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AUTHOR   Stockton, James J.
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ABSTRACT
        A study was conducted at North Arkansas
Community/Technical College (NACTC) to determine whether the
college's mission statement matched the expectations of key internal
and external stakeholders. To gather data, surveys were conducted of
554 external stakeholders, including advisory committee members,
alumni, chamber of commerce members, area employers, and public
school personnel, as well as 649 internal stakeholders, including
college employees, board members, and credit and non-credit students.
Study findings, based on a 44.7% response rate from all 1,203 surveys
mailed, included the following: (1) all published college goals were
seen as highly important by respondents; (2) the two most important
goals for stakeholders were "to provide a comprehensive program"; and
"to attract and retain a highly qualified faculty and staff"; (3)
stakeholders wanted more emphasis placed on career programs,
particularly in new and emerging careers and for retraining; and (4)
areas of conflict or confusion included the importance of the
athletic program, the non-credit student program, and developing a
baccalaureate degree program. Several recommendations were developed
based on study results, including that NACTC should study the
cost-effectiveness and relevance of existing instructional programs
and develop guidelines to limit use of auxiliary funds for athletics.
Contains data tables and 151 references. (MPH)

AN ASSESSMENT OF KEY STAKEHOLDER GROUP EXPECTATIONS OF NORTH ARKANSAS COMMUNITY/TECHNICAL COLLEGE AND A COMPARATIVE EXAMINATION OF ITS MISSION STATEMENT

James J. Stockton

A major applied research project presented to Programs

for Higher Education in partial fulfillment of the

requirements for the degree of

Doctor of Education

Nova Southeastern University

June, 1996

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Finally, I want to dedicate this MARP report to my mother, Martha H. "Bitsy" Stockton, and to the memory of my father, Dr. John L. Stockton. No son ever had more loving or supportive parents. They were and are my inspiration.

Abstract of a major applied research project presented to

Nova Southeastern University in partial fulfillment

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AN ASSESSMENT OF STAKEHOLDER GROUP EXPECTATIONS OF NORTH ARKANSAS

COMMUNITY/TECHNICAL COLLEGE AND A COMPARATIVE EXAMINATION

OF ITS CURRENT MISSION STATEMENT

by

James J. Stockton

June, 1996

The problem investigated was that confusion and conflict
appeared to exist over the mission and goals of North Arkansas
Community/Technical College (NACTC). The purpose of this project
was to determine whether or not the mission of North Arkansas
Community/Technical College reflects the expectations of key
stakeholder groups within and outside of the institution. The
evaluation methodology was used to assess the college's mission as
represented by its eight current goal statements.

This project had four research questions. What are the
important groups that have a stake in the programs and services
provided by North Arkansas Community/Technical College? Is there
a difference between the expectations for college programs and
services and actual importance of these expectations in the view
of key stakeholders? If there is a difference, what is the nature
of the difference? What are the implications of key stakeholders'

expectations of college programs and services for possible revision of the college's current mission statement and goals?

A literature review was conducted to establish a conceptual basis for the project. After input from experts, it was determined that the mission statement should be evaluated using key stakeholders' assessments of NACTC goal statements, goals reflecting possible areas of mission conflict or confusion, and universal two-year college goals. Important college constituencies were identified with the assistance of a formative committee, interviews, and published information, and a goals inventory questionnaire was designed to assess internal and external stakeholder opinions of the selected goals as rated on a five-point Likert scale.

Data collection procedures included mailing the survey instrument to these key stakeholders: a census of college employees and board members, a random sample of credit students, a random sample of non-credit students, a census of identified key external stakeholder groups, and a random sample of NACTC graduates. Of 1,203 surveys mailed, 538 were returned, for a 44.7% response rate.

Procedures to report and analyze data included summarizing opinions of all stakeholder respondents, internal stakeholders, external stakeholders, individual groups, and subgroups of groups using frequency and percentage distributions. A gap analysis was conducted to determine differences between perceptions of actual importance and expected importance of goals.

Results of the project indicated that all published college goals should be of high importance to the college. The two most important goals, as rated by stakeholders, were (a) to provide a comprehensive program and (b) attract and retain a highly qualified faculty and staff. Increased emphasis was indicated for programs geared to employment, particularly for new and emerging careers and retraining. Stakeholders also sought improvement in attracting and retaining highly qualified staff, and the academic reputation of the institution.

Among goals associated with possible conflict or confusion, the athletic program was viewed as too important by most groups, and increased importance was requested for providing opportunities to complete a baccalaureate degree at NACTC. Politicians were most confused about actual importance of college programs and services, and there was a disconnection between trustees and staff on the status of at least one goal.

Several recommendations were developed based on the results of this project. They include (a) revision of NACTC's existing mission and goals; (b) retention of all eight current goals, intact or modified based on results; (c) more emphasis on programs to prepare students for new careers or update or advance present skills; (d) development of ways for students to complete a baccalaureate degree without leaving NACTC; (e) more emphasis on recruiting and retaining highly qualified faculty and staff and enhancing the college's academic reputation; (f) study of the cost effectiveness and relevance of existing instructional programs; (g) development of guidelines to limit use of auxiliary funds for

athletics; (h) design of a program to enhance citizenship
preparation for students; (i) increased focus on courses and
services for business and industry; (j) support for local control
and autonomy of the college; (k) continued emphasis on transfer
preparation, vocational-technical programs, honors classes, low
tuition levels, evening and weekend classes, and developmental
programs; (l) more study of sponsorship levels for the adult basic
education/general educational development program; (m) full
utilization of the college's distance learning program; (n) an
orientation on NACTC programs and services for area politicians;
(o) regular reports to trustees about progress of new programs;
(p) dissemination of this project report to NACTC trustees and
administrators, other state agencies, Arkansas postsecondary
educational institutions, and other interested parties; (q)
continued involvement of all stakeholders in planning, both at
NACTC and other two-year colleges nation-wide; (r) consideration
of a new name for the institution; (s) a call for further research
in the areas of higher education goal achievement measurement and
applications of evaluation theory in strategic planning; and (t)
publication of the results and recommendations of this project.

In general, results of this project support the need for a
comprehensive program at North Arkansas Community/Technical
College. Stakeholders demonstrated a desire for an institution
with a variety of quality programs and highly qualified faculty
and staff. Every effort should be made to keep the college in
touch with its constituents' needs and requirements for
educational services and programs.

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Chapter 1

INTRODUCTION

North Arkansas Community/Technical College (NACTC) is a comprehensive two-year public college located in Harrison, Arkansas. The institution, accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, offers transfer courses and programs of study, one-year technical certificate programs, two-year academic and technical associate degree programs, and certificates of proficiency in short-term specialized training, e.g., truck driving. The college has a distance learning program with an interactive television classroom, houses one of the oldest adult basic education programs in the state, and offers non-credit and continuing education courses.

The college was formed July 1, 1993, by the consolidation of North Arkansas Community College (NACC) and Twin Lakes Technical College (TLTC). North Arkansas Community/Technical College has two campuses in Harrison: the South Campus, the former NACC, and the North Campus, the former TLTC.

For the most part, North Arkansas Community College served the needs of bachelor's degree-seeking students. Many NACC students took classes with the intention of continuing their education at a four-year university. Others enrolled in occupational degree programs in selective fields, e.g., registered nursing and business middle management.

Twin Lakes Technical College was converted from a postsecondary vocational-technical school to college status

specifically to meet the requirements of the merger and did not

offer degrees.   Its primary vocational-technical school mission

was to provide certificate programs to train workers for such

occupations as welding, auto body repair, carpentry, auto

mechanics, food service preparation, truck driving, licensed

practical nursing, and machine shop.

Prior to the merger, NACC and TLTC had a history of

cooperation in one program area: electronics.   Technical training

for the electronics associate degree program was provided by TLTC

instructors; NACC offered academic classes and awarded the degree.

After the merger, several programs and services duplicated by

the two institutions, including business office, financial aid

office, registrar's office, business education, adult basic

education, and some other administrative services were

consolidated.   New allied health programs in radiologic technology

and medical laboratory technology have been added post-merger,

along with an associate degree program in general technology.

Nature of the Problem

Although North Arkansas Community College and Twin Lakes

Technical College have been joined to form a new college,

different views have been expressed regarding the institution's

mission and purposes.   The consolidation was accomplished despite

significant obstacles.   Employees of the two former institutions

have struggled to develop mutual understanding and shared vision.

There has been a feeling of loss of identify within both the

academic and technical areas.   One internal survey of employees

and an examination of state-wide trends in postsecondary education

have brought into question expenditures on ancillary programs such as adult basic education and athletics and more traditional academic functions, e.g., honors classes and continuing education, indicating conflict over mission. Elaboration and more complete documentation will be provided in a later section on the background and significance of the problem.

State leaders have questioned the fiscal responsibility of funding comprehensive two-year institutions. Arkansas higher education institutions are battling for students, funding, and partnerships. Boards of some two-year colleges have considered partnerships, including branch campus arrangements, with universities. In one case, a lawsuit was filed by a citizens' group in an unsuccessful attempt to block such an action.

In the midst of this sea of uncertainty, North Arkansas Community/Technical College operates with the mission, goals, and institutional objectives that were developed for North Arkansas Community College in the late 1980s. A problem exists, therefore, in that conflict and confusion appear to exist over key stakeholder perceptions of the institution's mission and goals. Difficulties that have resulted from this conflict and confusion will be discussed in a later section on the background and significance of the problem.

Purpose of the Project

The purpose of this project was to determine whether or not the mission of North Arkansas Community/Technical College, as it is currently stated, reflects the expectations of key stakeholder groups within and outside of the institution. In a post-merger

environment, the college seeks to gauge how changes that have resulted from the merger and other recent events have affected its mission and role in the community.

Background and Significance of the Problem

In a classic view of two-year colleges, Cross (1985) finds educational quality "is the central challenge to community colleges in their fifth generation. This can only be achieved if there is central agreement on mission" (p. 48). Although employees of NACTC work together under one institutional umbrella, central agreement on the college's mission has not been apparent.

North Arkansas Community College and Twin Lakes Technical College were consolidated despite strong opposition from key area members of the Arkansas Farm Bureau and others who believed Twin Lakes Technical College's vocational programs (e.g., welding, machine shop, heavy equipment operation, auto body repair, auto mechanics) would be discontinued by the leaders of NACC. Although a bill in the Arkansas General Assembly that allowed mergers between community colleges and technical colleges was amended to require a vote of Boone County citizens, no election was held. Instead of a merger, a new institution was created by the Arkansas Board of Higher Education, consolidating NACC and TLTC.

A new governance system was adopted by NACTC, establishing faculty, classified staff, and administrative associations, and increased efforts have been made to foster communication between administration and college employees. However, conflict still appeared to exist between employees of the two former institutions. A survey of employees to gather information about

the college's human resource development climate after
consolidation found that most North Campus employees (former TLTC
faculty and staff) disagreed with the statement "people in the
organization do not have any fixed mental impressions about one
another" (Stockton, 1995).

There is evidence that the consolidation produced a true
merger. All four NACC vice presidents now hold the same position
at NACTC, NACTC's president is the former president of NACC, and
NACC's former board of trustees now governs the new institution.
The former TLTC director is now executive director of NACTC and,
essentially, serves as the college's director of continuing
education and community services. Other former TLTC chief
administrators are middle managers in the new institution.

However, Twin Lakes Technical College did not have a board of
trustees. It was governed by the Vocational-Technical Division of
the Arkansas Department of Education while it was a post-secondary
vocational-technical school, and the Arkansas Board of Higher
Education served as its board for the short time that it was a
technical college. Differences in types and levels of educational
achievement and higher education administrative experience help
explain selection of NACC's senior administrators to serve as vice
presidents of the new institution.

According to NACTC registrar's office figures, enrollment in
some technical programs has decreased since the merger. Two
possible factors include (a) a ready supply of good jobs in nearby
tourist attraction Branson, Missouri, and (b) a significant
increase in tuition for the programs. Another view held by some

North Campus employees is that there has been a loss of identity

on the part of the programs.

The confusion over mission and identity has also been felt on

the South Campus of NACTC. The institution's student recruiters

have been excluded from participation in some programs involving

colleges with transfer missions at area high schools because of

the word "technical" in the college's name. The vice president of

student services has asked that, if the name of the college is

reconsidered, the word "technical" be eliminated from the new

wording. Some instructors teaching in transfer programs have

complained that too much emphasis has been placed on technical

programs in the college's catalog and in recruitment advertising.

One of the proudest achievements of North Arkansas Community

College was its off-campus academic program. At its height, the

continuing education program had 1,613 students in 1989. That

number had dwindled to 125 students by the fall semester of 1995.

The main reason for the change of emphasis has been the creation

of two new two-year colleges, Northwest Arkansas Community College

in Rogers and Arkansas State University-Mountain Home, that

started operation as NACC off-campus centers. The small number of

off-campus students enrolled at the college during the fall

semester of 1995 included several high school seniors who were

taking dual credit courses, e.g., high school honors English and

NACTC English composition, at area schools. However, all of

NACTC's full-time English instructors signed a petition during the

1994-95 academic year, requesting the college not to use high

school teachers to teach college English composition courses and

have voiced concerns that college standards were not applied in the classes.

Recent events have also called into question whether or not North Arkansas Community/Technical College should house and partially fund an adult basic education program. According to NACTC's 1995-96 budget, the college will spend $45,888 on adult basic education-general educational development (ABE-GED) during the current fiscal year. The remainder of the program's funding comes from the Vocational and Technical Division of the Arkansas Department of Education. Most of the state support is "pass through" federal funding which may be in jeopardy in an atmosphere of national budget cuts.

The institution devotes considerable space--most of the former NACC library--to housing the ABE-GED program. In a survey which was authorized by the college's president and conducted by the business office during April of 1995 to help prepare the 1995-96 budget, 23 NACTC employee respondents indicated they would decrease or modify funding to the ABE-GED program. They were not asked in the survey whether or not it should be continued.

A total of 25 college employees indicated in their responses to the same survey that they would decrease or modify funding of intercollegiate athletics. NACTC, which has men's and women's basketball and men's baseball, is one of two public two-year colleges in Arkansas that field intercollegiate athletic teams. Arkansas public two-year colleges at Beebe, Helena, Hot Springs, El Dorado, Camden, and Blytheville have dropped athletics in the past seven years. The North Arkansas Community/Technical College

athletic program's 1995-96 budget, including scholarships and gym rental, was $109,120.

In the same survey, 49 college employees questioned the funding level ($40,879) of NACTC's combined planning, management and evaluation (PME) and tech prep programs. One other function was mentioned by 2C or more respondents. The college's honors program, which costs $9,008, was listed by 20 employees.

Mission conflict and confusion have also resulted from state-wide trends and events. Reacting to Arkansas General Assembly Act 287 of 1995, which offers financial incentives to higher educational institutions that merge administrative functions, the University of Arkansas and Arkansas State University, the two largest state four-year institutions, have each attempted to entice two-year colleges to become branch campuses of their institutions (Heard, 1995, October 24; Roth & Reinolds, 1995, May 25).

Arkansas State University, which already has two-year branch campuses at Newport, Beebe, and Mountain Home, "sweetened" the deal by offering a partnership, instead of a merger, to Phillips County Community College in Helena and Mississippi County Community College in Blytheville. The offer would have allowed the institutions to maintain their local policy-making boards (Associated Press, 1995, October 19; Roth, 1995, November 2).

A lawsuit was filed in federal court to block Phillips County Community College (PCCC) from becoming a branch campus of the University of Arkansas. The suit alleged that the merger, which would eliminate local board control of the institution, would

prevent African-Americans from gaining control of the board of
trustees of the college. Nearly half of the residents of Phillips
County and 70% of the students of PCCC are black, according to
papers filed in the suit (Barnes, 1995, November 29). Despite the
opposition, trustees of Phillips County Community College voted to
join the University of Arkansas system.

The University of Arkansas at Little Rock has explored the
possibility of merger with Pulaski Technical College (Roth, 1995,
October 25), and other four-year Arkansas universities have voiced
concern that the state's 19 two-year public colleges have had a
negative impact on their enrollments (Associated Press, 1995, June
11). The president of one institution, the University of Central
Arkansas, admitted that a recent 50% decrease in tuition for
evening students was an attempt to compete with fees charged by
two-year colleges (Meisel, 1995, June 17).

Arkansas Governor Jim Guy Tucker has gone on the record as
being opposed to the idea of two-year colleges continuing to
operate both transfer and vocational/technical programs:

> Re-examining the role of the two-year schools and how they
> related to four-year universities will be a key area of
> focus for state and local leaders, Tucker told the delegates
> to the seventh annual Governor's Conference on Leadership.
> 'Our two-year colleges are now an integral element of
> our system of higher education. But we have a real
> schizophrenia as to what those two-year colleges are supposed
> to do,' Tucker said.
> Some educators see them as feeders to the four-year
> institutions, he said, while others see two-year schools as
> essential to providing technical training for the state's
> workforce.
> 'The only thing I'm sure of is, we don't have enough
> money to keep trying to fund two different kinds of programs
> in one institution,' he said. (Jefferson, 1995, May 9,
> p. 3-A)

About 30% of Arkansas' 89,466 students enrolled in higher education attend two-year colleges. Governor Tucker, in the same speech, "urged his audience to think about their area two-year colleges and what they want them to be doing over the next decade, not just the next two years" (Oman, 1995, May 9, p. B-8).

Caldwell (1995, August 29) reports that a provision in the proposed new Arkansas State Constitution would make it more difficult for a two-year college to become a four-year institution, requiring a three-fourths majority vote of the state's two legislative bodies. Without the provision, [Arkansas Governor Jim Guy] "Tucker said local civic leaders might push to convert successful community colleges into four-year institutions 'even though fiscally it is death to do so for the rest of the state'" (p. 8-B). Tucker said communities could be motivated by the desire to equal other communities.

Two different cultures were intertwined with the merger of NACC and TLTC. It appeared that employees of each of the former institutions retained discrepant views of North Arkansas Community/Technical College's mission and purposes. Moreover, various stakeholder groups in the community seemed to have different expectations regarding programs and services that should be provided by NACTC.

Summary

Although the college is almost three years old, NACTC continues to use the former NACC's planning documents. After a May, 1995 visit to NACTC, a team from the North Central Association of Colleges and Schools summed up the situation:

Two years after the official merger of the two institutions, NACTC has yet to develop clear and publicly stated purposes consistent with its new mission. After a thorough review of the role of a comprehensive community college, the college must articulate its new mission and goals in such a way that employees and the community understand and, to the extent possible, support that new mission. (Gibson & Lee, 1995)

Although North Arkansas Community/Technical College has been established and is offering programs and services to its service area, its purposes appeared not to be clear. Confusion and conflict appeared to exist regarding the institution's mission. This project was designed to assist the college by describing expectations of internal and external stakeholders, and comparing them with the current mission statement. Results of this project are offered to assist in the development of recommendations to reduce conflict and confusion over mission.

Research Questions

There were four research questions for this project. First, What are the important groups that have a stake in the programs and services provided by North Arkansas Community/Technical College? Second, Is there a difference between the expectations for college programs and services and actual importance of these expectations in the view of key stakeholders? Third, If there is a difference, what is the nature of the difference? Fourth, What are the implications of key stakeholders' expectations of college programs and services for possible revision of the college's current mission statement and goals?

