for collecting, logging, and forwarding the input to the vice president of the area noted on the card. Positive comments are forwarded to commended faculty or staff with a note of thanks from the president for their quality contribution. The vice president is responsible for addressing and resolving complaints and the PROD office tracks responses and resolutions. Compiled suggestions are periodically presented to the president's team for review and consideration for institutional and unit process improvement. In addition, an annual report on the comment cards is published for the president's team and the board of trustees. Actions taken during the last year based on comment card feedback included improving the HCC web site and signage on campus. Other comment card feedback was incorporated into core work performance measures. The comment cards and the process to resolve complaints are continually reviewed, improved, and revised to meet current needs.

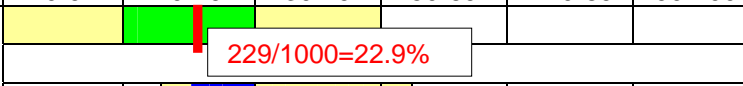
Students and instructors are encouraged to seek resolution of academic complaints (such as classroom instruction or grade disputes) informally. However, when academic complaints remain unresolved, the formal process of problem resolution is followed. Each step of the process is documented, and the division chairs or vice president of academic affairs follow up with the student to ensure the complaint has been resolved satisfactorily. Improvements are implemented as needed on a case-by-case basis.

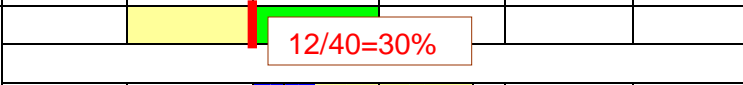
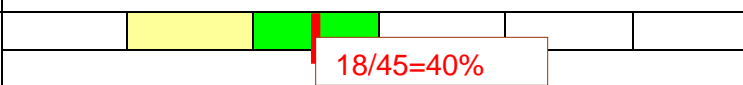
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External Measures

The college prepared and submitted applications to various Baldrige based quality awards competitions; the results are indicated below. More details on the scoring system can be found in the document at the end of this report titled: “**Baldrige Key Terms and Scoring Guidelines.**”

Maryland State Quality Award		CQIN Pacesetter	
	Range of total applicant scores		HCC's Score - 2002
	2002 - Score interval in which HCC was rated		Specific score is issued
	2003 - Score interval in which HCC was rated		

		Scoring Ranges					
		0-9	10-29	30-49	50-69	70-89	90-100
Baldrige Criteria 1000 points	Overall Score						
		229/1000=22.9%					

			0-9	10-29	30-49	50-69	70-89	90-100
3:	Student and Stakeholder Focus (85 points)	3.1 40 points						
			12/40=30%					
		3.2 45 points						
			18/45=40%					

Action:

The college receives a detailed feedback report delineating strengths and weaknesses in the category. A team reviews those reports, collects information on the process improvements that occur in the intervening months, and submits a new application.

On August 29, 2003, the college submitted another application for the Maryland State Quality Award and received its feedback report in March 2004. The college is developing its application for the Baldrige Award (due May 2005).

Benchmark:

Presently, institutions receiving a total score of 450 and higher receive site visits. Therefore, the administration recommends a category benchmark aligned with that: **The college will receive a rating for category #3 of 45 percent.**

Next are **ten** measures **mandated by MHEC**. The college can compare the results to all Maryland community colleges and also to peer (based on number of students) colleges: College of Southern Maryland, Harford Community College, and Frederick Community College.

<i>Percentage of first-time, full-time degree-seeking freshmen who re-enrolled at any Maryland community college, earned a degree or certificate, or transferred to a public four-year institution one year after matriculation.</i>					
	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort	Benchmark 2004 Cohort
Second year retention rate	67.9%	71.8%	70.4%	70.1%	68.0%
		Statewide		n=	
		AVG:	66.9%	545/777	
		Peer AVG:	68.9%		
<i>Percentage of graduates indicating that their educational goal was completely or partly achieved at the time of graduation.</i>					
	Alumni Survey 1994	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
Graduate satisfaction with educational goal achievement	92.9%	98.3%	96.4%	94.3%	98.3%
		Statewide		n= 83/88	
		AVG:	93.9%		
		Peer AVG:	94.4%		
<i>Percentage of students enrolled in the spring term who neither received an award nor enrolled in the subsequent fall term who indicated that they achieved their educational goal.</i>					
		Spring 2000 Cohort	Spring 2001 Cohort	Spring 2002 Cohort	Benchmark 2005
Non-returning student satisfaction with educational goal achievement		75.4%	71.4%	74.7%	78.0%
		Statewide		n=230/308	
		AVG:	66.2%		
		Peer AVG:	67.1%		
<i>Percentage of community college transfer program graduates who transferred to a four-year institution who rated their preparation for transfer as very good or good.</i>					
	Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
Student satisfaction with quality of transfer preparation	78.8%	80.7%	82.4%	76.6%	83.0%
		Statewide		n=36/47	
		AVG:	81.3%		
		Peer AVG:	82.9%		

Percentage of community college career program graduates employed full-time in areas related or somewhat related to their academic major who rated their preparation for employment as very good or good.

	Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
Student satisfaction with job preparation	82%	85% Statewide AVG: Peer AVG:	84% 79% 79%	85% n=17/20	86%

Percentage of employers who rated the overall preparation of career program graduates as very good or good.