Definition of Terms

For the purposes of this project, the following terms required clarification.

Census includes complete coverage of the population or total number of possible respondents in a particular group to be surveyed.

Community based programming is "a cooperative process that involves a series of processual tasks in which the community college serves as the leader and catalyst in effecting collaboration among the people, their leaders, and other community-based organizations and agencies within its service area in identifying and seeking resolution to major issues that are of critical concern to the community and its people" (Boone, 1992, p. 2).

Consolidation. "Higher education consolidations involve two or more institutions that are collapsed into one new college or university, usually with a different name, mission, and scale of operation" (Martin & Samels, 1994, p. 26).

Consolidation/Merger. For the purposes of this project, the definition of a consolidation/merger by O'Neill and Barnett (1980) was used: "In a consolidation merger, two or more [institutions] dissolve their respective legal identities and become a wholly new [institution] carrying forth all of the properties and obligations of the former [institutions]" (p. 20).

Departmental objectives are specific, measurable outcomes, limited by time, that demonstrate achievement of goals and institutional objectives.

Employee associations. North Arkansas Community/Technical College has three employee associations: the classified association, which includes all non-contract employees; the

faculty association, which includes all instructors and counselors
who do not report directly to a senior administrator; and the
administrative association, which includes the college's four vice
presidents, executive director, and all middle managers who report
directly to one of them. Academic division chairman are given the
option of voting in either the faculty or administrative
associations, but cannot vote in both. The president is not a
member of any association, since he is the recipient of their
recommendations.

Goals are general expressions of aims to be achieved, usually
expressed in long-term time frames.

Institutional objectives are focused statements reflecting a
major component or functional area within each goal, usually
framed in short or specific time frames.

Mission/Purpose involves the purpose and focus of an
organization or institution. A mission statement explains why a
particular institution exits. "Purpose is not simply a target
that an organization chooses to aim for; it is the organization's
reason for being" (Pascarell & Frohman, 1989, p. 11).

Need is "the gap between current results and desired or
required ones" (Kaufman, 1992, p. 86).

Pure merger. "A pure merger is...an agreement by which
Institution A is merged into Institution B, with Institution B
serving as the exclusive legal successor" (Martin & Samels, 1994,
p. 24).

Stakeholders are internal and external groups that have a legitimate interest in the success or failure of the college and whose support is needed for it to achieve its goals.

Strategic planning. Strategic planning is a process used to determine desired outcomes and to formulate broad designs for accomplishing those outcomes through analysis of external threats and opportunities to an institution or organization, and an assessment of its internal strengths and weaknesses.

Strategies. Strategies are broad designs, both long-range and flexible, which describe lines of action to be followed to fulfill unit mission.

Tactics are tasks or steps necessary to complete a strategy.

Values statements are statements that reflect the institution's core beliefs and values.

Vision statement describes the preferred future for an institution or organization.

Chapter 2

REVIEW OF LITERATURE

To help ensure that North Arkansas Community/Technical

College's mission statement is relevant--that it is clearly

understood, reflects community needs, and is appropriate to guide

planning efforts--this project required an understanding of

several areas appurtenant to strategic planning and assessment.

The review of related literature was organized in the following

sections: (a) mergers, consolidations, and mission renewal; (b)

stakeholder roles and their identification in organizational

long-range strategic planning; (c) needs assessment practices and

procedures, particularly as used by public comprehensive community

colleges; (d) the use of goal definition and analysis in

organizational decision-making and program planning; and (e)

evaluation research as the foundation for formulation of

organizational mission and long-range strategic planning.

Institutional mission statements potentially serve at least

two valuable purposes in postsecondary education. They are useful

in educating people about the purposes of an institution and form

boundaries to keep institutional planners on the right track.

Unfortunately, higher education mission statements are not

always well constructed or effectively used. Detomasi (1995)

notes that most college and university mission statements "are

embarrassingly vague, and largely comprised of academic pieties,

dull platitudes, and odes of self-congratulation" (p. 31). From

an examination of 114 college and university mission statements,

Newsom and Hayes (1991) find that few of the statements were

actually used in strategic planning and most lacked clear purpose
or specificity.

<center>Mergers, Consolidations, and Mission Renewal</center>

The effect of a merger on an organization's mission or goals
is directly related to the type of merger or consolidation that
takes place. In business, mergers for the purposes of financial
diversification often require minimal integration efforts or need
for mission revision. In this "portfolio" approach, the new
division of the larger company is allowed to operate as it has in
the past, with possible changes in financial systems and reporting
requirements (Buono & Bowditch, 1989).

Buono and Bowditch (1989) point out that one of the primary
reasons for a horizontal business merger between two firms that
produce similar products or services in the same geographic market
is to achieve operating efficiencies and economies of scale. The
same objectives have been used, with limited success, to justify
merging institutions of higher education. Martin and Samels
(1994) note that the stereotypical merger in American higher
education has been between "two colleges or universities in
financial difficulty coming together and suffering an erosion of
both reputations" (p. 4).

Breuder (1989) asserts that the merger of Williamsport Area
Community College (WACC) and Penn State University, Pennsylvania's
only land-grant institution, broadened the mission of each
institution. It enabled WACC, renamed Pennsylvania College of
Technology, to offer its students access to baccalaureate degrees
and new programs. Penn State, in turn, gained a conduit for

technology transfer from its research and development programs to
the private sector.

In large part, an organization's ability to adjust to new
circumstances is dependent on its flexibility. Miles and Snow
(1994) note that externally initiated misfits in organizations
often come about because an organization is unable or unwilling to
respond to major environmental changes.

Cultural factors play a significant role in organizations
undergoing change. Bensimon and Neumann (1993), in their
examination of interactive leadership, view the college leadership
team as a culture that exists as "an entity in and of itself,
rather than merely the sum of its individual member parts"
(p. 30). As the size and complexity of an institution grows,
achievement of real teamwork and cooperation, and hearing the
voices of others become more problematical.

The team, as viewed in this cultural context, has as many
realities as it has members; therefore the understandings and
experiences of individual members must be understood to grasp its
reality. "The building of an inclusive team requires interpretive
skill--the ability to discern and bridge differences in how people
see, understand, and feel about their situations" (Bensimon &
Neumann, 1993, p. 121).

Tierney (1995) emphasizes the need for an awareness and
sensitivity to the cultural context in which the mission of an
organization is developed and strategic planning occurs. Cultural
factors are often critical in the implementation of strategic
planning activities.

Rhoads and Tierney (1992) believe that effective academic leadership requires an understanding of the values, beliefs, histories, and traditions of organizational participants. Tierney (1992) concludes that "a strong culture is not necessarily a congruent one. Diversity of opinion is not a problem to be overcome but a strength to be welcomed" (p. 21).

Integration of disparate cultures, however, is a major stumbling block that business leaders and postsecondary educational administrators alike encounter in their quest for synergy and economies through mergers. Buono and Bowditch (1989) find "the task of coordinating and integrating different organizational cultures is one of the most demanding, complex, and problematic aspects of mergers" (p. 162). Also speaking to changes in organizational culture, Millett (1976) asserts that an institution's apprehension of loss of identity is an obstacle to a successful merger.

In bringing together different cultures and overcoming fears associated with loss of identity, an important step is development of a shared vision on the part of participants. "The initial force behind the most durable and creative growth mergers we have studied has been a shared institutional vision by both colleges or universities to raise the levels of academic quality they previously attained individually" (Martin & Samels, 1994, p. 232).

In the view of De Pree (1992), organizational vision ﹐ ﹍t be clear and include a strategy or process for implementation. Organizational vision, mission, and goals should be consistent with community values.

Martin and Samels (1994) believe the planning process is a

key to success in higher education mergers:

> The more planners have investigated the concept of synergy as
> well as the broader philosophy of merging colleges for mutual
> growth, the more they have discovered both to be
> characterized by at least two core elements: superior
> planning systems and the work of two or three central
> managers of change. (p. 21)

Thompson (1986) supports that view and indicates that as many

as five years may be needed to fully integrate two institutions

into one. To bring about solidarity between two cultures,

"Planning is an essential ingredient in consummating the official

merger" (p. 24).

Developing a set of questions for institutions to review

prior to a merger, Millett (1976) lists first under the area of

academic planning, "What plans are being considered to change the

mission of the institution?" (p. 103). Mayer (1994) believes

strategic planning for a merged institution should include a

review of the college's mission, establishment of general goals

relating to the mission, and examination of resources required to

accomplish the mission. "The broad purpose...is to establish a

process that can lead t' multiple constituencies of the emerging

institution, respecting their different cultures and identities,

to shared goals and values" (p. 116).

Neuman and Finaly-Neuman (1994) believe development of an

institution's mission is the most important action in successful

community college planning. "A well conceived mission statement

prepares a community college for the future and establishes

long-term direction" (p. 199). Burkhardt (1994) notes that

courage is needed to publicly articulate a new vision during the

restructuring that accompanies a college merger. "The temptation to succumb to paralysis is persistent and huge" (p. 24).

Zander (1993) sees common purpose as important to effective oversight of an organization, assisting college trustees to ensure that the institution's programs and activities conform to its mission. Simmons (1993) notes that planning is a key for institutions preparing for accreditation reviews, a position supported by Elson, Oliver, and Strickland (1992), who stress the importance of a clear mission to effective evaluation in vocational and technical education.

Goals identification is an important stage in post-merger business planning. "A defined vision of the future of the firm should be kept in mind. Steps...must be outlined, and corporate strategies need to reflect the parameters in which the firm's business units exist" (Nevaer & Deck, 1990, p. 182).

Discussing mergers and institutional reassessment in higher education, Weeks (1987) sees the need for leaders to incorporate their institution's traditional mission into a new vision. "Most administrators...do not think about mergers and acquisitions in a synergistic sense....Harvard has not recently made an offer for MiT, and yet that might be a natural offer, a megapairing comparable to General Electric's pursuit of RCA" (p. 3).

All community colleges should examine their mission and other planning documents to assess their readiness as community-based institutions, according to the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM) model (Boone & Vaughan, 1993). The model envisions modern comprehensive

two-year colleges as moving forces promoting collaboration among
community groups seeking resolution to complex issues.

What general strategies should be employed to develop a
mission statement for a newly merged institution? Mayer (1994)
suggests broad involvement as the foundation of any such effort:

> In every merger situation, the plan for the new institution
> must be developed through a broad, participatory planning
> process. Unless ⁻his plan emerges in clear written form and
> is subjected to ε⟨tensive discussion and explication, there
> is a risk that no shared understanding of the new
> institution's character and goals will emerge. (p. 105)

There is considerable support in the two-year college
literature for all employees of an institution to have ownership
of the planning process (Blong & Friedel, 1991; Evans, 1990; New
Mexico State University-Alamogordo, 1992; Oromaner & Fujita,
1993a). Meredith (1993) believes planning should be participatory
and strategic in nature with clearly defined objectives. Norris
and Poulton (1991) recommend that educational planning occur at
all levels of the institution.

Caruthers and Lott (1981) offer a three-phase approach to
mission renewal. The first phase involves assessment of the
current mission. The second phase is a strategic planning process
that includes consideration of future external factors, analysis
of internal capabilities, assessment of ability and willingness to
change, and determination of the viability of the current mission.
The third and final phase includes reaffirmation of the current
mission or design of a new mission statement and establishment of
goals and objectives.

Missions should reflect opportunities and needs, address
something the organization is competent to handle, and merit

commitment on the part of employees (Drucker, 1990). Senge (1990)
lists three critical answers that an organization requires as it
begins to plan: (a) what its vision is, (b) why it exists, and (c)
how it wants to live (what its values are).

Gelatt (1992) notes that it is important to plan before
planning; a process should be developed to follow. Mayer (1994)
lists three broad areas that should be covered in strategic
planning analysis for a college or university:

1. The external environment should be assessed to determine
demand for services, the makeup or nature of customers, and
availability of resources to support tne institution's mission.

2. The internal capabilities of the institution should be
assessed to determine how it can take advantage of opportunities
presented in the external environment.

3. Goals and values of institutional stakeholders should be
assessed to help determine priorities and assure support.

Eaton (1988) suggests that community college educational
purposes have traditionally been divided into three categories:
(a) education for work or occupational programs; (b) education for
transfer to another institution to attain more education; and (c)
education to eliminate skill deficiencies (remedial education).
However, as roles of two-year colleges have expanded, "education
for work" has broadened to encompass technical skills accompanied
by information skills, conceptual skills, and lifetime skills.
The "education for more education" concept now includes transfer,
recurring, occupational-related degree, and occupational-related
continuing education. "Education to eliminate deficiencies" has

shifted in focus from only remediating earlier educational shortcomings to future-oriented strategies that help people attain lifelong success.

Bogart (1994) sees three elements--access, diversity, and comprehensive programs--forming the heart of community colleges' missions as they prepare for the next century. A basic question to be answered is whether two-year colleges will continue to operate within a broad mission, or whether economic pressures will force institutions to set priorities within their traditional comprehensive mission.

Vaughan (1988), in his view of the community college mission, lists five constraints:

1. Community colleges are institutions of higher education. "As an educational institution the community college cannot be all things to all people" (p. 25).

2. Community college missions mirror society, rather than leading society. Each college's mission has a local flavor and should reflect needs of the community.

3. Teaching is at the core of the community college mission. Research is a secondary issue. Advising, guidance, counseling, and office hours take precedence over research.

4. There should be a commitment to open access. Access is the cornerstone of the community college philosophy.

5. Offering a comprehensive program is inherent to the community college mission. "An open access institution that offers few or no choices to the student is a contradiction in terms" (p. 26).

Vaughan (1988) likens the community college mission to a
large balloon with strong elastic skin. The mission, held
together by its five constraints, reacts to the tensions of
internal and external forces, reshaping the balloon. But the skin
remains unbroken and the mission is contained within the space of
the balloon's skin. "The successful college--the college that is
true to its mission--will squeeze, push, and pull on the mission
to make it conform to community needs" (p. 27).

In the context of new partnerships that are developing
between postsecondary institutions, Evans (1991) supports the view
that community colleges should act as educational brokers in their
respective communities:

> The model of higher education which is likely to be
> effective and efficient in the near future is one which uses
> the community college as the educational facility and support
> service provider, and allows the upper division and graduate
> instructional programs needed by the community to be provided
> by appropriate colleges in the larger service region. (p. 13)

Boone (1992) advocates a leadership role for community
colleges in community-based programming. "To function effectively
in this community-focused role, the community college will need to
experience renewal and, indeed, transformation in reinterpreting
its mission, philosophy, functions, and mode of operation" (p. 2).

Despite new partnerships, opportunities, and technologies
that are emerging, there has been little change over time in the
basic purpose of the community college. "The mission still
stresses response to needs of the individual student, whether he
or she is headed for advanced study or work or is in need of
personal development" (Martorana, 1989, p. 43).

The real challenge associated with mission, in the view of Martorana (1989), is in the area of leadership. "To the extent ...that leadership builds a culture within the organization that is congruent with, and supportive of, its sense of purpose and mission, chances are that the leadership will be effective and organizational enhancement will occur" (p. 43).

Stakeholder Roles and Identification in Strategic Planning

An important step in the organization of a strategic planning process is the identification of process participants. Associated with selection of process participants is the responsibility for assignment of roles and responsibilities.

In the view of Kanter (1989), "Stakeholders are those groups on which an organization depends--the people who can help it achieve its goals or can stop it dead in its tracks" (p. 127). For obvious reasons, the practice of consulting with major stakeholders and stakeholder groups, and taking their views into consideration in long-range strategic planning, is not new to higher education. Mayer (1994) asserts, "The goals and values of stakeholders in the institution represent the key constituencies upon whom the college's future depends, whose support must be assured through its policies and priorities" (p. 107).

As has been pointed out, a sense of common purpose is needed within an institution (De Pree, 1992; Martin & Samels, 1994). Senge, Kleiner, Roberts, Ross, and Smith (1994) offer a blueprint for its construction: "At the heart of building shared vision is the task of designing and evolving ongoing processes in which people at every level of the organization, in every role, can

speak from the heart about what really matters to them and be heard--by senior management and each other" (p. 299).

There is an equally important need for the external community to share in a feeling of ownership of the institution's mission, goals, vision, and overall sense of purpose. "Purpose-driven leaders...work to remove barriers between the 'inside' and 'outside.' In the years ahead, effective organizations will blend input from customers...with that of people inside the organization" (Pascarella & Frohman, 1989, p. 129-130).

Gelatt (1992) believes the planning process should ensure that key players and stakeholders are both involved and informed. Pascarella and Frohman (1989) think the process should help stakeholders "understand how they receive value from this organization directly or indirectly" (p. 12).

Turning to stakeholder roles in mergers and planning, Mayer (1994) notes, "Concern for the values of stakeholders introduces issues that are not quantitative but qualitative, sometimes even irrational, and does so in a context that should be viewed as political" (p. 107). Welsh (1994) views assessment of a merger's progress as one of the roles of a college governing board. That task falls under the general heading of developing a strategic plan for the new institution. Another task assigned to the board for oversight is responding to student and employee issues.

Carlson (1994) see the president's role in a higher education merger as one of providing vision and inspiration. He or she should be an architect and principal conceptualizer of the process. However, the roles of others involved in the process

should also be recognized. "The heroic elements of a
mutual-growth merger are the combined faculty and administrative
work forces who accomplish its thousands of fundamental,
inevitable tasks" (p. 74).

Community colleges identify and interact with stakeholders in
various ways to assist strategic long-range planning. El Camino
College developed a matrix to identify and describe its direct and
indirect internal and external stakeholders as part of a total
quality management project. Direct stakeholders included
stakeholders who used the college's services. Indirect
stakeholders were those who need someone else to use college
services. Internal stakeholders included those who worked in the
system and were a part of it, e.g., students, faculty,
administration, office workers, and the board of trustees.
External stakeholders were those who were affected, but operated
outside of the institution--employers, four-year universities,
parents, taxpayers, and other community groups (Schauerman, Manno,
& Peachy, 1993).

Hudson County Community College (HCCC) surveyed 573 external
stakeholders and 544 internal stakeholders during its mission
review process in 1992-93, asking each group to rank in importance
the same 33 goal statements. Internal stakeholders surveyed
included a sample of students and all employees. The college
identified external stakeholders as (a) individuals and
organizations known to the college, e.g., advisory committee
members and others previously identified through college
activities; and (b) members of various groups located through

organizational directories, including members of the Hudson County

Chamber of Commerce, American Management Association, human

services organizations supported by the Hudson County United Way,

members of area school boards, county and municipal elected

officials, and members of the county's personnel and guidance

association (Oromaner & Fujita, 1993b).

Oromaner and Fujita (1993b) note HCCC survey respondents

ranked as their most important goal to offer programs that prepare

students for immediate employment after graduation. The least

important goal of the 33 rated was to offer advanced placement

opportunities for high school students.

Gabert, Oromaner, and Fujita (1994) list other benefits

derived from the survey. The questionnaire also provided

information about how the college was viewed, and the process

enhanced public awareness of the college and provided data

regarding agreement among various internal and external

stakeholder groups. The survey return rate was 41% of internal

stakeholders and 25% of external stakeholders.

Quinley (1991) recommends the involvement of all internal

stakeholders--faculty, administration, governing board, and

students--in mission review and development. A goals inventory is

endorsed as a method of assessing individual goals and their

importance to the institution.

New Mexico State University-Alamogordo (1992) reports it

asked stakeholders to help answer the following questions during

its strategic planning process: What is the college doing?

What is the community doing that may affect the college in the

future? How well is the college achieving its mission and purpose? What should the college do in the future?

Objectives of the institutional assessment and strategic planning process (IASP) were to improve how students are taught and served, how well students learn, and how much students know. The year-long process, implemented in the summer of 1992, utilized internal and external focus groups and surveys, student tracking systems, and data collected from faculty, staff, and the external environment. The process was designed to produce action plans to focus on concerns, to foster involvement, and to be continuous (New Mexico State University-Alamogordo, 1992).

Evans (1990) details a process that asked internal stakeholders to help design a new mission statement and goals for Yakima Valley Community College. External stakeholders were involved in evaluation of the documents. After guidelines for the development of the planning documents were established by the college's president, the task of developing a mission statement for the institution was divided among representatives of three groups: administrative staff, support staff, and faculty. Each group designed a mission statement reflecting the perspective of its own members, and the three groups met to combine their renditions. Some of the question areas considered by the faculty group during its process involved the institution's identity; services it provided; the reasons for services; clients served; and times, locations, and methods of providing services.

To define the faculty's role in the institution, Evans (1990) notes, their group examined characteristics of students, faculty,

and setting and content. The need for prioritizing scarce resources was a major concern, along with faculty having a voice in the direction of the college.

Evans (1990) reports that the three groups merged into one mission and goals committee that also included student representation. Release time was provided to free committee members to concentrate on developing philosophy and mission statements. The educational process and product (students) were considered. A philosophy statement, mission statement, and goals statement were developed and shared with the campus community and external stakeholders, providing a forum for input and revision.

Lakeland Community College (1993) states that it used its board of trustees, president's cabinet, and a planning advisory council in a process to update its strategic plan. The process consisted of two major steps:

1. An environmental scan conducted in 1990 was updated and altered to mirror new realities. Using that review, assumptions developed during the previous planning process were re-examined.

2. Based on the findings of that re-examination, progress towards accomplishing objectives was evaluated and strategic priorities were developed for the next five years.

Blong and Friedel (1991) note that every Eastern Iowa Community College District (EICCD) employee was involved in developing a shared vision of what the college should look like in the next century, focusing on the year 2020. The purposes of the process were to (a) provide focus for the institution, (b) nurture commitment, (c) enhance communication, and (d) reaffirm the

mission and beliefs of the institution. The process, implemented in September of 1989 and completed in December of 1990, looked at the college's mission, functions, and organizational structure. The following steps were included in the process:

1. Orientation sessions were conducted in May of 1989, and the chancellor asked for volunteers to serve as small group facilitators.

2. A workshop for small group facilitators was conducted in September of 1989.

3. Publication and distribution of a 122-page environmental scan document was completed in September of 1989. The purpose of the document was to summarize major trends and projections that could impact the college in the next century.

4. During a staff development day, October 6, 1989, an external consultant made a keynote address and college employees divided into 33 groups (three each for 11 college functions). The groups used the environmental scan document to identify 350 environmental impact statements that related to the 11 college functions addressed.

5. Environmental impact statements were analyzed and compiled into five workbooks during October of 1989.

6. A general process orientation session was conducted October 25, 1989.

7. Site meetings by organizational structure were held between October, 1989 and April, 1990.

8. Small group co-chairs met to formulate 2020 Vision goal statements on April 30, 1990.

9. There was an administrative retreat for formulation of EICCD institutional goal statements June 14-15, 1990.

10. A 2020 Vision goal statement survey of board, faculty and staff, and students was conducted in October and November of 1990.

11. In late November and early December, there was a board retreat to revise mission and belief statements, identify priorities, and review goals. A more proactive statement was developed, and belief statements were changed to reflect service to business and industry, instead of only workers and students.

12. Approval of the EICCD mission, belief statements, and goals was voted by the college board December 17, 1990.

Parsons (1987) reports that Hagerstown Junior College surveyed 580 external stakeholders and 547 internal stakeholders to assess the validity of its existing mission statement. Although the method for identification of external stakeholders is not mentioned, they are referred to as "representatives...from various segments of the county/community" (p. ii). Internal stakeholders included all employees and a sample of current students and recent graduates. Results suggested that the mission should be revised. The college used a situational analysis wheel, a gap analysis, and an educational charrette in its process to revise planning documents.

Lehigh County Community College involved external stakeholders in development of an institutional vision. Trustees interviewed community leaders in business and industry, the professions, education, government, and community organizations during the process. One result of the vision development was the

college's name was changed to Lehigh-Carbon Community College to reflect the institution's expanded constituency (Boos, Eppler, & Knapp, 1992).

Internal stakeholders were asked to list institutional values held by Allen County Community College. All employees and members of the governing board were surveyed regarding the college's values related to (a) institutional identity, (b) students, and (c) faculty and staff relationships (Griffin, 1990).

In 1988 Delta College formed a committee of 100 external stakeholders to study current college operations and make recommendations in the areas of programs, facilities, and finance. Hetzler, Roberts, Anderson, and Clark (1989) report that three subcommittees of the large group were organized, one for each area to be studied. Some of the recommendations of the study included (a) a need to improve transfer advising; (b) a need for better contacts between the college and business community; and (c) a need for all occupational program graduates to demonstrate core skills in reading, math, and science.

Pima Community College (PCC) reviews its mission statement approximately every five years with the help of a large committee whose membership is equally divided between college and community representatives. In September of 1990 almost 100 people, internal and external stakeholders who had helped revise the mission statement in an earlier charrette, participated in a second PCC mission charrette that was facilitated by Dale Parnell, then president of the American Association of Community Colleges. Ten committees were appointed, with care given to ensure they were

fairly representative of gender, ethnicity, age, socioeconomic background, and physical disability. The committees were charged with developing mission success indicators. The result was a set of 23 success indicators related to the goals of the updated mission (Pima County Community College District, 1994).

Following the development of PCC's mission and success indicators, an institutional effectiveness committee at the college developed at least one measure to assess each of the success indicators. For each measure, a success criterion was indicated, along with a data source and timeline for collecting data. In May of 1992, PCC made a report to the participants in the first two charrette groups, listing results of its outcomes study. "The process...established a firm basis for accountability to taxpayers and to the community-at-large. It became a major support for program improvement" (Meyers & Silvers, 1993, p. 6).

From the experiences of most of the colleges referred to in this review, it is evident that internal and external stakeholders have important roles in strategic long-range planning. While some institutions don't involve key external stakeholders in planning efforts, most recognize the value of sharing ownership in the process. In the words of Jardine (1990), "Why involve the community in the business and activities of the college? The straight forward answer is enlightened self-interest" (p. 10).

Needs Assessment Practices and Procedures

A needs assessment is an important method used in strategic planning to determine stakeholder requirements, interests, and opinions. Kaufman (1992) defines a needs assessment as a process

to identify gaps between current and desired results. The three levels of needs assessment are (a) mega, (b) macro, and (c) micro.

A mega needs assessment is performed at the outcome level, identifying gaps between actual and desired usefulness of what is delivered by the organization. It answers questions related to how useful the product or service produced is to the market. A macro needs assessment is at the output level and identifies gaps in the quality of what is delivered. What is the quality of the product or service? A micro level needs assessment is at the product level and focuses on gaps between actual and desired quality of what is produced by individuals or departments. Micro level needs assessments focus on each component of the process (Kaufman, 1992).

Mintzberg (1994) views stakeholder analysis as a process to assess "the wants and needs of the different influencer groups surrounding the organization...calculated systematically and factored into the planning process" (p. 141). Bryson (1988) notes that conduct of a stakeholder analysis is important to public and nonprofit organizations:

> A stakeholder analysis is a valuable prelude to a mission statement, a SWOT analysis, and effective strategies. It is important because the key to success in the public and nonprofit sectors--and the private sector, too, for that matter--is the satisfaction of key stakeholders. If an organization does not know who its stakeholders are, what criteria they use to judge the organization, and how the organization is performing against those criteria, there is little likelihood that the organization (or community) will know what it should do to satisfy its key stakeholders. (p. 99)

All three types of needs assessment--mega, macro, and micro--are used by community college professionals. Institutions conduct

needs assessment research to reshape institutional mission and goals, assess quality of services, and evaluate the effectiveness of and need for programs. Schauerman et al. (1993) report that a needs assessment was the first step in employing a quality function deployment (QFD) strategy at El Camino College. Customer needs were assessed and weighted using focus group research, and a systems team of college employees developed and used a matrix of institutional functions and systems to match needs to functions.

Pima Community College (PCC) used needs assessment research to determine employer needs in its service area. Questionnaires were mailed to a stratified random sample of 759 businesses, with 329 respondents, a 43% return rate. The survey was designed to meet three college objectives: (a) review of programs and services, (b) development of new academic programs, and (c) collection of marketing data. The second page of the survey was customized to reflect the kinds of positions each employer might need. Follow-up telephone calls were used to encourage response to the survey, and employers were offered the opportunity to complete the survey over the phone. Although responses confirmed that the college was doing a good job with its programs, PCC met less than 10% of a typical employer's training needs, demonstrating opportunities for growth in the college's programs and services (Pima Community College, 1993).

Data were collected in four separate studies during 1990 to determine strengths and weaknesses of community colleges in the State of Washington to enhance efforts to provide upgrading and retraining for employed students. Students' needs were assessed

and data were collected with a survey of 1,151 students at eight colleges, focus group research, structured interviews, analysis of college enrollment data, and an employer satisfaction survey. Students were least satisfied with availability of night courses at the colleges. Employers were most satisfied with the cost of the training, although 95% of the state's employers had never contacted a community college about training or advancing workers (Washington State Board for Community College Education, 1991).

Pezzoli and McOmber (1993) report that Maui Community College (MCC) conducted a community needs assessment on the island of Lana'i during the fall term of 1992. The purpose of the study was to assess community needs for programming. Maui Community College was in the process of developing a six-year academic development plan for Lana'i. The instrument used was a 15-item questionnaire developed by MCC. Of the 232 respondents, 91% preferred live classes to distance learning choices. Business careers, sales and marketing, hotel operations, and human services careers were the highest ranked occupational preparation needs of respondents.

Oakland Community College used the needs assessment approach to assist in evaluation of its welding and fabricating program. A literature review was conducted and environmental scanning techniques were used to examine industry forecasts, related programs at other institutions, and employment data from government sources. The college also conducted telephone surveys of 39 welding industry employers and 28 students. Although over 58% of employers viewed welding as a good career, 85% indicated that they were not hiring any entry level employees. Employers

were more interested in hiring welders with prior work experience than associate degrees. Several other Michigan colleges were either reviewing or phasing out their welding programs. Proposals for a one-year certificate program in welding and a marketing plan are included in the report (Oakland Community College, 1992a).

Oakland Community College also conducted a needs assessment to review proposed changes in its communications arts and technology program. Most of the same steps were followed that are reported in the institution's assessment of welding: a literature review, environment scanning, and a telephone survey. A total of 40 employers in the communications field from cable television, advertising agencies, video productions, radio and television stations, and other related occupations were interviewed. There is no indication that students were included in this study. Although opportunities for minorities in particular were found to be good in the communications field, work experience and a bachelor's degree were preferred by employers. A combined academic/service college video production program was proposed (Oakland Community College, 1992b).

Messina and Fagans (1993) report a holistic analysis process was developed for Burlington County College (BCC) to assess program performance and re-allocate resources. In the process, the following steps were followed:

1. Major programs and functions at the college were identified, program review goals were established, and a timeline was set for the process.

2. Data were collected, compiled, and analyzed. Results of the data collection were reviewed by external consultants.

3. Four task forces made up of community members, students, faculty, support staff, and administrators were organized. The task forces were asked to focus on the college's academic programs, student services, community/business services, and institutional support areas.

4. Chairs of the task forces established guidelines to prioritize services for allocation of limited resources.

5. Based on data collected and trends identified through environmental scanning activities, recommendations were made by each task force for expansion, reduction, or elimination of programs and activities in the respective areas.

The exercise was judged to be helpful to the college. However, recommendations included the need to develop a core of common measures across task force lines, na. ow focus for task forces, and place more emphasis on specificity in outcomes (Messina & Fagans, 1993).

Porterville College used an employer needs assessment as a strategy in its comprehensive educational planning process. A validated survey instrument was mailed to a stratified random sample of 593 community employers, asking participants to rate employment needs for graduates of current and proposed programs. Two follow-up efforts produced a 45% response to the survey. Accounting/bookkeeping ranked highest among employer needs, followed by business general/administration and manager/supervisor, computer science/information processing,

maintenance mechanic, and small business assistant manager. Employers were given an opportunity to "write in" job areas not listed. The area mentioned most frequently in the write-in section was food service worker. The college used results of the project, which was partially funded under a Title III planning grant, to help plan new programs (Muraski & Whiteman, 1991).

A guidebook on conducting a telephone needs assessment survey was developed by Fox Valley Technical College for the Wisconsin Vocational, Technical, and Adult Education system. Mishler (1991) finds several advantages to conducting a needs assessment over the telephone. The telephone method (a) is faster, (b) yields a higher response rate, (c) is a more personal or "friendly" method, (d) assures that the right person responds to the questions, (e) allows the institution to ask probing and follow-up type questions, (f) prevents skipped items by respondents, (g) eliminates the need to typeset and duplicate the survey, and (h) allows better management of the survey pool, i.e., eliminating inappropriate survey respondents. Drawbacks to the method include (a) elimination of time for respondents to look up information or consult with others; (b) the need for trained interviewers; and (c) the cost, unless volunteers are used. Four sections are proposed for inclusion in a telephone needs assessment survey:

1. Screening section. During the initial stages of the interview, the interviewer should make sure that the right person is on the phone and will respond to the questions. This is also the time for the interview to be rescheduled, or for survey pool management if the respondent does not fit the survey profile.

2. Employer needs. Questions are asked about the employer's current and future needs for employees. Wage questions should not be asked early, because some employers are hesitant to disclose wage information.

3. Program reaction. Questions are asked about the institution's programs and services. A program or service description should be read to the respondent by the interviewer.

4. Demographic information. Questions confirming information about the employer's business size, the respondent's name and title, and location of the business are included in this final section.

Mishler (1991) offers the following advice regarding interviewer training:

> Training and supervising interviewers is key to a successful telephone survey. A training session, usually conducted by the research person in charge of the needs assessment, should offer interviewers an explanation of the purpose of the survey, a complete review of the questionnaire, a set of call record-keeping procedures, and a chance to practice the interview. (p. 8)

McKinnon and McKinnon (1991) find a personally-administered survey was appropriate to assess needs of adults aged 56 or older in Northern Maine Technical College's service area. The research question for the survey asked what subject areas interested mature adults in NMTC's service area. An instrument developed for use at McCook Community College was adapted, with permission of the author. To ensure an adequate sample size, a non-random sampling procedure was used. The survey was personally administered to five client groups of the Aroostook Area Agency on Aging. Also, two area high schools' adult education divisions provided

additional names, and surveys were administered to older members of an area church.

Of 122 older citizens surveyed by Northern Main Technical College, 90 completed the form, a return rate of 74%. Younger respondents tended to be more interested in taking courses than older respondents. Health and health-care subjects were of most interest to the senior citizens surveyed, with financial management skills and socializing opportunities also ranking high. Self-esteem building and employment courses ranked lowest (McKinnon & McKinnon, 1991).

Gateway Community-Technical College (GCTC) surveyed students 23 years of age and older who were currently enrolled. Luna (1993) reports that the Adult Learner Needs Assessment Survey was administered to 400 adult learners at GCTC, representing 70% of the adult student population. Students completed the survey during class time. The five most important adult student needs determined by the assessment were to (a) improve writing skills, (b) improve test-taking skills, (c) improve study skills, (d) improve math skills, and (e) receive information about job opportunities and openings.

Responding to Section 116 of the Perkins Act, 12 criteria established in Iowa's State Plan for Vocational Education were assessed by sending survey instruments to leaders of 350 school districts, 14 community colleges, and one area educational agency. Because different numbers of indicators were used for various criteria, it was necessary to prioritize criteria in a way not dependent on indicator numbers. Therefore, ranking techniques

were employed to determine priority of each criterion examined.
Results were compared to results of an older needs assessment.
Support was determined for strengthening secondary programs and
delaying specific skill offerings until postsecondary levels
(Lewis, 1992).

Piedmont Virginia Community College conducted a survey of all
households in Green County in April of 1993. A total of 4,625
surveys were mailed, with a 9.2% response rate ($\underline{n}$ = 425).
Objectives of the needs assessment were to identify (a)
educational needs, (b) factors preventing potential students from
taking classes, and (c) services that would encourage class
attendance. The two most serious obstacles to college attendance
were time and location. Additional off-campus locations and
courses were cited as the major services required. More special
interest type courses were requested by respondents (Head, 1993).

Gainesville College conducted a needs assessment in the fall
of 1990 as part of its self-study for reaffirmation of
accreditation by the Southern Association of Colleges and Schools.
The college listed three goals for the needs assessment: (a)
obtain evaluation and feedback on college programs, services,
relationships, personnel, and facilities; (b) identify educational
needs; and (c) enhance the college's image and interest in the
institution. Utilizing the community reconnaissance method, data
were gathered by asking a sample of community leaders to serve as
"informants" via personal interviews. Community leaders ($\underline{n}$ = 90)
and area high school principals and counselors ($\underline{n}$ = 43) were
interviewed using separate survey instruments. Results indicate

the college's greatest assets were its location, size, cost, and open door admission policy. Community leaders thought the college's transfer and career preparation programs were most important. Counselors and principals ranked transfer and remedial education highest (Gainesville College, 1990).

Ferry (1991) reports that Northern Nevada Community College conducted a survey in the spring of 1991 to determine needs of Elko, Nevada, area employers. Using a modified open-ended question approach, 91 employers were personally interviewed at their work sites. The study found that employers received most of their information about the college in the local newspaper, and 68% of employers had an employee who had attended the college. Employers recommended classes in management, office management, and marketing/advertising. Three quarters of the respondents indicated an interest in cooperative education, and several employers sought assistance for employees who had limited English-speaking skills.

A mailed questionnaire was used to survey businesses and industries in the Mid-Mon Valley area of Pennsylvania. Cunningham and Sandrock (1991) list six assessment objectives:

1. Compare actual company expansion in the valley with projections made in a 1987 survey.

2. Gather information on how competitive companies are in local and other markets.

3. Survey the use of new technologies and their methods of assessment.

4. Determine the nature of relationships between companies and schools at all levels regarding pre-employment skills and retraining of current employees.

5. Assess and project training needs of area employers.

6. Gather information about joint projects between companies and schools in the area and determine the importance of such projects to the companies.

Responses to the survey helped create a profile of the companies surveyed, including their condition, use of technology, and training needs. Some of the findings were that semi-skilled jobs were increasing, while unskilled jobs were declining; companies were having a difficult time recruiting skilled workers; and employment was still 32% below the 1984 level (Cunningham & Sandrock, 1991).