	Alumni Survey 1996	Alumni Survey 1998	Alumni Survey 2000	Alumni Survey 2002	Benchmark 2006
Employer satisfaction with community college career program graduates	82%	100% Statewide AVG: Peer AVG:	91% 93.8% 93.5%	80% n=4/5	90%

Percentage of employers and organizations who rated their satisfaction with contract training as very satisfied or satisfied.




	FY 2001	FY 2002	FY2003	Benchmark FY2006
Employer/organization satisfaction with community college contract training	100% Statewide AVG: Peer AVG:	94.8%	94.6% n=53/56	100%

The unduplicated number by site of businesses or organizations served through contract training for workforce development per fiscal year.

	FY 2000	FY 2001	FY 2002	FY2003	Benchmark FY2006
Number of businesses and organizations served in contract training	78	61 Statewide AVG: Peer AVG:	63 66 64	63	80

<i>The number of enrollments in non-credit courses with workforce intent per fiscal year.</i>				
	FY 2001	FY 2002	FY2003	Benchmark FY 2005
Enrollment in workforce development courses	8,306	9,403	9,666	10,000
	<i>Statewide AVG:</i>	12,737		
	<i>Peer AVG:</i>	8,306		
<i>The number of enrollments generated by students 60 years of age or older in noncredit courses per fiscal year.</i>				
	FY 2000	FY 2001	FY 2002	Benchmark FY 2005
Senior adult enrollment in non-credit courses	2,906	2,856	3,008	3,200
		<i>Statewide AVG:</i>	6,869	
		<i>Peer AVG:</i>	2,247	

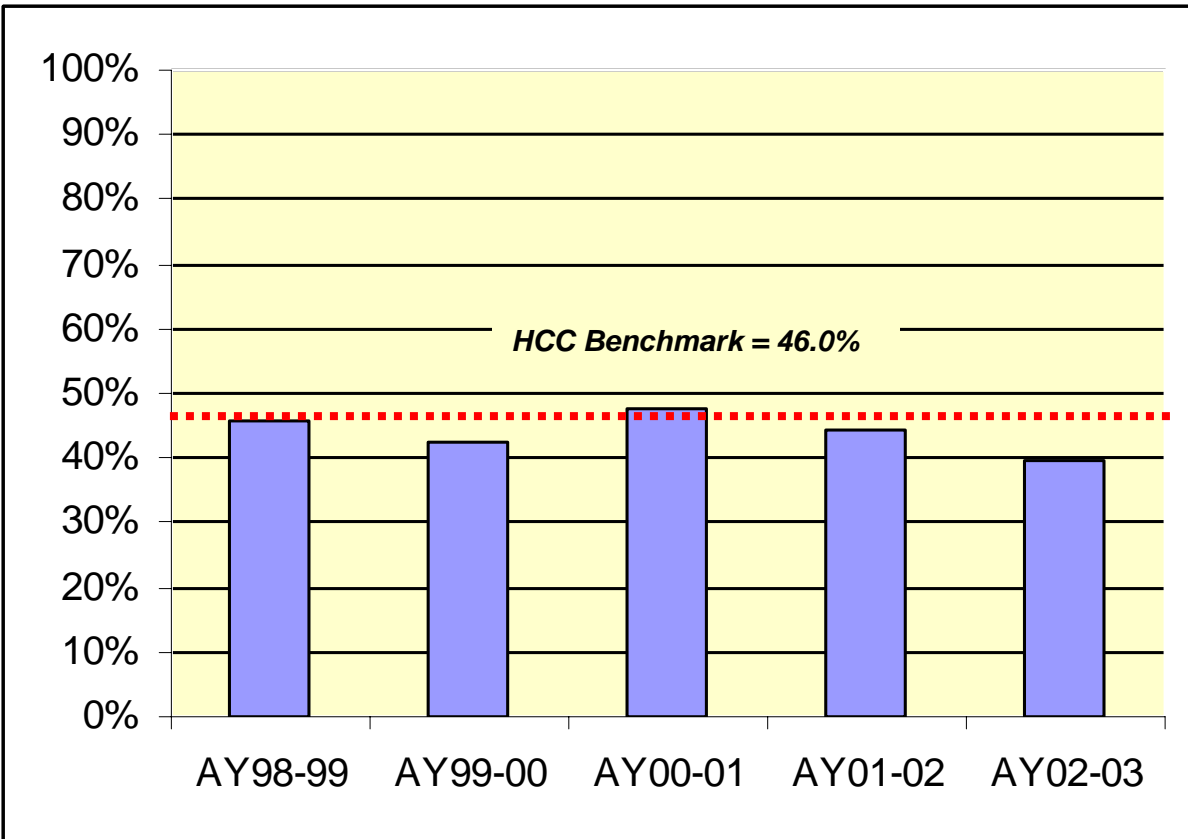
The following three measures are also **mandated by MHEC**. Although MHEC only requires these annually, they were selected by president's team as measures that should be looked at more than once per year, so they are part of the Dragon's Vital signs and are displayed in the new dashboard format. Benchmarks, already set by the board, are indicated on the attached pages.

Market share – recent high school graduates	
Percent of HCC students transferring to USM	
GPA 1-yr after transfer	

HCC SHARE OF RECENT PUBLIC HIGH SCHOOL GRADUATES

Percent of New Public High School Graduates Enrolled in Maryland Higher Education Institutions Who Attend HCC

AY98-99	AY99-00	AY00-01	AY01-02	AY02-03	MHEC Benchmark AY04-05	<u>Current Benchmark Status</u>
45.80%	42.6%	47.5%	44.5%	39.6%	46.0%	Getting There



Description of the Indicator: This indicator answers the question: *Of all the Howard County residents who are recent high school graduates, what percent of those who go to public Maryland higher educational institutions attend HCC?* The numbers shown in the chart reflect the answer to that question for each of the academic years shown. (For AY 02-03, N = 599/1512)

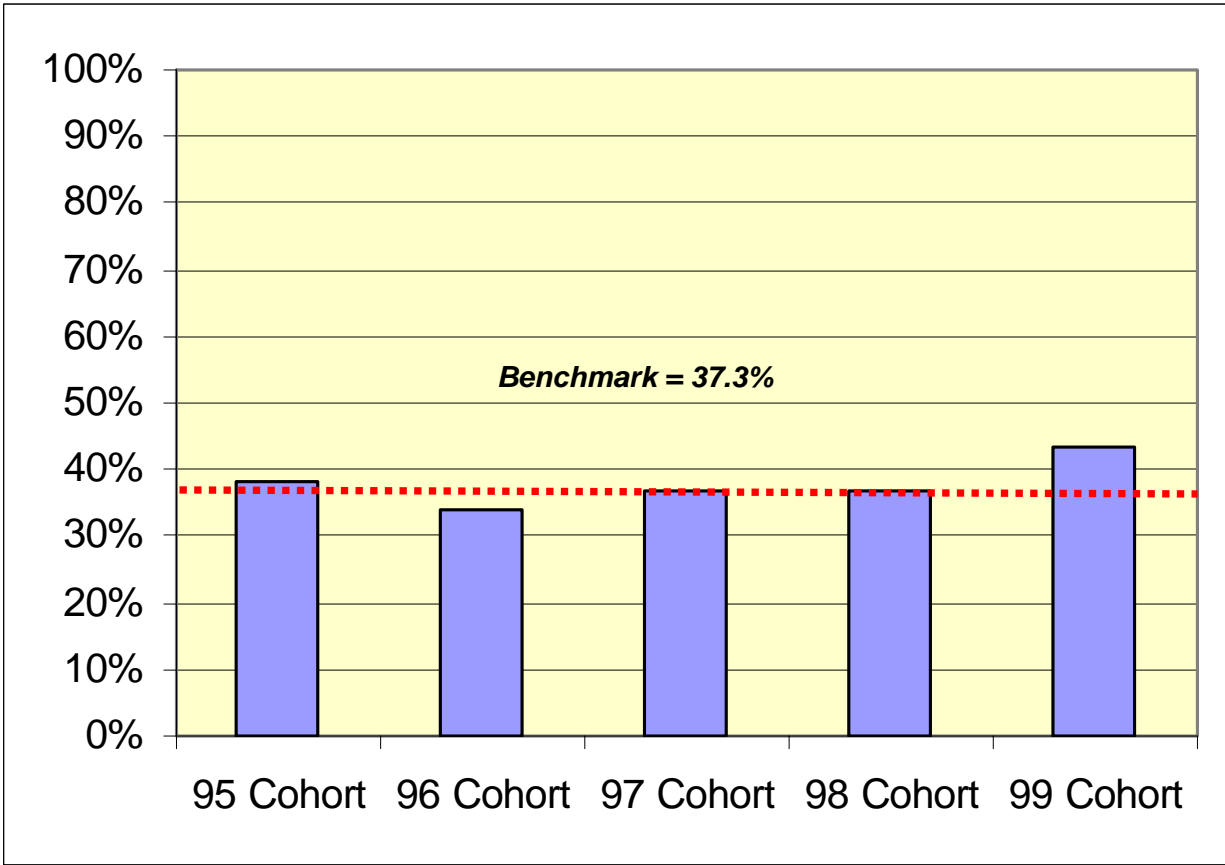
Benchmark: The board has set the benchmark for this indicator: 46 percent of Howard County residents who are recent high school graduates and attend a Maryland public higher education institution will attend HCC. For AY 02-03, Statewide Average: 57.5%, Peer Average: 65.2%

Performance Outcome: HCC is located in a region with a large number of four-year campuses, has other community colleges nearby, and has a large number of high school graduates that choose to go out of state for college. The attendance rates have fluctuated between 39 and 48 percent over the five-year period. The benchmark has been met for one of the last four years and has been quite close to being reached in most other years.

Data Source: Maryland Higher Education Commission (MHEC) Student Outcomes Assessment Report (SOAR) report published annually.