Seminole Community College (SCC) and the Seminole County Public Schools cooperated in conducting an occupational needs assessment. Donsky, Cox, and Feiner (1994) note that employers in three counties, divided by types of businesses employing SCC technology education graduates, were interviewed by a professional telemarketing firm working with the college and school district. The telephone survey found that future occupational needs were strongest in the area of blue collar service, an area grouped as clerical/office/computer, and sales.

Use of Goal Definition and Analysis in Strategic Planning

One form of information that can be gathered using a needs assessment is stakeholders' opinions regarding the goals of an institution or organization. Senge (1990) asserts that building a

shared vision begins with encouraging development of personal visions for the institution or organization. If stakeholder opinions and feelings are not solicited, institutional visions developed by one person or one group "command compliance--not commitment" (p. 206).

Kaufman (1992) believes the first step in mission analysis is to ensure that the organization's goals are useful and correct. Mission goals should be assessed to determine how important each one is and should be to the organization, based on the opinions of recipients, implementors, and society. Societal requirements and possibilities translate into needs and opportunities for the college or university. College mission and goals focus on particular societal needs which are met through institutional functions and tasks.

A pitfall to effective organizational long-range business planning, according to Steiner (as cited in Morrison, Boucher, & Renfro, 1984), is the failure to develop suitable company goals. Morrison et al. (1984) find that well-defined goals assist an organization to (a) develop unanimity of purpose, (b) obtain and allocate resources, (c) set a tone or climate within the organization, (d) facilitate assignment of roles within the business or organization, and (e) serve as a basis for development of more specific measures [objectives, strategies, and tasks]. Although goals are subjective and judgmental because they are about the future, well-defined goals help individuals and groups outside the organization to decide whether or not their own aspirations "mesh" with those of the organization.

Pfeiffer, Goodstein, and Nolan (1989) note the importance of goal definition and analysis to management and decision-making. "The goals and objectives developed within the strategic planning process should provide an organization with its core priorities and a set of guidelines for virtually all day-to-day managerial decisions" (p. 59).

Bryson (1988) describes the goals approach to identifying strategic issues as a traditional one in planning theory. An organization establishes goals and objectives, along with strategies to achieve them. To be successful, there must be "broad and deep agreement on the organization's goals and objectives" (p. 58).

Checkoway (1986) lists several examples of the use of goal definition to shape decision-making by city governments. Citizens in Winnetka, Illinois, discuss issues at annual meetings and fill out questionnaires with their utility bills. Similar strategies are employed in Dallas, Texas; Raleigh, North Carolina; and Alameda, California.

The use of goal definition and analysis in organizational decision-making and program planning in two-year colleges is an integral part of strategic planning. Kreider, Walleri, and Gratton (1993) report development of a "mission to measurement" document to help assess institutional effectiveness at Mount Hood Community College. By documenting attainment of goals and objectives, the college also is able to address budget needs and focus on program development and improvement. Student success strategies are supported by regular program reviews, resource

allocation reviews, and a comprehensive staff and organizational development process.

Given the current emphasis by accrediting agencies on outcomes, numerous community colleges have developed or are in the process of developing assessment plans that link measurable outcomes to institutional or departmental goals or objectives. Campion (1993) notes that Central Florida Community College translated its 12 strategic goals into one summary goal. Success indicators were developed for the following areas: (a) transfer, (b) career preparation, (c) basic skills development, (d) community education/community service, (e) access, (f) instruction, (g) student satisfaction, (h) faculty, and (i) institutional support. Strategic goals addressed were listed for each indicator of success developed. Results were used to focus resources and direct planning efforts. Similar processes are reported by other community colleges (Donsky, 1992; Grunder, 1991; Meyers & Silvers, 1993) and are recommended by the National Alliance of Community and Technical Colleges, and the Center on Education and Training for Employment of Ohio State University (Grossman & Duncan, 1989).

Fisher (1994) describes a Miami-Dade Community College survey of currently enrolled students in 200 courses to determine students' perceptions of the college's educational goals. On a five-point Likert scale, with "5" indicating strong agreement that a goal statement was important and "1" denoting strong disagreement, students gave an average rating of 4.0 or higher to 19 of the college's 20 goal statements. The only goal that was

rated lower on average than 4.0 involved appreciation of music, drama, and the fine arts. The five goals rated as most important addressed (a) high academic quality, (b) preparation of students to communicate effectively, (c) academic reputation, (d) career preparation, and (e) opportunity for students to receive a broad education. Using a gap analysis, the difference between students' rating of how important each goal was and should be to the college was calculated. No goal had a gap of 1.0 or higher, indicating that students were generally satisfied with the institution's attainment of its goals.

Roegge, Wentling, Leach, and Brown (1993) note that goal-definition proved valuable in guiding tech-prep program planning in Illinois. Using a set of 97 defining statements, group and individual interviews were conducted and rating instruments were sent to a random sample of 450 program stakeholders. A structured concept mapping process was employed to reveal stakeholders' perceptions of the tech-prep program.

Friedel (1988) includes items linked to individual program objectives in an evaluation survey for vocational and technical programs in the Eastern Iowa Community College District. Results of the process have over time led to program revisions, equipment acquisition, facility changes, and other program-related decisions, including program termination.

A goals and objectives based model for student services program evaluation is detailed by Fillmore (1991). From goals identified relating to six domains (outreach, assessment, admission, education/career, personal/social, consultative

management), baseline outcomes were developed and measured.

Results were used to evaluate and develop programs.

Major functions tied to goals of College of the Canyons were
evaluated through the use of a community survey. Of 564
respondents, 41% had previously taken a class at the college, 49%
had attended an event at the college, and 50% had used a college
service or facility. Ninety-five percent of survey completers
thought the transfer function was important or very important; 90%
thought the college was performing the function in a good or
excellent manner. Ninety-eight percent of those surveyed
indicated they believed the vocational/technical function was
important or very important; 85% thought the college was doing a
good or excellent job performing the function. Eighty-three
percent of respondents thought the community services function was
important or very important, and 85% thought the college was doing
a good or excellent job in that area. The college's approval
rating in each of the three areas was higher than in a survey four
years earlier (College of the Canyons, 1989).

Cultural influences are important factors in the measurement
of institutional performance. Banta (1993) points to three keys
to successful implementation of an assessment program: (a)
building shared purpose among students, faculty, and
administrators, based on clearly articulated and communicated
mission and goals; (b) the presence of an institutional culture
designed to implement the mission and goals; and (c) programs of
instruction and evaluation that respect differences in talents and
ways of learning.

The establishment of a culture that promotes strategic planning and accurate measurement of institutional effectiveness is not an overnight process. Loacker and Mentkowski (1993) report development of a culture at Alverno College over a period of 20 years that has promoted assessment of outcomes. "The coherence of the system rests on articulating and interrelating educational mission, values, assumptions, principles, theory, and practice" (p. 20).

Goal definition and analysis are inextricably linked to mission development, which is the foundation of all program planning and organizational decisions. As has been noted already, using stakeholders to help chart a course for an institution is a common practice in community colleges (Blong & Friedel, 1991; Boos et al., 1992; Evans, 1990; Gabert et al., 1994; Lakeland Community College, 1993; Meyers & Silvers, 1993; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993b; Parsons, 1987; Pima County Community College District, 1994; Schauerman et al., 1993).

In contrast, there is some support for the view that the entire process of goal articulation is artificial. According to this theory, because planners design plans that are politically achievable, they must take sides with some stakeholders against others (Lindeblom, as cited in Mintzberg, 1994; van Gunsteren, as cited in Mintzberg, 1994). Mintzberg (1994) holds a similar view about strategic planning in general:

> Thus, we find all kinds of systematic biases possible in planning: toward planning as an end itself ("it's the process that counts") and the narrow form of rationality that it represents; away from intuition, creativity, and other forms

of human expression; toward steady, incremental change rather than periodic quantum change and therefore away from risk and boldness; toward centralized power in the organization and status quo interests and away from the needs of influencers whose stake in the organization is not formally economic; toward short-run economic goals and away from longer-run ones related to quality, innovation, social need, and even long-run economic performance; and toward simpler, impoverished forms of strategies themselves. (pp. 195-196)

Holloway (1986), in an opposing theory, believes that strategic planning and goal-definition are critically important to an organization. "The strategic planning process permits one to simulate the future on paper....Such planning encourages the creation and evaluation of a significant number of alternate courses of action" (p. 3).

Although fair attention has been paid to goal definition as it relates to perceptions of value and presence, a persistent problem in the area of goal definition and analysis is the absence of a widely-accepted method for measuring perceptions as applied to goal accomplishment or achievement. The work of Martorana and Kuhns (1975) in the development of "goal hiatus" in their Interactive Forces Theory (IFT) was an early attempt to remove that deficiency.

In later work, Martorana and Kuhns investigated the use of more refined methods of measurement in goal definition and analysis. Magnitude estimation scaling, an approach developed by sensory psychologists, was used to assess institutional performance in order to provide assistance to planners, administrators, decision-makers, and other higher education change agents in carrying out institutional goals (Martorana & Kuhns, 1981, September).

In a recent look at the problem of measuring goal
accomplishment, Myers and Ammons (1995, August; 1996, May) report
a goal attainment scaling technique developed for Trident
Technical College. Quantifiable effectiveness indicators, which
undergo continuous revision, are assigned weights reflecting their
relative importance. Ranges for each indicator are determined,
e.g., "much more than expected," "more than expected," "expected,"
"less than expected," and "much less than expected." The
college's institutional research office, working with other
college individuals and groups, gathers performance data which are
computed for a standardized GAS score. Target standards and
outcomes are set for each academic year for individual courses and
the entire instructional program. The assessment process has been
such a success that it has been adopted by almost all of the
institution's major programs.

One of the chief obstacles that Trident Technical
College had to overcome in implementing the GAS process was the
reluctance of faculty and staff to trust the process and abandon
safe indicators that were not very useful. Major advantages of
the process include widespread involvement, a non-punitive
approach, and flexibility (P.R. Myers, personal communication, May
14, 1996).

Ewell (1985, 1990), Pace (1985), and Kinnick (1985) point to
the need for further study of measurement factors related to goal
achievement. "The measurement of outcomes is by nature an
imprecise endeavor....The answer to this difficulty...lies in a
combination of methods" (Ewell, 1985, p. 117).

Role of Evaluation Research in Mission Development and Planning

With increased emphasis on measures of outcomes assessment
and institutional effectiveness, more attention has been given to
the field of evaluation. These recent developments have made the
importance of evaluation theory to all aspects of planning,
including goal definition and analysis, become more apparent. In
predicting such a trend of increasing complexity in the field,
Patton (1980) notes that evaluators must match research methods
with needs of decision-makers. These assignments make qualitative
as well as quantitative measurement techniques necessary.

Chen (1990) believes that theory has been a neglected issue
in program evaluation. "Until very recently, evaluation
literature has rarely been concerned with the importance of theory
in evaluating a program or with how to incorporate theory into
evaluation processes" (p. 17).

Martorana and Kuhns (1975), in their discussion of methods of
managing academic change, provide early evidence of the connection
between underlying evaluation theory and strategic planning and
institutional leadership in general:

> The interactive forces theory of change...grows out of
> structural-functional theory, with its concern for the
> equilibrium of social institutions, and out of Lewinian field
> theory. It aims to help innovators objectively anticipate
> the relative strengths of the various forces interacting on
> an innovation at each stage of its development and to use
> judgments about the strength of these forces as a guide in
> bringing to bear the maximum effect of all positive forces
> while simultaneously minimizing the cumulative effect of
> negative forces. By anticipating the potential relative
> influence of pro and con forces, planners can simulate the
> chances for successful implementation of any proposed change,
> and identify those alternative paths which would lead most
> directly to a desired goal. (p. 177)

Such efforts to recognize and to build understanding of the linkage of evaluation theory to strategic planning and evaluation are continuing and becoming more probing (Martorana & Kuhns, 1975; Miles & Huberman, 1984; Patton, 1980). Chen (1990) calls for a perspective "comprehensive enough to be sensitive to important evaluation issues in areas such as program implementation, underlying causal mechanisms, treatment designs, and program outcomes...[and] sophisticated enough to provide guidance in dealing with multiple or even conflicting options" (p. 34).

Chen (1990) notes six basic types of evaluations:

1. Normative treatment evaluations assess congruency between normative and implemented treatment.

2. Normative implementation environment evaluations compare actual and theoretical implementation environments.

3. Normative outcome evaluations identify or clarify program goals or outcomes.

4. Impact evaluations assess the impact of treatment on the outcomes.

5. Intervening mechanism evaluations explore what other factors affect outcomes in between treatment and outcome.

6. Generalization evaluations take a futuristic view and attempt to apply results to other programs or situations.

Various combinations of Chen's (1990) evaluation types produce a multitude of theory-driven evaluation combinations. A common thread in all models of social science evaluation is the importance of the participants.

The model of participative research to provide data for planning activities is derived from work with oppressed citizens of developing nations and areas. Participatory research brings researchers and participants "together in a process of inquiry, education, and action on problems of mutual interest" (Brown, 1986, p. 126). The process, ideally, is a learning one for all involved, and participation leads to empowerment and understanding (Hall, as cited in Brown, 1986).

Brown (1986) views participative planning research as a process of working with groups to sort through perspectives and interests in order to build respect and appreciation, understanding, and communal solutions. Phases of the process include definition of the problem, diagnosis, choice of solution, and implementation. In interactive planning, planners are required to "manage diverse perspectives and interests. Discussions can easily deteriorate into avoidance of conflict or suppression of critical issues, deadlocks or escalation over differences, or shortsighted compromises that resolve current problems at the expense of the future" (p. 134).

Pfeiffer et al. (1989) believe that mission development should be preceded by a values audit that includes identification of stakeholders and an analysis of stakeholder interests and needs. The organization's mission must be congruent with internal and external stakeholder values.

Kaufman (1992) recommends a needs assessment to detect problems based on needs. A mega level needs assessment should examine gaps between what is and what should be. The difference

between the two is the need. Identifying important needs helps an organization "reach ethical decisions by selecting the right job, so that doing the job correctly will be fruitful" (p. 86).

In an examination of institutional performance research in higher education, Massy (1994) recommends measures that will enable institutions to demonstrate quality and cost-effectiveness. For example, research universities should redefine goals to broaden emphasis beyond research and its attending prestige. Quality instruction, institutional support, academic support, student services, and plant maintenance and operation are functions that should be included when demonstrating quality and cost-effectiveness.

Pratt and Reichard (1983) recommend the following two major steps in goals assessment for colleges and universities: (a) a decision must be made whether the institution will identify its own goal statements or use statements developed by an outside group, and (b) a method for selecting a subset of the goals from the overall pool of goal statements must be chosen.

The Educational Testing Service has developed for use by two-year colleges an instrument called Community College Goals Inventory that is rated highly by Pratt and Reichard (1983), who note two options for goal subset selection. The first is a survey method in which respondents are asked to rate each goal as to how important it is at an institution and how important it should be. The second method, a modified form of the RAND Corporation's Delphi technique, includes administration of a survey, summarization of results, and a second mailing to respondents

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containing the results for re-evaluation. After two or more

rounds of survey and re-evaluation, responses from participants

should begin to converge. A potential problem with the Delphi

method is the rate of survey return.

A group Delphi technique is advanced by Baker (as cited in

Pratt & Reichard, 1983). Four-person teams representing

stakeholder groups meet to discuss goals, reporting back to their

groups until consensus is reached. Uhl (as cited in Pratt &

Reichard, 1983) combines the survey method with committee work.

Martorana and Kuhns (1975) label the difference, or gap,

between the desirability of or level of aspiration for a certain

institutional goal and the level of achievement of the goal as

goal hiatus. "Institutional goals may be rated by

individuals...to develop a hierarchy of institutional goal

aspirations or priorities. Similarly, the degree of

accomplishment of these aspirations can also be rated to form a

hierarchy of goal achievement" (p. 178).

Measurement problems are often encountered in goal analysis.

Katzer, Cook, and Crouch (1978) note that measurement in social

science research "is a process that includes everything the

researcher does to arrive at the numerical estimates" (p. 84).

Measurement includes the instrument, how the instrument is used,

the skill of the researcher, and the attributes and

characteristics of respondents.

Isaac and Michael (1990) list three potential problems using

mailed surveys: (a) low response rates sometimes produce a

non-representative return, (b) there is no assurance that

questions are understood, and (c) there is no guarantee that the addressee is the actual respondent. "Whenever practical, especially if a survey touches on controversial matters or will lead to an important decision or conclusion, it is well to include all possible respondents. Otherwise, when this...is not feasible...sampling is both appropriate and scientifically sound, as long as certain established procedures are followed" (p. 132).

Katzer, Cook, and Crouch (1978) note that common threats to accurate measurement include the reliability and validity of the measure. Reliability indicates dependability. "A dependable measure is one that gives the same or very similar results each time it is used" (p. 86). Reliability is important, but is meaningless without some degree of validity. "In general, a measurement is valid to the extent it measures what one wants it to measure and not something else" (p. 88).

Rating errors occur when respondents tend to rate subjects in general too high, too low, or toward the middle of a scale. Rating errors, i.e., the vulnerability of ratings to biasing responses, represent a principal disadvantage to Likert-type or summated rating scales. Disadvantages of the Delphi technique of reaching a group consensus include (a) the "bandwagon effect" that encourages participants to switch to the majority opinion, (b) the ability of prestigious or persuasive individuals to sway opinions, (c) the reluctance of participants to change publicly stated positions, and (d) the vulnerability to manipulation of group dynamics (Isaac & Michael, 1990).

How should data collected about stakeholders' opinions of institutional goals be analyzed? One method of examination suggested by Pfeiffer et al. (1989) is a gap analysis:

> Gap analysis is a critical phase of the applied strategic planning process. During the gap analysis the desired future...is compared with the current state of the organization. The sizes of the gaps between the current state and the desired future are identified, and decisions must be made about whether the frog can and/or should leap across any of the gaps.
> If the gap between the current state and the desired state seems too large to bridge, then either creative solutions for closing the gap must be developed or the desired future must be redefined. (p. 222)

Pheiffer et al. (1989) find that such a gap analysis sometimes results in the modification of an organization's mission. As has been noted, both Hagerstown and Miami-Dade two-year colleges used a gap analysis to examine data collected relating to stakeholder views of institutional goals (Fisher, 1994; Parsons, 1987). The gap analysis is accomplished by comparing the means of stakeholder ratings of how important each goal should be and is to the institution (Fisher, 1994).

In planning survey research, Suskie (1992) recommends that these factors be considered: (a) survey objectives, (b) use of results, (c) critical questions to be answered, (d) concepts that should be defined, (e) work that others have done in the area, (f) information needed to answer research questions, (g) how data will be analyzed and reported, (h) who will be surveyed, (i) the choice between a sample or census, (j) the number of people that should be surveyed, (k) how the sample will be selected, (l) survey design, (m) the question of anonymity for respondents, (n) cost of the survey, and (o) time frame for administration.