FOUR-YEAR TRANSFER/GRADUATION RATE OF FULL-TIME STUDENTS

95 Cohort	96 Cohort	97 Cohort	98 Cohort	99 Cohort	MHEC Benchmark 01 Cohort	Current Benchmark Status
38%	34%	37%	37%	43.4%	37.3%	Exceed



Description of the Indicator: This indicator tracks students four years from their entry as full-time degree-seeking students and shows the percentage of those who have transferred or graduated. HCC is an open admissions college. Many of the new students come unprepared and others change their goals while attending college. Negative changes in this indicator should alert the college and prompt inquiry and appropriate intervention in advising, support and instruction. The percentages shown on the chart are of first-time, full-time, degree-seeking freshmen HCC students who graduated and/or transferred to a Maryland public four-year campus within four years of matriculation at HCC. (For the 99 Cohort, N=194/447)

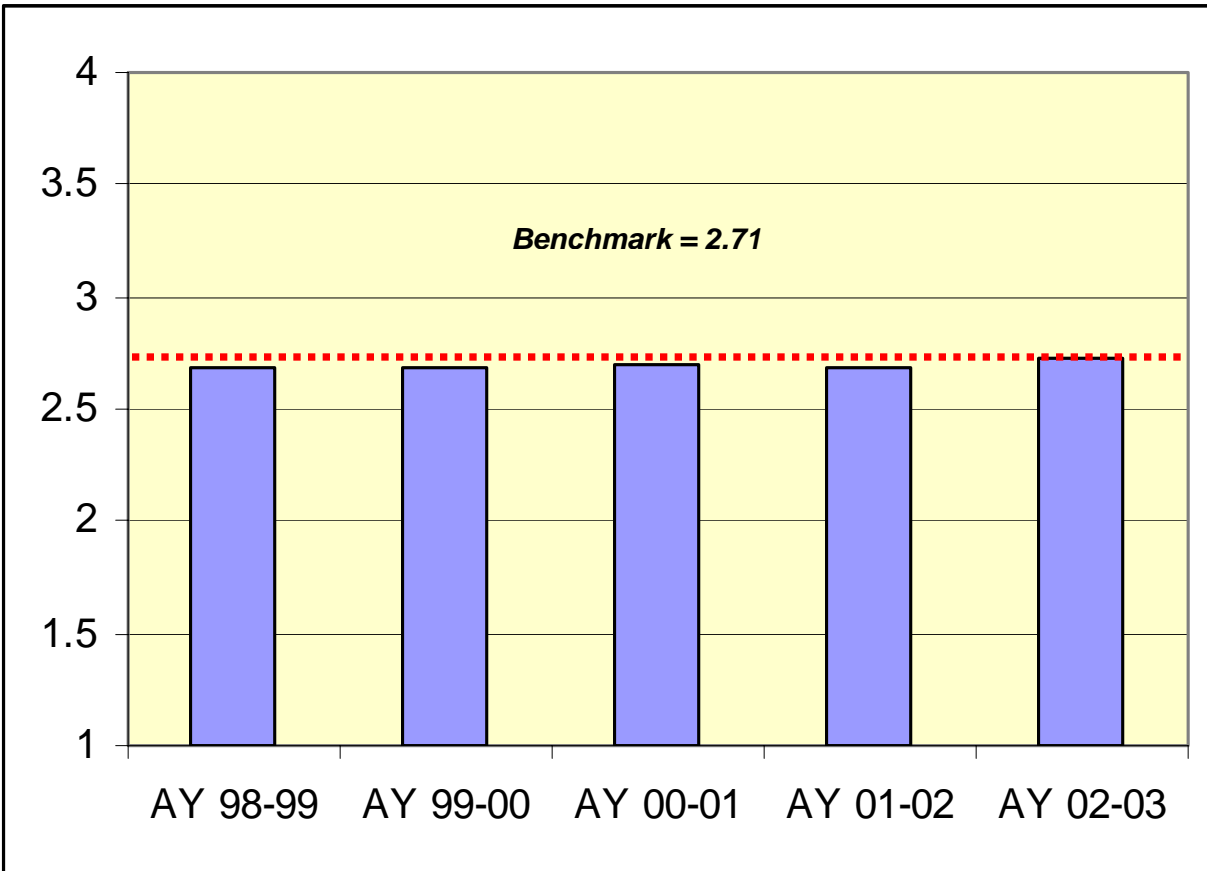
Benchmark: The board set the MHEC benchmark for the four-year transfer/graduation rate of full-time students to be 37.3 percent for the FY01 Cohort of HCC students. For the 99 Cohort, Statewide Average: 32.3%, Peer Average: 42.6%

Performance Outcome: HCC's cohorts (95-99) met the MHEC benchmark of 37.3 percent graduating and/or transferring within four years for four of the five years shown.

Data Source: Data is from HCC's enrollment files prepared by IT and analyzed by the PROD Office. Statewide Data is MHEC data on transfers within Maryland public institutions.

ACADEMIC PERFORMANCE AT TRANSFER INSTITUTIONS: GPA AFTER 1ST YEAR

AY	AY	AY	AY	AY	MHEC Benchmark	Current Benchmark Status
98-99	99-00	00-01	01-02	02-03	AY 04-05	
2.68	2.69	2.70	2.69	2.73	2.71	Exceed



Description of the Indicator: The performance of students after transferring to a four-year institution is an indication of how well prepared they were by HCC to meet the requirements of upper-level institutions. The numbers on the chart are average Grade Point Averages (GPAs) achieved by Howard Community College transfer students after one year at Maryland public four-year institutions. (For the AY 02-03, N=394)

Benchmark: Set by the board, the average Grade Point Average (GPA) of HCC students who transfer to Maryland public four-year institutions will be at least 2.71. For the AY 02-03, Statewide Average: 2.70, Peer Average: 2.87

Performance Outcome: The GPAs of HCC transfer students after one year were just above the benchmark for the last reported academic year shown.