Several problems are associated with using random sample techniques in a community needs assessment survey. One is that a complete and accurate list of all people from which the sample will be selected (e.g., alumni or industrial workers) is often not available; even files of currently enrolled students often contain outdated addresses. One solution to this problem is to use a judgment sample that is carefully selected to be representative of an interest group. A cluster sample includes the survey of all members of a particular group or cluster (Suskie, 1992).

McNamara (1994) lists guidelines for ethical survey research. Participation in surveys must be voluntary and should not harm respondents in any way. The anonymity of survey participants should be protected, and the purpose of the survey and the organization sponsoring it should be revealed to all prospective respondents. Researchers are obligated to accurately report methods and results of surveys.

Summary

In summary, a major stumbling block in the quest for synergy in mergers is often integration of different cultures (Buono & Bowditch, 1989) and fear of loss of institutional identity (Millett, 1976). Comprehensive planning is required to bring together disparate cultures and overcome fears (Martin & Samels, 1994; Millett, 1976). Cultural factors play meaningful roles in creating leadership teams for successful institutional change (Bensimon & Neumann, 1993; Rhoads & Tierney, 1992; Tierney, 1993; Tierney, 1995) and measuring institutional performance (Banta, 1993). Mission review or development helps different cultures

arrive at shared goals and values (Mayer, 1994) and should include broad participation (Blong & Friedel, 1991; Evans, 1990; Mayer, 1994; New Mexico State University-Alamogordo, 1992; Oromaner & Fujita, 1993a).

Goals and values of key stakeholders should be considered (Mayer, 1994). Organizational stakeholders facilitate or prevent achievement of goals (Kanter, 1989); therefore, the organization must shape its policies and priorities to assure their support (Mayer, 1994) and provide them with ownership in the planning process (Gelatt, 1992; Pascarella & Frohman, 1989; Senge et al., 1994), keeping in mind the political nature of their concerns (Mayer, 1994).

Internal stakeholders in postsecondary education are employees, students, and trustees. External stakeholders are employers, individuals known to the institution by association, four-year universities, parents, taxpayers, and other community groups (Oromaner & Fujita, 1993b; Parsons, 1987; Schauerman et al., 1993).

Roles of stakeholders vary according to strategic planning process employed. Hudson County Community College used external and internal stakeholders to assess goal statements (Oromaner & Fujita, 1993b). Use of a goals inventory (Quinley, 1991) and a gap analysis (Parsons, 1987) are appropriate for mission review.

Assessment of key stakeholder needs is important to successful planning (Mintzberg, 1994), particularly in the public and nonprofit sector (Bryson, 1988). Needs assessments are used in quality improvement efforts (Schauerman et al., 1993), to

determine employer needs (Cunningham & Sandrock, 1991; Donsky et al., 1994; Ferry, 1991; Pima Community College, 1993; Washington State Board for Community College Education, 1991), and to evaluate programs (Lewis, 1992; Messina & Fagans, 1993; Oakland Community College, 1992a; Oakland Community College, 1992b). One widely used method of conducting a needs assessment is the questionnaire survey (Cunningham & Sandrock, 1991; Head, 1993; Lewis, 1992; Muraski & Whiteman, 1991; Pezzoli & McOmber, 1993; Pima Community College, 1993; Washington State Board for Community College Education, 1991).

Assessment of stakeholders' opinions of organizational goals helps fashion shared vision (Senge, 1990) and is the first step in mission analysis (Kaufman, 1992). Pfeiffer et al. (1989) note the importance of goal definition in the planning process, and Bryson (1988) reports use of goals to identify strategic issues is traditional in planning theory. Goal definition plays an important role in the continued accreditation of higher education institutions (Campion, 1993; Donsky, 1992; Grunder, 1991; Meyers & Silvers, 1993).

Although attention has been paid to perceptions of value and presence in goal definition, more work is needed in the area of measurement of goal achievement. Martorana and Kuhns (1975; 1981, September) provide early leadership in this field, and Myers and Ammons (1995, August; 1996, May) report recent goal attainment scaling techniques.

Chen (1990) believes that theory has been a neglected issue in program evaluation literature until very recently. Martorana

and Kuhns (1975) point to the importance of evaluation theory as it relates to strategic planning and institutional leadership. Miles and Huberman (1984), and Patton (1980) have also pioneered the linkage of evaluation theory to strategic planning and program evaluation. However, Chen (1990) continues to see a need for more work in the development of a comprehensive and sophisticated theoretical evaluation perspective.

A goals analysis examines at the mega level gaps between what is and what should be important to an institution (Kaufman, 1992). To analyze the disparity, Pratt and Reichard (1983) recommend two steps: (a) deciding whether an institution will identify its own goal statements or use items developed by an outside group, and (b) choosing a method to select a subset of goals from the overall pool. The Community College Goals Inventory developed by Educational Testing Service is recommended for colleges not fashioning their own statements (Pratt & Reichard, 1983).

Data may be analyzed using a gap analysis, comparing mean scores to determine the gap between aspiration of stakeholders for the institution's goals and institutional priorities as rated by stakeholders (Fisher, 1994; Parsons, 1987; Pfeiffer et al., 1989). Sources of potential measurement problems in goal analysis include the instrument, how it is used, researcher skills, and respondents' characteristics.

Factors to consider in planning survey research include (a) survey objectives, (b) use of results, (c) critical questions, (d) concepts requiring definition, (e) work of others in the area, (f) methodology, (g) analysis and reporting of data, (h) participants,

(i) selection of sample or census, (j) number of participants, (k)
sample selection, (l) survey design, (m) respondents' anonymity,
(n) cost, and (o) time frame. Solutions to problems associated
with random sampling techniques in community surveys include use
of a judgment sample, or cluster samples (Suskie, 1992).
Guidelines for ethical survey research include (a) voluntary
participation, (b) no harm to respondents, (c) anonymity of survey
participants, (d) revealing the purpose of the survey and the
sponsoring organization to all prospective respondents, and (e)
accurate reporting of methods and results (McNamara, 1994).

Chapter 3

METHODOLOGY AND PROCEDURES

Methodology

The problem under investigation was that confusion and
conflict appeared to exist over the mission and goals of North
Arkansas Community/Technical College. The project's purpose was
to determine with the use of a goals inventory survey whether or
not the mission of NACTC, as expressed in the college's goal
statements, reflects expectations of key stakeholder groups within
and outside of the institution. The following four research
questions were addressed in this project:

1. What are the important groups that have a stake in the
programs and services provided by North Arkansas
Community/Technical College?

2. Is there a difference between the expectations for
college programs and services and actual importance of these
expectations in the view of key stakeholders?

3. If there is a difference, what is the nature of the
difference?

4. What are the implications of key stakeholders'
expectations of college programs and services for possible
revision of the college's current mission statement and goals?

The underlying problem was addressed and research questions
answered by conducting an assessment of stakeholders' opinions of
the current mission of North Arkansas Community/Technical College
as expressed in the institution's goal statements. Thus, the
evaluation methodology was used in this project.

Procedures

Several procedures were used to prepare, implement, report, and analyze this major applied research project. The plan to conduct this project was divided into three areas: (a) procedures to establish a conceptual basis for the project and determine how it should be conducted; (b) procedures to collect data required by the project; and (c) procedures to analyze and report data collected during implementation of the project in order to assess the college's mission statement based on stakeholder ratings of goal statements.

Project Conceptualization

A review of literature was conducted to establish a conceptual basis for this project. The review included books, periodicals, ERIC documents, newspaper articles, and other information available on topics related to mergers and consolidations as means of defining organizational missions; stakeholder roles and their identification in organizational long-range strategic planning; needs assessment practices and procedures; use of goal definition and analysis in organizational decision-making; and evaluation research as the foundation for strategic planning. Special emphasis was placed on these practices in higher education, particularly as practiced by two-year college professionals.

Based on information gleaned from the review of the literature and input from experts in higher education planning and research, criteria for evaluation of the college's mission were established. It was determined that North Arkansas

Community/Technical College's mission statement (see Appendix A) should be reviewed based on internal and external stakeholders' assessment of the eight goal statements (see Appendix B) developed by the college to reflect its mission. Further, it was determined that stakeholders should have an opportunity to assess other goals common to two-year colleges and goals reflecting identified areas of possible conflict and/or confusion over NACTC's mission.

To answer the first research question (What are the important groups that have a stake in the programs and services provided by North Arkansas Community/Technical College?), several procedures were followed. Important constituencies of North Arkansas Community/Technical College were identified (a) through interviews with the college's president, trustees, and external community leaders; (b) by examining documents and directories listing leaders of community agencies, organizations, area public schools, and other groups in the college's service area; and (c) with input and assistance from a formative evaluation committee. Documents to assist in identifying stakeholder groups were obtained from North Arkansas Community/Technical College, Harrison Chamber of Commerce, Ozarks Unlimited Resources Cooperative, Arkansas Municipal League, and Boone County Resource Council.

The formative evaluation committee was organized to assist in identification of key stakeholder groups, and to review potential goal statements to be assessed by stakeholders. The committee included the president of the college's faculty association; representatives from the administrative and classified associations; the college's director of planning, management, and

evaluation; the division chairman for technical programs at the institution; students enrolled in technical and academic programs; and several external community representatives. The group was organized in October of 1995 and met on a monthly basis to offer advice on the conduct of this project (see Appendix C for formative committee membership and selection procedures). With the assistance of the committee, the decision was made that a major criterion for stakeholders was that there should be a reasonable expectation that they would have a legitimate interest in the college's mission and goals.

Based on the literature review and discussions with researchers from other two-year colleges, it was determined that a goals inventory questionnaire would be used to collect data describing internal and external stakeholder groups' expectations and assessment of goals. Evaluation of the college's mission and related current mission statement was accomplished by determining stakeholders' opinions of how important each goal is and should be to the college and identifying gaps between expected and actual importance of goals, as viewed by survey respondents.

The mailed survey technique was selected to involve more stakeholders and provide a more objective method than personal interviews. Telephone interviews were rejected due to manpower restraints and in the interest of confidentiality.

Sample goals inventory surveys were obtained from the following two-year colleges: Pima Community College, Johnson County Community College, Hudson County Community College, and Passaic County Community College. Also, surveys included in

published reports by other institutions were reviewed for content and style.

With input from the formative committee and assistance from planning and institutional research professionals, a data gathering instrument (see Appendix D) was developed to determine and measure expectations of stakeholders. The instrument was developed using information gathered by telephone, mail, and electronic mail contacts with institutional research and planning professionals at Pima Community College, Hudson County Community College, Johnson County Community College, Passaic County Community College, Eastern Iowa Community College District, Gainesville Community College, and Lexington Community College. Permission was requested and received from the Educational Testing Service and Pima Community College to use or modify items from their goals inventories. Pima Community College also approved a request to use its format for survey organization.

The instrument's design and instructions were modeled on Pima Community College's Goals and Values Inventory. The North Arkansas Community/Technical College Goals Inventory instrument asked participants to assess each goal statement according to how important it is to the college and how important it should be to the college, rated on a five-point Likert scale, with "1" equaling no importance, "2" low importance, "3" medium importance, "4" high importance, and "5" extremely high importance. Respondents were also given an opportunity to indicate unfamiliarity with an issue by placing a "0" in the blank. Items left blank were treated the same as ones given a "0" rating by respondents.

Because the instrument used the exact wording of the eight NACTC goal statements, and most of the remaining questions were taken or modified from a goals inventory for community colleges developed by Educational Testing Service, it has face validity. It was examined for content validity by two planning professionals, Philip J. Silvers, senior assistant to the chancellor for planning, Pima Community College, and Jean Prinvale, assistant professor, School of Education and Human Services, National University. Silvers has conducted several needs assessment studies and is a leader in the field in community colleges. Prinvale, whose dissertation topic focused on strategic planning, is also a member of the Society for College and University Planning (SCUP). Suggestions made by Silvers and Prinvale were used to refine instrument goal statements and organization.

Items 1-2, 3-4, 9-10, 13-14, 31-32, 33-34, 39-40, and 43-44 were taken directly from North Arkansas Community/Technical College's goal statements. Their purpose was to measure stakeholders' opinions of the college's current goals. Items 5-6, 11-12, 15-16, 23-24, 27-28, 29-30, 35-36, 37-38, and 45-46 were selected because each deals with an area of the college's mission that has been identified with conflict or confusion. Of that group, items 29-30, 35-36, and 37-38 were developed specifically for use in this survey. Items 5-6, 11-12, 15-16, 23-24, and 45-46 were modified slightly from ETS survey statements. Item 27-28 is from the Pima Community College (PCC) instrument.

Most of the remaining items were taken from the Educational
Testing Service Community College Goals Inventory and were used to
assess other general goals that committee members and others
thought would be appropriate to include in the survey. Items 7-8,
17-18, 21-22, 41-42, 49-50, 51-52, 55-56, and 59-60 were taken
directly from the ETS instrument. Items 25-26, 47-48, and 53-54
are modifications of ETS goal statements. Items 19-20 and 57-58
are from the Pima Community College instrument.

Although the instrument used was as presented in Appendix D,
the statements were organized on an 11 x 17 sheet of paper to
provide a booklet form of questionnaire. For ease of data
tabulation, internal stakeholder surveys were yellow in color and
external stakeholder surveys were printed on baize colored paper.

<center>Data Collection Procedures</center>

The survey instrument was mailed Tuesday, February 20, 1996,
to the members of the key internal and external stakeholder groups
identified. The instrument was mailed to each stakeholder, along
with a cover letter (see Appendix E for a sample letter) and a
postage-paid return envelope. Reminder post cards were mailed to
each stakeholder group member one week later. Surveys returned by
the post office with an address correction were re-mailed to the
new address. A reminder post card was mailed one week after the
second mailing.

In collecting data from internal stakeholders, a census of
college employees and college board members, a random sample of
NACTC's 1,482 students enrolled in 1996 spring semester credit
classes (n = 306), and a random sample of the college's 291

<center>83</center>

students taking 1995 fall semester non-credit classes (n = 169) was surveyed. All members of identified key external stakeholder groups were surveyed with the exception of NACTC graduates. A random sample of the 632 students who graduated from NACTC in December 1993, May 1994, December 1994, or December 1995 (n = 242) was surveyed.

The credit student, non-credit student, and graduate sample sizes were determined by consulting a published sampling table constructed to yield a 95% confidence interval for a margin of error not to exceed 5% (Krejcie & Morgan, 1970). No survey of former non-credit students was conducted because the same population was included in current community service class students. Many of the same non-credit, community service class students enroll in classes each semester.

The portion of the survey that identifies the person's stakeholder group or groups was pre-marked to help ensure accuracy. When the same person was a member of more than one stakeholder group, that individual's survey form was marked accordingly and responses were counted for each group.

Survey participants were requested to return the completed instrument as soon as possible. To enhance the prospects of an adequate response rate, tabulation of data was not started until two weeks after the final follow-up post cards were mailed.

Data Analysis and Reporting

Data collected in this project were analyzed to compare stakeholder expectations of what the college should be doing and what it is doing. Opinions regarding what the college should be

doing and what it is doing were reported for each instrument item for the following groups: (a) internal stakeholders, (b) external stakeholders, (c) all stakeholders, and (d) employee stakeholders.

To answer the second research question (Is there a difference between the expectations for college programs and services and actual importance of these expectations in the view of key stakeholders?), descriptive statistics were used to report opinions of internal stakeholders, external stakeholders, college employee stakeholders, and all stakeholders. Differences of opinion regarding expectations of programs and services and perceived actual importance of these programs and services are presented using frequency and percentage distributions.

In answering the third research question (If there is a difference, what is the nature of the difference?), a gap analysis was conducted. Goal statement mean scores for all respondents and major internal and external stakeholder groups on what is and what should be important were compared. The difference in the mean scores of how important each goal is and how important each goal should be, the gap, is reported to indicate differences between expectations and actual importance in the opinion of the following groups: (a) all stakeholders; (b) internal stakeholders; (c) external stakeholders; (d) each of the three college association groups, students, and trustees; and (e) major classifications of external stakeholders. External stakeholders were divided into the following seven major classifications for data analysis purposes: (a) educators (superintendents, high school principals, high school counselors, high school teachers, and presidents and

directors of admission of the top four area university destinations for NACTC students), (b) politicians (city mayors, county judges, state representatives, and state senators), (c) NACTC graduates, (d) employers (Harrison Chamber of Commerce board members and managers and directors of personnel of Boone County's five largest employers and two major employers of NACTC technical students outside of the county), (e) groups traditionally identified with the former NACC (NACTC Foundation board members, Pioneer Club officers, Harrison Council for International Visitors board members), (f) groups traditionally identified with the former TLTC (technical program advisory board chairpersons and board members of the Boone County Farm Bureau), and (g) other key area groups (Harrison Arts Council board members, presidents of Harrison civic clubs, presidents of area professional associations, media editors and directors, and directors of public and private Boone County service organizations and agencies).

Based on the descriptive statistics and gap analysis reported, the fourth research question (What are the implications of key stakeholders' expectations of current college programs and services for possible revision of the college's mission statement and goals?) was answered. Implications of key stakeholders' expectations for college programs and services were examined using the following three steps:

1. Each of the eight current goal statements, reflecting North Arkansas Community/Technical College's current mission statement, was examined using the results of the goals inventory survey and gap analysis.

2. Goal statements that reflect possible areas of conflict or confusion over mission were examined based on the results of the goals inventory survey and the gap analysis.

3. Universal goals from the Educational Testing Service and Pima Community College surveys were examined based on the results of the goals inventory survey and the gap analysis.

Recommendations have been made regarding possible revision of the college's mission statement and goals from the data collected and analyzed. A copy of the recommendations and supporting information will be submitted to the president of North Arkansas Community/Technical College for dissemination.

Assumptions

For this project, it was assumed that the current theory of goals analysis in strategic planning would produce useful and accurate information for a two-year college setting. It was also assumed that (a) members of the formative evaluation committee and others consulted had the knowledge required to assist in developing a list of key internal and external stakeholder groups; (b) the instrument used was sufficient to measure key stakeholders' opinions of the college's mission and goals; (c) surveys were completed by the intended participants; (d) respondents would have sufficient knowledge/experience with NACTC to give useful replies; (e) replies would be conscientiously rendered; (f) current conditions at NACTC would likely prevail for enough time to produce useful outcomes from this project; and (g) commitments by the college for use of information and recommendations produced through this project were firm.

Limitations

This project was limited in that it only measured the opinions of stakeholder groups surveyed regarding North Arkansas Community/Technical College's mission statement and institutional goals. No attempt was made to measure goal accomplishment or achievement as opposed to the level of presence of a goal and value attached to it at the institution. Neither was the line of inquiry carried to a determination of the difference between groups of stakeholders of the college with respect to the level of consensus in viewpoint held on a goal within a particular group of stakeholders in comparison to that of the others established in the project. Other limitations were that (a) results are not generalizable to other institutions of higher education; (b) the full-scale evaluation methodology was only partially applied in this project; (c) there was a low-level response rate by some groups to the survey instrument, with limited means to compensate for possible weaknesses in project results; and (d) the project had to be completed in time for the college to meet deadlines for mission review.