Data Source: Data is from HCC's enrollment files prepared by IT and analyzed by the PROD Office. Statewide Data is MHEC data on transfers within Maryland public institutions.

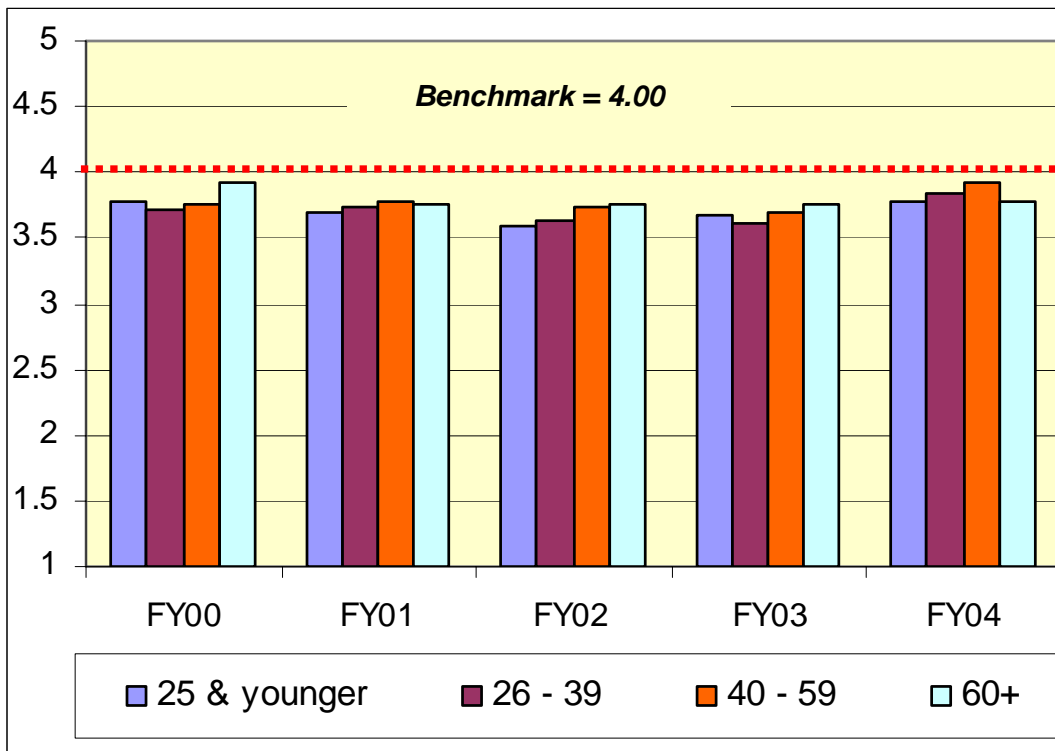
Internal Measures

The next three measures are also Vital Signs.

STUDENT SATISFACTION BY AGE GROUP

Overall Student Satisfaction by Age as Measured by the Annual YESS Survey

	FY00	FY01	FY02	FY03	FY04	Benchmark	FY05	<u>Current Benchmark Status</u>
25 & younger	3.78	3.70	3.59	3.67	3.78	4.00	4.00	Getting There
26 - 39	3.72	3.74	3.64	3.61	3.84	4.00	4.00	Getting There
40 - 59	3.76	3.78	3.74	3.70	3.93	4.00	4.00	Getting There
60+	3.93	3.75	3.76	3.76	3.78	4.00	4.00	Getting There



Description of the Indicator: The YESS Survey is administered every year to a sample of HCC credit students in the spring semester. Ratings are given on a five-point satisfaction scale, ranging from "Very Satisfied" (5) to "Very Dissatisfied" (1). The ratings on this chart are each year's averaged ratings for all of the items on the survey that are rated on the five-point scale by age group. (For FY04, N= (25 & younger) 767, (26-39) 187, (40-59) 95, (60+) 8 , Spring Enrollment 5,993, YESS respondents-1091)

Benchmark: Set by the board, the overall or composite rating for overall student satisfaction will be 4.00 for all age groups.

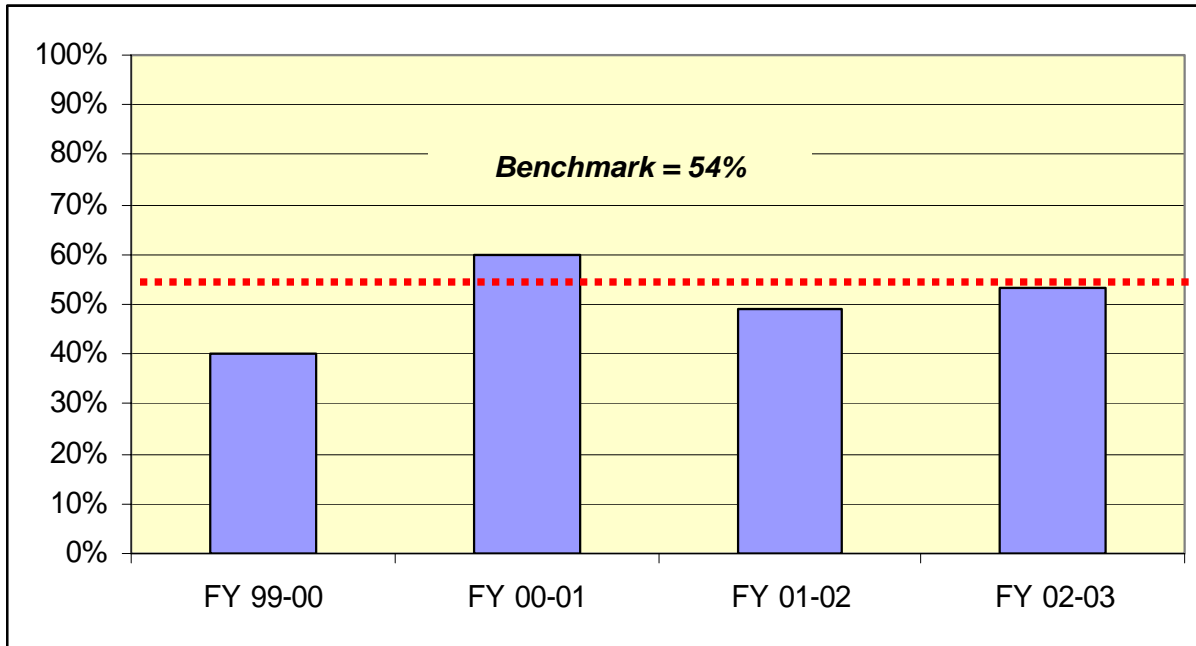
Performance Outcome: The benchmark was not met for any of the age groups for any of the past five years, although satisfaction levels rose for each age group in FY04.

Data Source: Data is from HCC's annual YESS Survey administered and analyzed by the PROD Office.

RETENTION

Overall Fall-to-Fall Retention Rate for First-time Freshman

FY 99-00	FY 00-01	FY 01-02	FY 02-03	MHEC Benchmark FY 04-05	<i>Current Benchmark Status</i>
40%	60%	49%	53.2%	54%	Getting There



Description of the Indicator: The percentages shown on the chart are first-time HCC credit student freshmen who were enrolled in the fall semester and who returned the following fall. (For FY 02-03, N=706/1327)

Benchmark: The percent of first-time HCC students in the fall who return the following fall will meet or exceed 54 percent (August 2001, Report #110-Postsecondary Education Opportunity Journal - 2 year public institutions).

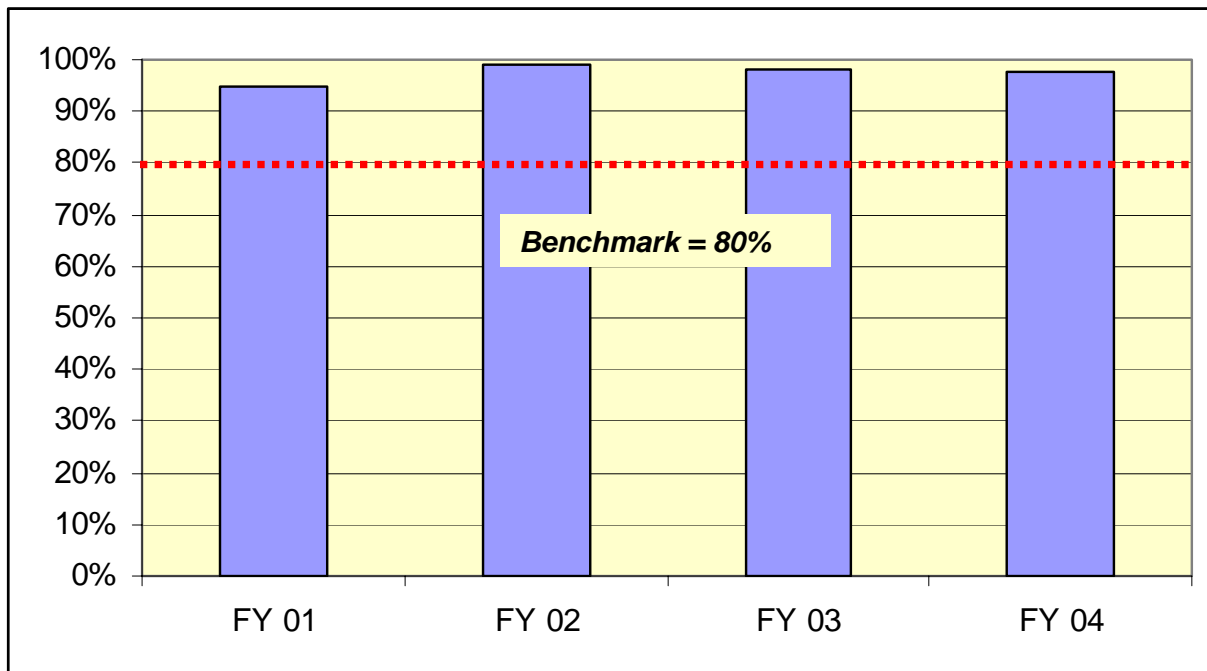
Performance Outcome: This retention figure includes those whose goal is to take a single course or two, as well as first-time HCC students with other goals. If the data included only those students who had a goal of attaining an AA degree or transferring, the retention figures would be higher and would most likely come close to or exceed the benchmark.

Data Source: Data is from HCC's enrollment files prepared by IT and analyzed by the PROD Office.