Chapter 4

RESULTS

This project's purpose was to determine whether or not the mission of North Arkansas Community/Technical College reflects expectations of the institution's key internal and external stakeholder groups. Through a review of related literature, interviews with research and planning experts, and formative committee meetings, recommendations were developed for the organization and administration of a goals inventory survey to determine opinions of key stakeholders of North Arkansas Community/Technical College regarding what is and should be included in the institution's mission. It was determined that the criteria used to assess NACTC's current mission statement should be the eight institutional goals developed by the college to reflect its current mission.

Four research questions were developed for this project:

1. What are the important groups that have a stake in the programs and services provided by North Arkansas Community/Technical College?

2. Is there a difference between the expectations for college programs and services and actual importance of these expectations in the view of key stakeholders?

3. If there is a difference, what is the nature of the difference?

4. What are the implications of key stakeholders' expectations of college programs and services for possible revision of the college's current mission statement and goals?

Coverage of Surveys and Return Rates

A total of 1,203 members of key stakeholder groups were
identified to participate in the project. Of that number, 554
were classified as external stakeholders and 649 as internal
stakeholders. The North Arkansas Community/Technical College
Goals Inventory was mailed to all 1,203 identified stakeholders.
Six letters containing surveys were returned by the post office
with corrected addresses. Letters returned with a corrected
address were re-mailed to the stakeholder at the new address.

In all, 538 responses were received from survey participants,
for a response rate of 44.7%. Of the 649 surveys mailed to
internal stakeholders, 283 were returned, a response rate of
43.6%. Table 1 contains a breakdown of response rates to the
survey from each of the groups of internal stakeholders.

Table 1

Response Rates for Internal Stakeholder Groups

Group	Surveys Mailed	Responses	Response Rate
1. Board of Trustees	9	8	38.9%
2. Faculty Association	91	53	58.2%
3. Administrative Association	19	13	68.4%
4. Classified Association	55	27	49.1%
5. Credit Students	306	124	40.5%
6. Non-credit Students	169	58	34.3%
Total Internal Stakeholders	649	283	43.6%

Return rates were above 50% for three of the internal stakeholder groups: NACTC trustees, faculty, and administrators. Classified staff, the college group with the lowest average level of monetary compensation and educational achievement, had the lowest return rate of NACTC employee groups on the survey. Non-credit students, who are, in general, the internal stakeholders with the least frequent contacts with the college, had the lowest rate of return of internal stakeholders surveyed, only 34.3%.

The overall return rate for the survey from external stakeholders was higher than that from internal stakeholders. A total of 255 of the 554 surveys mailed to external stakeholders were returned, for a 46.0% response rate.

Two external stakeholder groups, Pioneer Club officers and presidents of professional associations, had perfect 100% return rates on the survey, and 13 of the 16 external groups had better than 50% return rates. The alumni group had the lowest return rate of any stakeholder group surveyed, 26.5%. Several possible explanations exist for the low return rate by the college's graduates, including the fact that some have moved from the area and may not have actually received the survey. Often times, permanent addresses listed for former students are actually their parents' addresses or are out-of-date, and forwarding orders to the post office are subject to expiration deadlines.

Table 2 contains a breakdown of response rates to the survey from external stakeholders. A total of 16 external stakeholder groups were surveyed.

Table 2

Response Rates for External Stakeholder Groups

	Surveys Mailed	Responses	Response Rate
Group			
1. Advisory Committee Chairs	7	3	42.9%
2. Alumni	242	64	26.5%
3. Arts Council Board	12	7	58.3%
4. Booster Club Officers	2	2	100.0%
5. Chamber of Commerce Board	21	14	66.7%
6. Farm Bureau Board	22	12	54.6%
7. Foundation Board	12	10	83.3%
8. Area Employers	13	9	69.2%
9. News Media	12	5	41.7%
10. Politicians	38	20	52.6%
11. Public School Personnel	120	70	58.3%
12. Presidents of Associations	5	5	100.0%
13. Service Agency Heads	24	16	66.7%
14. Civic Club Presidents	7	6	85.7%
15. University Officials	8	6	75.0%
16. Visitors Board	9	6	66.7%
Total External Stakeholders	554	255	46.0%

For the purposes of this project, data compiled from
responses of subgroups of stakeholder groups are also examined.
The next table, Table 3, shows response rates of the seven
subgroups of internal and external stakeholder groups that have
not already been reported in Table 1 or Table 2.

Table 3

Response Rates for Stakeholder Subgroups

	Surveys Mailed	Responses	Response Rate
Subgroup			
1. College Employees	165	93	56.4%
2. Students	475	182	38.3%
3. Educators	128	76	59.4%
4. Employers	34	23	67.7%
5. NACC Groups	23	18	78.3%
6. TLTC Groups	29	15	51.7%
7. Others	60	39	65.0%

Note. College Employees were NACTC faculty, classified staff, and administrators. Students included NACTC credit and non-credit students. Educators came from area high schools and universities. Employers were from the Harrison Chamber of Commerce board and large area employers. The NACC group included the NACTC Foundation board, Pioneer Club officers, and Harrison Council for International Visitors board members. The TLTC group encompassed technical program advisory committee chairs and farm bureau board members. The Others group was the Arts Council board, presidents of civic clubs, presidents of area professional associations, media editors and directors, and service agency heads.

Identification of Stakeholder Groups

The first research question (What are the important groups that have a stake in the programs and services provided by North

Arkansas Community/Technical College?) was answered with assistance from the formative committee, personal interviews, telephone interviews, and review of documents. Documents were obtained from the Harrison Chamber of Commerce, Ozarks Unlimited Resources Cooperative, Arkansas Municipal League, Boone County Resource Council, and North Arkansas Community/Technical College.

The following key external stakeholder groups were identified to participate in this project:

1. Members of the North Arkansas Community/Technical College Foundation, Inc., Board of Directors ($n = 12$);

2. Members of the Harrison Chamber of Commerce Board of Directors ($n = 21$);

3. The superintendent of schools, high school principal, high school counselor, and three faculty representatives from each of the 20 public school districts in the college's service area of Boone, Marion, Carroll, Searcy, and Newton counties in Arkansas ($n = 120$). A judgment sample of faculty members was selected, using the senior (12th grade) math, science, and English teachers at each school. When more than one teacher fit that description, the teacher with the most seniority was surveyed. The seniority rule was also used in the case of Harrison High School in the selection of one counselor to represent the institution;

4. Members of the board of the Ozark Arts Council ($n = 12$);

5. The city mayors, county judges, state representatives, and state senators elected by citizens of the college's five-county service area ($n = 38$);

6. A random sample of the 632 students who have graduated from North Arkansas Community/Technical College with associate degrees, certificates, or certificates of proficiency since July 1, 1993, the date the college was officially organized (n = 242);

7. The board of the Harrison Council for International Visitors (n = 9), an associate council of the Arkansas Council for International Visitors;

8. The presidents of the following major civic clubs in Harrison: Business and Professional Women's Club, Junior Auxiliary of Harrison, Kiwanis Club, Lions Club (evening), Lions Club (noon), Newcomers Club, and Rotary Club (n = 7);

9. The chairperson of each of the college's North Campus technical advisory committees (n = 7);

10. The local manager and director of personnel (or equivalent) of Boone County's five largest employers: Millbrook Distribution Services, Arkansas Freightways, Pace Industries, North Arkansas Medical Center, and Claridge Products, and two large employers of the college's technical students in the area outside of Boone County, Tyson Foods and Baxter Healthcare. Because the personnel director position at North Arkansas Medical Center was vacant during the survey's administration, n = 13;

11. The local directors of the following public and private Boone County service organizations and agencies: Arkansas Employment Security Division, Arkansas Rehabilitation Services, Area Agency on Aging of Northwest Arkansas, Boone County Health Unit, Boone County Independent Living, Boone County Senior Center, Boone County Special Services, Cooperative Extension Office,

Department of Human Services, Farmers Home Administration,

Harrison Chamber of Commerce, Harrison Parks and Recreation

Commission, Hospice of the Hills, Northwest Arkansas Economic

Development District, Northwest Regional Housing Authority, Office

of Emergency Services, Ozarks Unlimited Resources Educational

Cooperative, Ozark Counseling Services, Ozark Share and Care,

Retired Senior Volunteer Program, Salvation Army, Sanctuary,

United Way of Boone County, and Youth Bridge (n = 24);

12. Board members of the Boone County Farm Bureau (n = 22);

13. Presidents of the following area professional

associations: Boone County Medical Society, Boone-Newton Bar

Association, Boone County Dental Society, Harrison Board of

Realtors, and Ozark Chapter of the Arkansas Society of Certified

Public Accountants (n = 5);

14. The president or chancellor and director of admissions of

the four area four-year universities that received the most

transfer students from NACTC during the past two years: College

of the Ozarks in Branson, Mo., the University of Arkansas in

Fayetteville, Arkansas Tech University in Russellville, and the

University of Central Arkansas in Conway (n = 8);

15. The editor or news director of the following newspapers,

cable television station, and radio stations in the five-county

area: Harrison Daily Times, Harrison; Marshall Mountain Wave,

Marshall; Newton County Times, Jasper; Star Progress, Berryville;

Green Forest Tribune, Green Forest; Mountain Echo, Yellville;

Times Echo, Eureka Springs; KHOZ, Harrison; KCWD, Harrison; KTHS,

Berryville; KCTT, Yellville; KTCN, Eureka Springs; KROO-6 TV,

Harrison; and KCGS, Marshall. Because one person is editor of the Green Forest, Eureka Springs, and Berryville papers, n = 12; and

16. Non-college employee officers of the NACTC Pioneer Club, the college's athletic booster club (n = 2).

Key internal stakeholders identified include the college's trustees, employees, and students. Both non-credit and credit students were included. The following key internal stakeholder groups were identified for participation in the survey:

1. All members of the North Arkansas Community/Technical College Board of Trustees (n = 9);

2. All full-time administrative staff employees of North Arkansas Community/Technical College (n = 19);

3. All full-time classified staff employees of North Arkansas Community/Technical College (n = 55);

4. All full-time faculty of North Arkansas Community/Technical College, along with level four adjunct instructors who have taught 10 or more semesters (n = 91);

5. A random sample of NACTC's 1,482 on-campus or off-campus credit students enrolled in 1996 spring classes (n = 306); and

6. A random sample of the 291 non-credit students who took classes during the college's 1995 fall term (n = 169).

Differences In Expectations and Actual Importance of Expectations

In answer to the second research question (Is there a difference between the expectations for college programs and services and actual importance of these expectations in the view of key stakeholders?), some differences of opinion and degree of familiarity were noted, based on data collected in the survey.

Only 65.9% (168 of 255) of external stakeholder respondents rated how important one goal actually was to the college: item 53-54 (community forums). Internal stakeholders were most confused about the actual importance of item 55-56 (community partnerships), with 65% (184 of 283) offering a rating. The fewest NACTC employees, 79.6% (74 of 93), had an opinion of the actual importance of items 35-36 (baccalaureate degree) and 55-56 (community partnerships). Among all stakeholder respondents, the item that received the fewest ratings on actual importance was item 53-54 (community forums), which was rated by 65.8% (354 of 538) of respondents.

Politicians and non-credit students offered the fewest opinions, percentage-wise, regarding actual importance of goals. The 20 politicians responding to the survey completed only 33.8% (203 of 600) of the "is" column items. The 58 non-credit students offered an opinion on the actual importance of 45.1% (785 of 1740) of the goal statements examined. Overall, the 538 survey respondents expressed an opinion on 76.5% (12,346 of 16,140) of the actual goal importance items.

The goal rated by the most stakeholders, 98.3% (529 of 538), on expected importance was item 13-14, promoting a clear and positive college image to encourage public support. Item 29-30, maintaining local control and autonomy, was rated by the fewest stakeholders, 88.5% (476-538), in regard to expected importance.

Respondents rated all eight of NACTC's current goal statements between 4.04 and 4.67 on how important they should be, indicating that the group as a whole thought the college's current

goals all were of high importance. However, only one of the college's eight current goals, item 1-2 (comprehensive programs), was viewed on average as actually being 4.0 in average importance by respondents.

Although all eight college goals rated higher than 4.0 in the "should be" category, only three ranked in the top eight goals statements as rated by all respondents. Item 1-2 (comprehensive programs), ranked first; item 3-4 (highly qualified staff) was second; and item 13-14 (positive college image) was eighth. Three of the other five goals ranked in the top eight were closely linked to current NACTC goals. Item 5-6 (transfer preparation) is a portion of item 1-2, item 59-60 (academic reputation) is closely tied to item 13-14, and item 23-24 (vocational-technical) is a portion of item 1-2.

The remaining two goals rated in the top eight were items 51-52 (new career programs) and 25-26 (retraining and updating). Both goals focus on preparing students for better jobs.

Among the responses to the survey, a number of stakeholders took advantage of the section provided for written feedback to the college. Although the respondents' comments will be reviewed by the college's trustees and administrators, it was determined that they would not be reproduced in this report due to space constraints and privacy issues.

As has been mentioned, 538 stakeholders responded to the survey. Their average goal ratings for the 30 survey items are reported in Table 4.

Table 4

Ratings of Goals by Total Number of Stakeholders Responding

Survey Item	Goal Description	Perceived Level of Importance			
		Existence		Expectation	
		Response n	Rating m	Response n	Rating m
1-2	Comprehensive programs	455	4.00	524	4.67
3-4	Highly qualified staff	458	3.79	523	4.61
5-6	Transfer preparation	454	3.88	523	4.44
7-8	Diversity awareness	394	2.92	516	3.51
9-10	Clean, safe environment	473	3.99	528	4.25
11-12	Excel in athletics	421	3.43	509	2.69
13-14	Positive college image	463	3.82	529	4.29
15-16	Off-campus classes	368	2.91	494	3.13
17-18	Low tuition and fees	438	3.73	525	4.14
19-20	Non-credit courses	424	3.52	513	3.54
21-22	Share college resources	396	3.58	509	3.60
23-24	Vocational-technical	448	3.99	517	4.36
25-26	Retraining and updating	416	3.64	522	4.32
27-28	Honors classes	408	3.55	519	4.06
29-30	Local control, autonomy	368	4.09	476	4.07
31-32	Administrative services	375	3.85	482	4.20
33-34	Serve business, industry	388	3.42	503	4.04

(table continues)

| Survey Item | Goal Description | Perceived Level of Importance | | | |
| | | Existence | | Expectation | |
		Response n	Rating m	Response n	Rating m
35-36	Baccalaureate degree	363	2.99	496	3.93
37-38	ABE-GED program	385	3.67	507	3.72
39-40	Student services	439	3.62	525	4.18
41-42	Cultural events	398	2.79	506	3.41
43-44	Adequate funding	392	3.81	504	4.28
45-46	Developmental programs	428	3.87	523	4.26
47-48	Evening, weekend classes	443	3.55	526	4.25
49-50	Citizenship	407	3.07	515	3.77
51-52	New career programs	404	3.32	516	4.29
53-54	Community forums	354	2.75	495	3.37
55-56	Community partnerships	356	3.17	492	3.69
57-58	Senior citizen courses	375	2.94	511	3.33
59-60	Academic reputation	455	3.62	521	4.38

Of the 30 goal statements in the survey, 18 received a
"should be" average rating of 4.0 or higher, 11 were rated higher
than 3.0 but lower than 4.0, and one, item 11-12 (excel in
athletics), was rated at 2.69 by respondents. Only two of the 30
goal statements, item 1-2 (comprehensive programs) and item 29-30
(local control and autonomy), were viewed as actually being 4.0 or
higher in importance to the college by survey participants.

Ratings of internal stakeholder respondents regarding
expected and actual goal importance are reported in Table 5.
Internal stakeholders also thought that each of the current NACTC
goals should be 4.0 or higher in importance, but none of the eight
was rated 4.0 or higher in the "is" column. Of the 30 goals, 19
were rated 4.0 or above as to how important they should be, 10
fell between 3.0 and 4.0, and one, item 11-12 (excel in
athletics), was below 3.0 with a 2.81 average rating.

The two most important goals, as rated by internal
stakeholders, were the same as rated by the overall group,
although both received higher ratings. Item 1-2 (comprehensive
programs) had an average rating of 4.65 for how important it
should be, and item 3-4 (highly qualified faculty and staff) was a
close second with a 4.64 rating. One other current NACTC goal
ranked in the top eight: item 43-44 (adequate funding), in sixth
place with a 4.36 rating.

Internal stakeholders ranked item 59-60 (academic reputation)
third at 4.48, item 5-6 (transfer program) fourth at 4.45, item
25-26 (retraining and upgrading skills) fifth at 4.41, item 23-24
(vocational-technical program) seventh with a 4.35 rating, and
items 45-46 (developmental programs) and 47-48 (evening, weekend
classes) tied for eighth with 4.34 rating averages.

Item 35-36 (baccalaureate degree) was the only item on the
list of goals with a 4.0 average or higher for expected importance
among internal stakeholders that did not receive as high a rating
by all stakeholders. It was 19th among internal and all
stakeholders with ratings of 4.03 and 3.93, respectively.

Table 5

Ratings of Goals by Internal Stakeholder Respondents

| Survey Item | Goal Description | Perceived Level of Importance | | | |
| | | Existence | | Expectation | |
		Response n	Rating m	Response n	Rating m
1-2	Comprehensive programs	250	3.97	276	4.65
3-4	Highly qualified staff	251	3.75	277	4.64
5-6	Transfer preparation	244	3.90	276	4.45
7-8	Diversity awareness	219	2.86	271	3.55
9-10	Clean, safe environment	260	3.93	278	4.27
11-12	Excel in athletics	229	3.53	266	2.80
13-14	Positive college image	253	3.74	278	4.31
15-16	Off-campus classes	192	2.90	256	3.19
17-18	Low tuition and fees	242	3.69	278	4.22
19-20	Non-credit courses	227	3.52	266	3.70
21-22	Share college resources	218	3.56	267	3.65
23-24	Vocational-technical	240	3.90	272	4.35
25-26	Retraining and updating	227	3.61	274	4.41
27-28	Honors classes	223	3.60	273	4.06
29-30	Local control, autonomy	198	4.11	246	4.09
31-32	Administrative services	206	3.77	251	4.20
33-34	Serve business, industry	206	3.35	260	4.08

Survey Item	Goal Description	Perceived Level of Importance			
		Existence		Expectation	
		Response n	Rating m	Response n	Rating m
35-36	Baccalaureate degree	191	2.86	262	4.03
37-38	ABE-GED program	208	3.72	265	3.82
39-40	Student services	239	3.54	275	4.30
41-42	Cultural events	213	2.69	268	3.50
43-44	Adequate funding	209	3.79	266	4.36
45-46	Developmental programs	234	3.93	274	4.34
47-48	Evening, weekend classes	244	3.53	277	4.34
49-50	Citizenship	225	2.89	272	3.79
51-52	New career programs	219	3.17	272	4.31
53-54	Community forums	186	2.64	256	3.46
55-56	Community partnerships	184	3.05	252	3.75
57-58	Senior citizen courses	206	2.91	269	3.45
59-60	Academic reputation	255	3.52	277	4.48

Internal stakeholders in general thought goals should be more
important than the overall group, rating 27 individual items
higher than the total stakeholder group average. To provide a
basis for comparison between the two large stakeholder groups,
average ratings of external stakeholder respondents regarding
expected and actual goal importance for the 30 goals are reported
in Table 6.

Table 6

Ratings of Goal Statements by External Stakeholder Respondents

Survey Item	Goal Description	Perceived Level of Importance			
		Existence		Expectation	
		Response n	Rating m	Response n	Rating m
1-2	Comprehensive programs	205	4.03	248	4.68
3-4	Highly qualified staff	207	3.83	246	4.58
5-6	Transfer preparation	210	3.86	247	4.43
7-8	Diversity awareness	175	2.99	245	3.46
9-10	Clean, safe environment	213	4.07	250	4.24
11-12	Excel in athletics	192	3.31	243	2.57
13-14	Positive college image	210	3.93	251	4 26
15-16	Off-campus classes	176	2.92	238	3.08
17-18	Low tuition and fees	196	3.78	247	4.05
19-20	Non-credit courses	197	3.52	247	3.37
21-22	Share college resources	178	3.61	242	3.55
23-24	Vocational-technical	208	4.08	245	4.37
25-26	Retraining and updating	189	3.67	248	4.23
27-28	Honors classes	185	3.50	246	4.06
29-30	Local control, autonomy	170	4.07	230	4.05
31-32	Administrative services	169	3.96	231	4.19
33-34	Serve business, industry	182	3.50	243	4.00

(table continues)

		Perceived Level of Importance			
		Existence		Expectation	
Survey					
Item	Goal Description	Response	Rating	Response	Rating
		n	m	n	m
35-36	Baccalaureate degree	172	3.13	234	3.82
37-38	ABE-GED program	177	3.61	242	3.61
39-40	Student services	200	3.72	250	4.06
41-42	Cultural events	185	2.91	238	3.30
43-44	Adequate funding	183	3.84	238	4.19
45-46	Developmental programs	194	3.80	249	4.17
47-48	Evening, weekend classes	199	3.59	249	4.16
49-50	Citizenship	182	3.28	243	3.74
51-52	New career programs	185	3.50	244	4.26
53-54	Community forums	168	2.87	239	3.28
55-56	Community partnerships	172	3.30	240	3.63
57-58	Senior citizen courses	169	2.98	242	3.18
59-60	Academic reputation	200	3.75	244	4.27

External stakeholders agreed that each of the current NACTC goals should be rated 4.0 or higher in importance, although item 33-34 (serve business and industry) received a 4.0 rating. Two of the eight existing college goals, item 1-2 (comprehensive programs) and item 9-10 (clean and safe environment) were rated 4.0 or higher in the "is" column. Of the 30 goals, 18 were rated 4.0 or above as to how important they should be, 11 were between

3.0 and 4.0, and one, item 11-12 (excel in athletics), was below 3.0 with a 2.57 average rating.

The two most important goals, as rated by external stakeholders, were the same as ranked by the internal and overall stakeholder groups. Item 1-2 (comprehensive programs) had an average rating of 4.68 for how important it should be, and item 3-4 (highly qualified faculty and staff) was second with a 4.58 rating. Other current NACIC goals ranking in the top eight included item 13-14 (positive college image), in sixth place at 4.26, and item 9-10 (clean and safe environment), which ranked eighth with a 4.24 rating average. External stakeholders ranked item 5-6 (transfer preparation) third in importance at 4.43, item 23-24 (vocational-technical) fourth at 4.37, item 59-60 (academic reputation) fifth at 4.27, and item 51-52 (new career programs) seventh with a 4.26 rating.

Among all stakeholders, internal stakeholders, and external stakeholders there was considerable agreement regarding the expected importance of goals. Item 1-2 (comprehensive programs) had the highest average ranking for all three groups, item 3-4 (highly qualified staff) was ranked second in importance by the three groups, item 11-12 (excel in athletics) ranked 30th in all groups, item 15-16 (off-campus classes) was 29th across the board, item 41-42 (cultural events) was placed 26th in all three orders, item 53-54 (community forums) was 27th, and item 57-58 (senior citizen courses) was 28th.

All three large groups agreed that items 1-2 (comprehensive programs), 3-4 (highly qualified staff), 5-6 (transfer

preparation), 9-10 (clean and safe environment), 13-14 (positive
college image), 17-18 (low tuition and fees), 23-24
(vocational-technical), 25-26 (retraining and updating), 29-30
(local control and autonomy), 31-32 (administrative services),
33-34 (services for business and industry), 39-40 (student
services), 43-44 (adequate funding), 45-46 (developmental
programs), 47-48 (evening and weekend classes), 51-52 (programs
for new and emerging careers), and 59-60 (academic reputation)
should be of high importance. Each was rated, on average, 4.0 or
higher. The only item that received an average rating of 4.0 or
higher in the "should be" category from one group and not the
other two was item 35-36 (provide opportunities to complete a
baccalaureate degree at NACTC), which was rated 4.03 by internal
stakeholders, 3.82 by external stakeholders, and 3.93 by all
stakeholders responding.

Credit students and NACTC graduates each rated item 35-36
(provide opportunities to complete a baccalaureate degree at
NACTC) well above the 4.0 level. Graduates rated the goal 4.4 in
expected importance and credit students assigned it a 4.5 average
rating. High marks were also given to this goal by respondents
from the Ozark Arts Council board (4.4), civic club presidents
(4.67), and service agency heads (4.29). But lower ratings were
assigned to the goal by media editors and directors (3.0),
transfer university representatives (2.2), North Campus technical
advisory committee chairmen (3.0), and NACTC's faculty (3.41).

Unlike the larger groups, the subgroup of college employees
did not rate actual importance of any of NACTC's current goals 4.0

or higher. College faculty, administrators, and staff, as a total group, indicated that each of the eight current college goals should be assigned high importance, giving each an average rating of 4.0 or higher, but only item 29-30 (local control and autonomy), which is not one of the eight NACTC goals, received an average rating of 4.0 or higher in the "is" column.

College employees ranked the top two goals in the same order as ranked by the internal, external, and overall stakeholder groups. Item 1-2 (comprehensive programs) had an average rating of 4.67 for how important it should be, and item 3-4 (highly qualified faculty and staff) was second with a 4.66 rating. Three other current NACTC goals were ranked in the top eight by employees: item 13-14 (positive college image) in fourth place at 4.45, item 43-44 (adequate funding) fifth at 4.43, and item 39-40 (student services), which ranked eighth with a 4.32 rating average. Employees ranked item 59-60 (academic reputation) third in importance at 4.53, item 23-24 (vocational-technical) sixth at 4.38, and item 5-6 (transfer preparation) seventh with a 4.37 average rating.

The college's employees tended to be harsher judges of how important goals actually were, rating 25 "is" column items lower than the overall group. Of the 30 goal statements, NACTC employees rated actual importance under 3.0 for nine of the survey items. That compares with six items rated under 3.0 by all stakeholders, seven by internal stakeholders, and five by external stakeholders. North Arkansas Community/Technical College employee's ratings of goals are shown in Table 7.

Table 7

Ratings of Goal Statements by NACTC Employee Respondents

Survey		Perceived Level of Importance			
		Existence		Expectation	
Item	Goal Description	Response	Rating	Response	Rating
		n	m	n	m
1-2	Comprehensive programs	90	3.96	90	4.67
3-4	Highly qualified staff	92	3.52	92	4.66
5-6	Transfer preparation	89	3.97	92	4.37
7-8	Diversity awareness	83	2.66	91	3.42
9-10	Clean, safe environment	91	3.69	93	4.19
11-12	Excel in athletics	89	3.64	91	2.77
13-14	Positive college image	92	3.71	93	4.45
15-16	Off-campus classes	81	2.78	93	3.12
17-18	Low tuition and fees	89	3.65	92	4.00
19-20	Non-credit courses	90	3.36	93	3.47
21-22	Share college resources	87	3.59	91	3.54
23-24	Vocational-technical	89	3.82	92	4.38
25-26	Retraining and updating	86	3.38	93	4.31
27-28	Honors classes	85	3.44	92	3.92
29-30	Local control, autonomy	82	4.26	84	4.24
31-32	Administrative services	83	3.66	85	4.21
33-34	Serve business, industry	82	3.21	89	4.16

(table continues)

		Perceived Level of Importance			
		Existence		Expectation	
Survey Item	Goal Description	Response	Rating	Response	Rating
		n	m	n	m
35-36	Baccalaureate degree	74	2.39	89	3.53
37-38	ABE-GED program	84	3.63	90	3.56
39-40	Student services	91	3.48	92	4.32
41-42	Cultural events	85	3.73	87	4.43
45-46	Developmental programs	92	3.89	93	4.25
47-48	Evening, weekend classes	88	3.28	92	4.13
49-50	Citizenship	86	2.52	93	3.59
51-52	New career programs	84	2.95	91	4.14
53-54	Community forums	78	2.27	87	3.26
55-56	Community partnerships	74	2.78	86	3.61
57-58	Senior citizen courses	88	2.59	92	3.15
59-60	Academic reputation	90	3.20	93	4.53

Of the eight current NACTC goal statements, college employees ranked them in the following order of importance: (a) item 1-2, (comprehensive programs), 4.67; (b) item 3-4, (highly qualified staff), 4.66; (c) item 13-14, (positive college image), 4.45; (d) item 43-44, (adequate funding), 4.43; (e) item 39-40, (student services), 4.32; (f) item 31-32, (administrative services), 4.21; (g) item 9-10, (clean and safe environment), 4.19; and (h) item 33-34, (services for business and industry), 4.16.

Item 1-2 (comprehensive programs) and item 3-4 (highly qualified staff) were ranked in the top eight of the 30 goal statements in average ratings by employees, internal stakeholders, external stakeholders, and all stakeholders. However, item 31-32 (administrative services) and item 33-34 (serving business and industry) were not among the top eight goals as ranked by any of the four groups.

The remaining four NACTC goals were viewed in various ways by the four large groups. Among the four large groups, only external stakeholders ranked item 9-10 (clean and safe environment) among their top eight goals, and only employees rated item 39-40 (student services) among their elite eight. Item 13-14 (positive college image) was rated on average as employees' fourth most important goal, was sixth as rated by external stakeholders, and ranked eighth in average ratings from the overall group. Item 43-44 (adequate funding) was fifth in importance among college employees and sixth among all internal stakeholders.

Examining the nine items related to areas of the college's mission identified with conflict or confusion, five of the goal statements received expected ratings of 4.0 or higher by all stakeholders: item 5-6 (transfer preparation), 4.44; item 23-24 (vocational-technical), 4.36; item 27-28 (honors classes), 4.06; item 29-30 (local control and autonomy), 4.07; and item 45-46 (developmental programs), with a 4.26 rating. Three goal statements received less than a 4.0 rating, but higher than 3.0: item 15-16 (off-campus classes), 3.13; item 37-38 (ABE-GED program), 3.72; and item 35-36 (baccalaureate degree), with a 3.93

rating. One goal statement was viewed as falling between low importance (2.0) and medium importance (3.0): item 11-12 (excel in athletics), with a 2.69 average rating.

When responses from the four groups--all stakeholders, internal stakeholders, external stakeholders, and employee stakeholders--were reviewed, there were few differences regarding how important items identified with possible mission conflict or confusion should be. Items 5-6 (transfer preparation), 23-24 (vocational-technical), 29-30 (local control and autonomy), and 45-46 (developmental programs) were rated 4.0 or higher on average by all four groups. Item 11-12 (excel in athletics) was ranked 30th by all four groups, and item 15-16 (off-campus classes) was 29th across the board. Item 37-38 (ABE-GED program) was rated as the 20th most important goal by internal stakeholders, 21st by all stakeholders and employees, and 22nd by external stakeholders. Item 35-36 (baccalaureate degree) was rated 23rd on the list of employees and 19th by the other three groups, including internal stakeholders, who gave it a 4.03 average. Item 27-28 (honors classes) received a 4.0 average rating or higher by all large groups except employees, who gave it a 3.92 rating.

Of the items representing ur,versal two-year college goals, there was also considerable agreement among the large four groups. All stakeholders, internal stakeholders, external stakeholders, and employee stakeholders shared a common view that the following goals were of high importance, rating them 4.0 or above: items 17-18 (low tuition and fees); 51-52 (new career programs), and 59-60 (academic reputation). Item 59-60 (academic reputation) was

among the five highest rated goals by all four groups. Item
51-52 (new career programs) was rated seventh overall by external
stakeholders, but 15th by employees and 10th by internal
stakeholders. These other universal goals were rated between 3.0
and 4.0 in expected importance by all four groups: item 7-8
(diversity awareness), item 21-22 (share college resources), item
41-42 (cultural events), item 49-50 (citizenship preparation), and
item 55-56 (community partnerships). Of the four goals that fell
between 3.0 and 4.0, items 49-50 (citizenship preparation) and
55-56 (community partnerships) found the most favor with the four
groups of stakeholders.

Nature of the Differences Among Groups

Differences of opinion regarding importance of goals were
more apparent when opinions of perceived and expected goal
importance were compared between individual stakeholder groups and
subgroups of groups. The third research question (If there is a
difference, what is the nature of the difference?) was answered by
conducting a gap analysis, comparing the differences between
expected and actual importance of goals.

Of the 30 goal statements rated by all stakeholders, 17 items
had a positive or negative gap between actual and expected
importance of one-half point (0.5) or greater. Four of those
items had gaps of three-quarters of a point (0.75) or greater.
Gaps in importance rated by all respondents are shown on Table 8.

Table 8

Gap Analysis of Total Group of Stakeholder Respondents' Ratings

(n = 538)

| Survey Item | Description | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
		n	m	n	m	gap
1-2	Comprehensive programs	455	4.00	524	4.67	0.67
3-4	Highly qualified staff	458	3.79	523	4.61	0.82
5-6	Transfer preparation	454	3.88	523	4.44	0.56
7-8	Diversity awareness	394	2.92	516	3.51	0.60
9-10	Clean, safe environment	473	3.99	528	4.25	0.26
11-12	Excel in athletics	421	3.43	509	2.69	(0.74)
13-14	Positive college image	463	3.82	529	4.29	0.46
15-16	Off-campus classes	368	2.91	494	3.13	0.23
17-18	Low tuition and fees	438	3.73	525	4.14	0.40
19-20	Non-credit courses	424	3.52	513	3.54	0.03
21-22	Share college resources	396	3.58	509	3.60	0.02
23-24	Vocational-technical	448	3.99	517	4.36	0.37
25-26	Retraining and updating	416	3.64	522	4.32	0.68
27-28	Honors classes	408	3.55	519	4.06	0.51
29-30	Local control, autonomy	368	4.09	476	4.07	(0.02)
31-32	Administrative services	375	3.85	482	4.20	0.34
33-34	Serve business, industry	388	3.42	503	4.04	0.62

(table continues)

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
35-36	Baccalaureate degree	363	2.99	496	3.93	0.94
37-38	ABE-GED program	385	3.67	507	3.72	0.05
39-40	Student services	439	3.62	525	4.18	0.56
41-42	Cultural events	398	2.79	506	3.41	0.62
43-44	Adequate funding	392	3.81	504	4.28	0.47
45-46	Developmental programs	428	3.87	523	4.26	0.38
47-48	Evening, weekend classes	443	3.55	526	4.25	0.70
49-50	Citizenship	407	3.07	515	3.77	0.70
51-52	New career programs	404	3.32	516	4.29	0.97
53-54	Community forums	354	2.75	495	3.37	0.62
55-56	Community partnerships	356	3.17	492	3.69	0.52
57-58	Senior citizen courses	375	2.94	511	3.33	0.39
59-60	Academic reputation	455	3.62	521	4.38	0.76

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Item 51-52 (educational programs geared to new and emerging career fields) had the largest gap, 0.97, between expected and perceived importance as rated by all stakeholders. Item 35-36 (providing opportunities for students to complete a baccalaureate degree at NACTC) ad the second largest gap, 0.94.

Other goals that were viewed as at least one-half point (0.5) less important to the college than they should be included, in order, items: 3-4 (highly qualified staff), 59-60 (academic reputation), 47-48 (evening and weekend classes, 0.701), 49-50 (citizenship preparation, 0.698), 25-26 (retraining and updating), 1-2 (comprehensive programs), 53-54 (community forums, 0.623), 33-34 (services for business and industry, 0.621), 41-42 (cultural events, 0.616), 7-8 (diversity awareness), 39-40 (student services, 0.563), 5-6 (transfer preparation, 0.556), 55-56 (community partnerships), and 27-28 (honors classes).

Only one goal statement had a negative gap of 0.5 or greater. Item 11-12 (excel in athletics) had a 0.74 negative gap, with all respondents rating it on average as 2.69 in expected importance and 3.43 in perceived actual importance.

Among the four goals with the widest gaps between "is" and "should be" importance--items 51-52 (new career programs), 35-36 (baccalaureate degree), 3-4 (highly qualified staff), and 59-60 (academic reputation)--all rated 4.0 or higher in expected importance to the college except item 35-36 (baccalaureate degree). Item 35-36 averaged 3.93 for expectation of importance and 2.99 for perceived actual importance.

<u>Internal Stakeholders</u>

Gaps between expected and actual importance of goals as rated by internal stakeholders are shown in Table 9. Internal stakeholders gave 20 of the 30 goal items a positive or negative rating of 0.50 or greater, including gaps of 0.75 or greater for 10 items and gaps of 1.0 or greater for two goal statements.

Table 9

Gap Analysis of Internal Stakeholders' Ratings of Goal Statements

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	250	3.97	276	4.65	0.68
3-4	Highly qualified staff	251	3.75	277	4.64	0.89
5-6	Transfer preparation	244	3.90	276	4.45	0.55
7-8	Diversity awareness	219	2.86	271	3.55	0.70
9-10	Clean, safe environment	260	3.93	278	4.27	0.34
11-12	Excel in athletics	229	3.53	266	2.80	(0.72)
13-14	Positive college image	253	3.74	278	4.31	0.57
15-16	Off-campus classes	192	2.90	256	3.19	0.29
17-18	Low tuition and fees	242	3.69	278	4.22	0.52
19-20	Non-credit courses	227	3.52	266	3.70	0.18
21-22	Share college resources	218	3.56	267	3.65	0.09
23-24	Vocational-technical	240	3.90	272	4.35	0.45
25-26	Retraining and updating	227	3.61	274	4.41	0.80
27-28	Honors classes	223	3.60	273	4.06	0.47
29-30	Local control, autonomy	198	4.11	246	4.09	(0.02)
31-32	Administrative services	206	3.77	251	4.20	0.43
33-34	Serve business, industry	206	3.35	260	4.08	0.73
35-36	Baccalaureate degree	191	2.86	262	4.03	1.16

(table continues)

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	208	3.72	265	3.82	0.10
39-40	Student services	239	3.54	275	4.30	0.76
41-42	Cultural events	213	2.69	268	3.50	0.81
43-44	Adequate funding	209	3.79	266	4.36	0.58
45-46	Developmental programs	234	3.93	274	4.34	0.41
47-48	Evening, weekend classes	244	3.53	277	4.34	0.82
49-50	Citizenship	225	2.89	272	3.79	0.89
51-52	New career programs	219	3.17	272	4.31	1.14
53-54	Community forums	186	2.64	256	3.46	0.82
55-56	Community partnerships	184	3.05	252	3.75	0.69
57-58	Senior citizen courses	206	2.91	269	3.45	0.55
59-60	Academic r putation	255	3.52	277	4.48	0.96

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Items 35-36 (baccalaureate degree) and 51-52 (new career programs) had the widest gaps in the ratings of internal stakeholders. Credit students rated the actual importance of item 35-36 (baccalaureate degree) as 3.17 and expected importance 4.50, a 1.33 gap. A summary of the ratings of all credit and non-credit students responding is presented in Table 10.