NONCREDIT STUDENT SATISFACTION

Overall Noncredit Course Satisfaction as Measured on Course Evaluations

FY01	FY02	FY03	FY04	MHEC Benchmark FY05	<u>Current Benchmark Status</u>
95%	99%	98%	97.5%	80%	Exceed



Description of the Indicator: HCC provides students in each noncredit course the opportunity to evaluate the course and instructor. The evaluation form also elicits the overall level of student satisfaction with the course. The number shown is the overall satisfaction rating for all noncredit courses evaluated in the fiscal years shown. Satisfaction is measured on a five-point scale. (For FY 04, N=8,455/8,675)

Benchmark: At least 80 percent of noncredit students will evaluate their noncredit courses at the "Satisfactory" or above level. The ratings shown on the chart include "Satisfactory," "Good," and "Excellent."

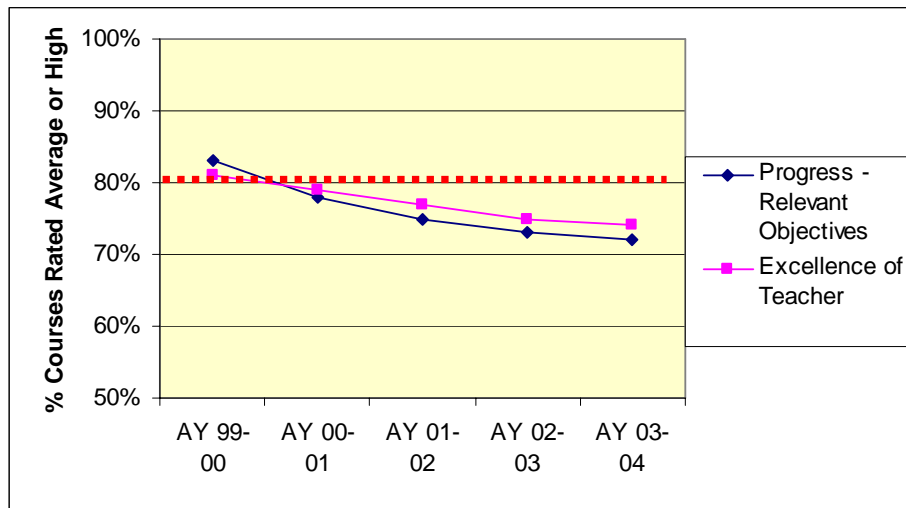
Performance Outcome: The benchmark has been exceeded for each of the past four fiscal years.

Data Source: Data is from HCC's annual noncredit course evaluations.

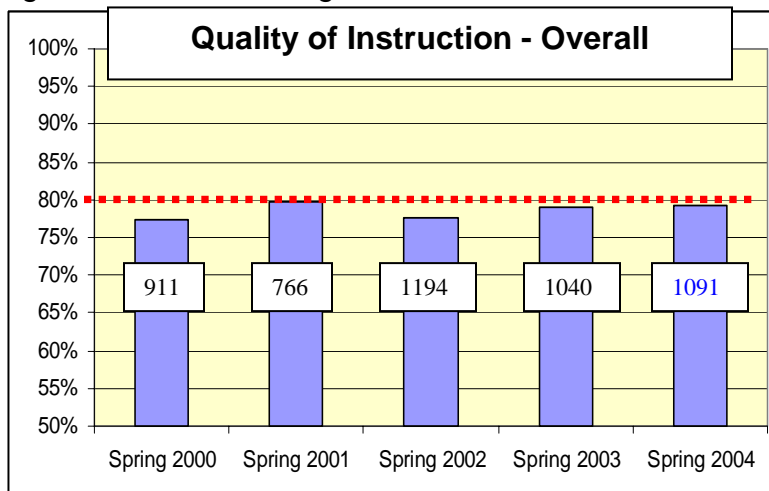
IDEA Survey Rating

Currently enrolled credit students are given the systematic opportunity annually to rate their classes, their programs, their goal achievement, college services, and the college overall. **Benchmark (set by the board): Eighty percent of the responding credit students will evaluate the college programs and services at the satisfactory or above level.**

The college routinely administers course evaluations in credit courses. The students of all new instructors complete evaluations. Students of other faculty evaluate those classes on a rotating schedule. The college is currently using the IDEA survey developed and scored by Kansas State University. During the 03-04 academic year, the IDEA survey was administered to students in **1,040** course sections. Students in **seventy-two percent** of these classes evaluated the course at the satisfactory or above level when rating their progress against relevant course objectives. Students in **seventy-four percent** of these classes responded at the satisfactory or above level when rating the excellence of the teacher.

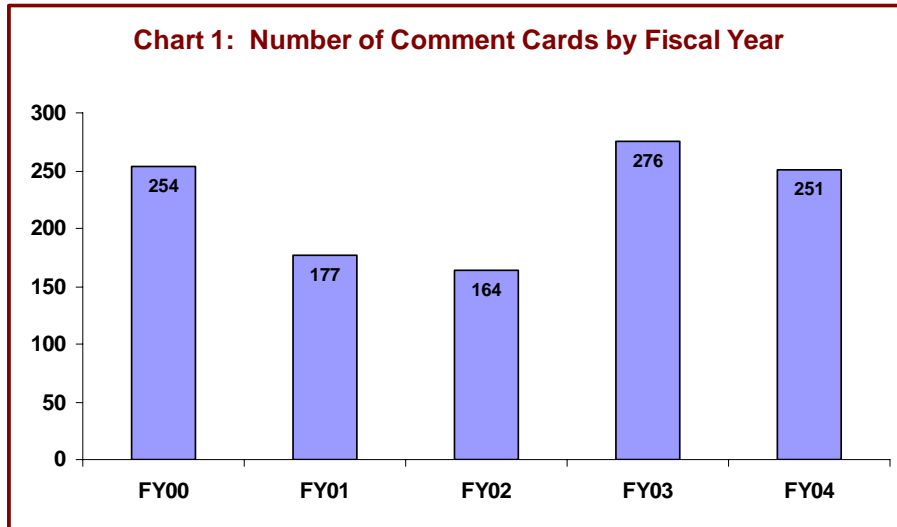


The administration is exploring further data to investigate this performance gap, especially in light of the other data gathered, for instance, from the YESS survey:

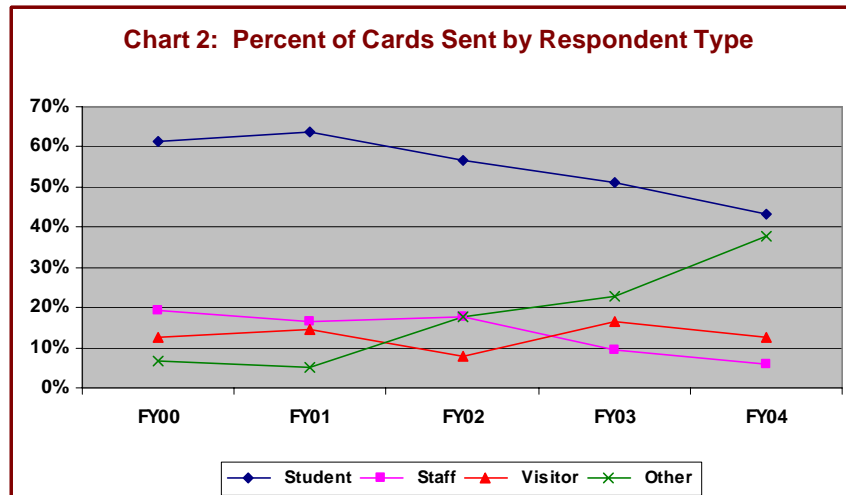


Comment Card Trends

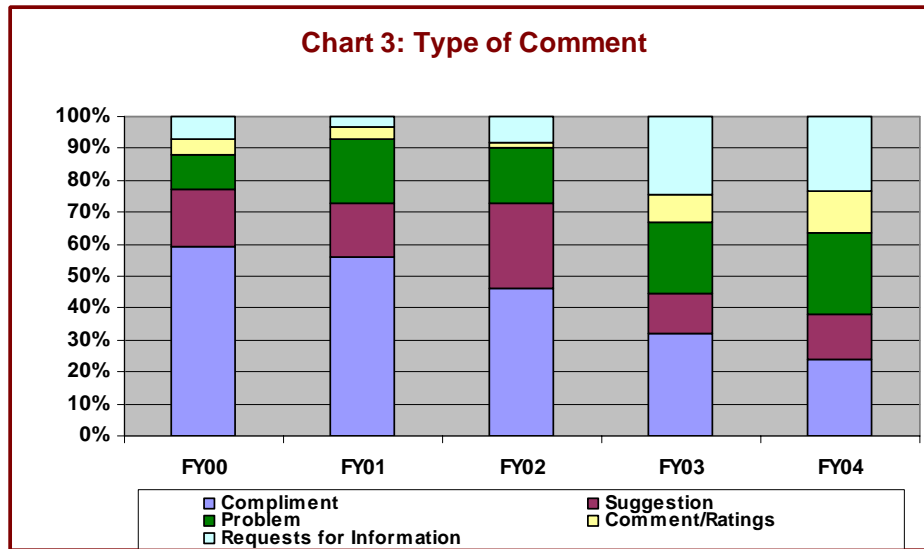
There were a total of 251 comment cards received in FY04, which is a 9 percent decrease over FY03. The total number of cards received has varied over the past five years as can be seen in Chart 1 below.



The percent of comment cards sent by each respondent group has also varied in the last few years. There has been a steady decline in the number of cards from students since FY01. Conversely, there has been a steady increase from the “other” category (see Chart 2). The decrease in students and increase in the “other” category may be due to students who identify themselves as both a student/staff and were included in the “other” group. This group also includes parents of students, prospective students, alumni, etc. Sixty-nine percent (172) of the cards received in FY04 were sent from the online web form and 31 percent (79) from the traditional paper card. The increase of the web cards reflects a 4 percent increase from FY03.



As can be seen in the next chart (Chart 3), the number of comment types is becoming much more evenly distributed. Compliments no longer make up the majority of the comments; however, the number of compliments (60) is among the highest of all comments. Problems make up the largest percentage (24%), but by only one percentage point. Resolutions to identified concerns include: fixing one page on the website, mailing forms to students who did not have good access to the online forms, referring students to HCC counseling services. Nearly, all of cards noting problems and all of the cards requesting information were from the online web form.



As in previous years, comment cards sent by HCC's stakeholders were distributed to the vice president of the topic area for their review and/or action. Copies of cards commending an individual were sent to that person to acknowledge their contribution to HCC. Additionally, a list of suggestions was compiled for review at the end of the fiscal year. Many of the suggestions were from HCC students and were related to the web site or administrative policy on school closings, parking, etc.