Table 10

Gap Analysis of NACTC Students' Ratings of Goal Statements

| | | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
Survey Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	152	3.95	178	4.64	0.68
3-4	Highly qualified staff	151	3.90	177	4.62	0.72
5-6	Transfer preparation	147	3.86	176	4.49	0.63
7-8	Diversity awareness	131	2.99	174	3.63	0.70
9-10	Clean, safe environment	161	4.04	177	4.29	0.25
11-12	Excel in athletics	132	3.45	167	2.83	(0.62)
13-14	Positive college image	153	3.76	177	4.21	0.45
15-16	Off-campus classes	104	2.98	156	3.23	0.26
17-18	Low tuition and fees	146	3.71	178	4.34	0.63
19-20	Non-credit courses	130	3.65	165	3.84	0.19
21-22	Share college resources	123	3.51	168	3.71	0.20
23-24	Vocational-technical	143	3.94	172	4.33	0.38
25-26	Retraining and updating	133	3.77	173	4.46	0.70
27-28	Honors classes	130	3.71	173	4.14	0.42
29-30	Local control, autonomy	108	3.96	154	3.96	0.00
31-32	Administrative services	115	3.82	158	4.16	0.34
33-34	Serve business, industry	116	3.44	163	4.03	0.59
35-36	Baccalaureate degree	111	3.14	165	4.32	1.17

(table continues)

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	ъ	gap
37-38	ABE-GED program.	116	3.75	168	3.95	0.20
39-40	Student services	140	3.56	175	4.29	0.73
41-42	Cultural events	120	2.93	168	3.59	0.66
43-44	Adequate funding	120	3.78	171	4.32	0.54
45-46	Developmental programs	137	3.96	174	4.40	0.43
47-48	Evening, weekend classes	148	3.67	177	4.46	0.79
49-50	Citizenship	131	3.10	171	3.88	0.78
51-52	New career programs	127	3.29	173	4.39	1.10
53-54	Community forums	100	2.90	161	3.56	0.66
55-56	Community partnerships	103	3.26	158	3.83	0.57
57-58	Senior citizen courses	111	3.14	169	3.63	0.49
59-60	Academic reputation	157	3.69	176	4.43	0.74

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Dissecting student responses, average ratings from each of the two student groups yielded a gap of 1.0 or more for item 51-52 (new career programs). Non-credit students valued athletics less, giving item 11-12 a negative 0.95 gap, compared to a negative 0.46 gap on the same goal by credit students. Ratings of another key internal group, NACTC faculty members, are presented in Table 11.

Table 11

Gap Analysis of NACTC Faculty Ratings of Goal Statements

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	52	4.02	53	4.67	0.64
3-4	Highly qualified staff	53	3.55	53	4.70	1.15
5-6	Transfer preparation	52	4.12	53	4.40	0.28
7-8	Diversity awareness	48	2.73	52	3.60	0.87
9-10	Clean, safe environment	53	3.79	53	4.17	0.38
11-12	Excel in athletics	50	3.74	52	2.71	(1.03)
13-14	Positive college image	52	3.77	53	4.45	0.68
15-16	Off-campus classes	50	2.82	53	3.23	0.41
17-18	Low tuition and fees	51	3.65	52	3.90	0.26
19-20	Non-credit courses	52	3.33	53	3.42	0.09
21-22	Share college resources	51	3.61	53	3.57	(0.04)
23-24	Vocational-technical	51	3.86	52	4.33	0.46
25-26	Retraining and updating	49	3.35	53	4.28	0.94
27-28	Honors classes	51	3.45	53	3.98	0.53
29-30	Local control, autonomy	47	4.28	48	4.13	(0.15)
31-32	Administrative services	47	3.85	47	4.26	0.40
33-34	Serve business, industry	47	3.17	50	4.14	0.97
35-36	Baccalaureate degree	45	2.24	51	3.41	1.17

(table continues)

| Survey | | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	47	3.72	52	3.60	(0.13)
39-40	Student services	51	3.57	52	4.23	0.66
41-42	Cultural events	48	2.46	52	3.35	0.89
43-44	Adequate funding	44	3.66	48	4.33	0.67
45-46	Developmental programs	52	4.02	53	4.13	0.11
47-48	Evening, weekend classes	49	3.57	52	4.02	0.45
49-50	Citizenship	52	2.65	53	3.70	1.04
51-52	New career programs	49	2.98	52	4.00	1.02
53-54	Community forums	46	2.35	50	3.32	0.97
55-56	Community partnerships	42	2.83	48	3.58	0.75
57-58	Senior citizen courses	49	2.65	52	3.14	0.48
59-60	Academic reputation	52	3.29	53	4.51	1.22

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Faculty of the college noted gaps of 1.0 or more between actual and expected goal importance for six survey items. Item 11-12 (excel in athletics) had a negative gap of 1.03; items 3-4 (highly qualified staff), 35-36 (baccalaureate degree), 49-50 (citizenship), 51-52 (new career programs), and 59-60 (academic reputation) each were rated higher than 1.0 in expected over

perceived importance. Three other goal statements had gaps of almost 1.0 as rated by faculty. Items 33-34 (services for business and industry) and 53-54 (community forums) had 0.97 gaps, and item 25-26 (retraining and updating) had a 0.94 spread.

Of the eight goal statements with the largest positive gaps, as rated by faculty, items 3-4 (highly qualified staff), 25-26 (retraining and updating), 33-34 (services for business and industry), 51-52 (new career programs), and 59-60 (academic reputation) were seen as highly important by respondents. Each was awarded an average rating of 4.0 or higher in terms of expected importance.

The college's classified staff assigned gaps of 1.0 or greater to nine goal statement items, including a 1.68 gap between expected and perceived importance for item 51-52 (new career programs) and a 1.52 spread for item 59-60 (academic reputation). Classified staff employees also rated items 3-4 (highly qualified staff), 39-40 (student services), 41-42 (cultural events), 47-48 (weekend and evening classes), 49-50 (citizenship preparation), 53-54 (community forums), and 55-56 (community partnerships) above the 1.0 difference level.

Of the nine items with a gap of 1.0 or larger, classified employees rated five 4.0 or higher in expected importance. They included items 3-4 (highly qualified staff), 39-40 (student services), 47-48 (evening and weekend classes), 51-52 (new career programs), and 59-60 (academic reputation). The negative gap for item 11-12 (excel in athletics) was only 0.69, as rated by classified staff. Table 12 summarizes their goal item ratings.

Table 12

Gap Analysis of NACTC Classified Staff Ratings of Goal Statements

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	25	3.80	24	4.67	0.87
3-4	Highly qualified staff	26	3.46	26	4.65	1.19
5-6	Transfer preparation	25	3.76	26	4.31	0.55
7-8	Diversity awareness	24	2.67	26	3.23	0.56
9-10	Clean, safe environment	25	3.48	27	4.26	0.78
11-12	Excel in athletics	26	3.65	27	2.96	(0.69)
13-14	Positive college image	27	3.52	27	4.44	0.93
15-16	Off-campus classes	21	2.71	27	2.96	0.25
17-18	Low tuition and fees	25	3.60	27	4.26	0.66
19-20	Non-credit courses	26	3.50	27	3.70	0.20
21-22	Share college resources	24	3.58	25	3.60	0.02
23-24	Vocational-technical	25	3.60	27	4.48	0.88
25-26	Retraining and updating	24	3.38	27	4.30	0.92
27-28	Honors classes	22	3.32	26	3.77	0.45
29-30	Local control, autonomy	23	4.17	24	4.46	0.28
31-32	Administrative services	24	3.38	26	4.19	0.82
33-34	Serve business, industry	23	3.39	26	4.15	0.76
35-36	Baccalaureate degree	19	2.68	25	3.64	0.96

(table continues)

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	24	3.54	25	3.56	0.02
39-40	Student services	27	3.30	27	4.44	1.15
41-42	Cultural events	25	2.20	27	3.41	1.21
43-44	Adequate funding	26	3.85	27	4.70	0.86
45-46	Developmental programs	27	3.67	27	4.48	0.82
47-48	Evening, weekend classes	26	2.92	27	4.30	1.37
49-50	Citizenship	24	2.33	27	3.70	1.37
51-52	New career programs	23	2.74	26	4.42	1.68
53-54	Community forums	20	2.05	24	3.42	1.37
55-56	Community partnerships	20	2.70	25	3.72	1.02
57-58	Senior citizen courses	26	2.54	27	3.19	0.65
59-60	Academic reputation	26	3.04	27	4.56	1.52

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

The college's administrators found gaps of 1.0 or more between actual and expected importance of goals for six survey items: 59-60 (academic reputation), 47-48 (weekend and evening classes), 3-4 (highly qualified staff), 33-34 (services for business and industry), 35-36 (baccalaureate degree), and 41-42 (cultural events). Table 13 summarizes administrators' responses.

Table 13

Gap Analysis of NACTC Administrators' Ratings of Goal Statements

| Survey Item | Description | "Is" | | "Should be" | | |
		n	m	n	m	gap
1-2	Comprehensive programs	13	4.00	13	4.69	0.69
3-4	Highly qualified staff	13	3.54	13	4.54	1.00
5-6	Transfer preparation	12	3.75	13	4.39	0.64
7-8	Diversity awareness	11	2.36	13	3.08	0.71
9-10	Clean, safe environment	13	3.69	13	4.15	0.46
11-12	Excel in athletics	13	3.23	12	2.58	(0.65)
13-14	Positive college image	13	3.85	13	4.46	0.62
15-16	Off-campus classes	10	2.70	13	3.00	0.30
17-18	Low tuition and fees	13	3.77	13	3.85	0.08
19-20	Non-credit courses	12	3.17	13	3.23	0.06
21-22	Share college resources	12	3.50	13	3.31	(0.19)
23-24	Vocational-technical	13	4.08	13	4.39	0.31
25-26	Retraining and updating	13	3.54	13	4.45	0.92
27-28	Honors classes	12	3.58	13	4.00	0.42
29-30	Local control, autonomy	12	4.33	12	4.25	(0.08)
31-32	Administrative services	12	3.50	12	4.08	0.58
33-34	Serve business, industry	12	3.00	13	4.23	1.23
35-36	Baccalaureate degree	10	2.50	13	3.77	1.27

(table continues)

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	13	3.46	13	3.39	(0.08)
39-40	Student services	13	3.54	13	4.39	0.85
41-42	Cultural events	12	2.08	13	3.23	1.15
43-44	Adequate funding	11	3.73	12	4.17	0.44
45-46	Developmental programs	13	3.85	13	4.23	0.39
47-48	Evening, weekend classes	13	2.92	13	4.23	1.31
49-50	Citizenship	10	2.30	13	2.92	0.62
51-52	New career programs	12	3.25	13	4.15	0.90
53-54	Community forums	12	2.33	13	2.77	0.44
55-56	Community partnerships	12	2.75	13	3.46	0.71
57-58	Senior citizen courses	13	2.46	13	3.15	0.69
59-60	Academic reputation	12	3.17	13	4.54	1.37

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Of the three employee groups, the administrative group was the only one that had a gap of 1.0 or larger between expected and actual goal importance for item 33-34 (services for business and industry). It was also the only one of the three groups that had a gap of less than 1.0 for items 49-50 (citizenship preparation) and 51-52 (new career programs).

The faculty group was the only employee group that had a 1.0 or larger negative gap for item 11-12 (excel in athletics), and the classified staff was alone in assigning less than a 1.0 gap to item 35-36 (baccalaureate degree), although classified staff members on average gave the item a 0.96 rating gap. Classified staff also viewed a wide chasm between expected and actual goal importance for item 39-40 (student services).

Faculty alone rated item 47-48 (weekend and evening classes) with less than a 1.0 gap. Classified staff thought goals 53-54 (community forums) and 55-56 (community partnerships) were valued at least 1.0 less than expected.

When views of the college's trustees were compared to those of employees, it was apparent that trustees had more concerns about the importance that was placed on the college's image. Trustees gave item 13-14 (promoting a clear and positive community/technical college image) a 3.63 average rating in actual importance and a 4.75 rating in expected importance, a 1.13 rating gap. That assessment compared with smaller rating gaps on the same item by all stakeholders (0.46), internal stakeholders (0.57), and external stakeholders (0.33).

Other survey items that were given gaps of 1.0 or more by the college's trustees included item 3-4 (highly qualified staff), item 11-12 (1.0 negative gap, excel in athletics), item 51-52 (new career programs), and item 59-60 (academic reputation). Trustees awarded item 59-60 (academic reputation) a perfect 5.0 rating for expected importance. A summary of the ratings of college trustees and a gap analysis are shown in Table 14.

Table 14

Gap Analysis of NACTC Trustees' Ratings of Goal Statements

Survey Item	Description	Program or Service Importance				
		"Is"		"Should be"		
		n	m	n	m	gap
1-2	Comprehensive programs	8	4.50	8	4.88	0.38
3-4	Highly qualified staff	8	3.50	8	4.63	1.13
5-6	Transfer preparation	8	3.88	8	4.38	0.50
7-8	Diversity awareness	5	2.60	6	3.50	0.90
9-10	Clean, safe environment	8	4.38	8	4.75	0.38
11-12	Excel in athletics	8	3.63	8	2.63	(1.00)
13-14	Positive college image	8	3.63	8	4.75	1.13
15-16	Off-campus classes	7	3.14	7	3.14	0.00
17-18	Low tuition and fees	7	4.00	8	4.00	0.00
19-20	Non-credit courses	7	3.29	8	3.50	0.21
21-22	Share college resources	8	4.00	8	3.75	(0.25)
23-24	Vocational-technical	8	4.13	8	4.50	0.38
25-26	Retraining and updating	8	3.44	8	4.25	0.81
27-28	Honors classes	8	3.38	8	4.00	0.63
29-30	Local control, autonomy	8	4.50	8	4.88	0.38
31-32	Administrative services	8	4.13	8	4.88	0.75
33-34	Serve business, industry	8	3.38	8	4.25	0.88
35-36	Baccalaureate degree	6	3.50	8	3.63	0.13

Survey		"Is"		"Should be"		
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	8	4.25	7	4.14	(0.11)
39-40	Student services	8	3.75	8	4.13	0.38
41-42	Cultural events	8	2.88	8	3.38	0.50
43-44	Adequate funding	8	4.38	8	4.50	0.13
45-46	Developmental programs	5	3.80	7	4.14	0.34
47-48	Evening, weekend classes	8	3.50	8	4.13	0.63
49-50	Citizenship	8	3.50	8	4.13	0.63
51-52	New career programs	8	3.50	8	4.50	1.00
53-54	Community forums	8	3.00	8	3.50	0.50
55-56	Community partnerships	7	2.86	8	3.63	0.77
57-58	Senior citizen courses	7	3.14	8	3.13	(0.02)
59-60	Academic reputation	8	3.88	8	5.00	1.13

Heading above table: Program or Service Importance

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Trustees' views differed most from employees on item 35-36 (baccalaureate degree). Two employee groups gave that goal a gap of 1.0 or more, while board members saw a gap of only 0.13 for the item. The difference stemmed from the groups' view of the actual importance of the goal, not expectations. Trustees thought the goal was 3.5 in actual importance, while the administrative (2.5),

faculty (2.2), and classified staff (2.7) groups all believed the goal was actually much less important. All four groups rated the goal between 3.4 and 3.8 on expected importance.

Trustees thought two goals were valued exactly as much as they should be. Item 15-16 (off-campus classes) got a 3.14 rating for "is" and "should be," and item 17-18 (low tuition and fees) was rated 4.0 in both columns.

External Stakeholders

External stakeholders gave 11 of the 30 goal items a positive or negative rating of 0.50 or greater, compared to 20 items rated in that manner by internal stakeholders. Three goal statements had gaps of 0.75 or greater, and none had a gap of 1.0 or larger as rated by external stakeholders.

The largest gap, as viewed by external stakeholders, was the rating for item 51-52 (new career programs). External stakeholders rated that goal 3.50 in actual importance and 4.26 in expected importance, a 0.758 gap. Item 3-4 (highly qualified staff) had a 3.83 rating in actual importance and 4.58 rating in expected importance, a 0.746 gap. Item 11-12 (excel in athletics) had a negative gap of 0.745, with ratings of 3.31 in actual importance and 2.57 in expected importance.

Other goals with gaps 0.50 or larger included items 1-2 (comprehensive programs), 5-6 (transfer preparation), 25-26 (retraining and updating), 27-28 (honors classes), 35-36 (baccalaureate degree), 47-48 (weekend and evening classes), 59-60 (academic reputation), and 33-34 (services for business and industry). Table 15 presents external stakeholders' gap ratings.

Table 15

Gap Analysis of External Stakeholders' Ratings of Goal Statements

| Survey Item | Description | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
		n	m	n	m	gap
1-2	Comprehensive programs	205	4.03	248	4.68	0.65
3-4	Highly qualified staff	207	3.83	246	4.58	0.75
5-6	Transfer preparation	210	3.86	247	4.43	0.57
7-8	Diversity awareness	175	2.99	245	3.46	0.48
9-10	Clean, safe environment	213	4.07	250	4.24	0.17
11-12	Excel in athletics	192	3.31	243	2.57	(0.75)
13-14	Positive college image	210	3.93	251	4.26	0.33
15-16	Off-campus classes	176	2.92	238	3.08	0.16
17-18	Low tuition and fees	196	3.78	247	4.05	0.27
19-20	Non-credit courses	197	3.52	247	3.37	(0.14)
21-22	Share college resources	178	3.61	242	3.55	(0.06)
23-24	Vocational-technical	208	4.08	245	4.37	0.29
25-26	Retraining and updating	189	3.67	248	4.23	0.56
27-28	Honors classes	185	3.50	246	4.06	0 57
29-30	Local control, autonomy	170	4.07	230	4.05	(0.02)
31-32	Administrative services	169	3.96	231	4.19	0.23
33-34	Serve business, industry	182	3.50	243	4.00	0.50
35-36	Baccalaureate degree	172	3.13	234	3.82	0.70

(table continues)

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	177	3.61	242	3.61	(0.00)
39-40	Student services	200	3.72	250	4.06	0.35
41-42	Cultural events	185	2.91	238	3.30	0.40
43-44	Adequate funding	183	3.84	238	4.19	0.35
45-46	Developmental programs	194	3.80	249	4.17	0.37
47-48	Evening, weekend classes	199	3.59	249	4.16	0.57
49-50	Citizenship	182	3.28	243	3.74	0.46
51-52	New career programs	185	3.50	244	4.26	0.76
53-54	Community forums	168	2.87	239	3.28	0.41
55-56	Community partnerships	172	3.30	240	3.63	0.33
57-58	Senior citizen courses	169	2.98	242	3.18	0.21
59-60	Academic reputation	200	3.75	244	4.27	0.52

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Among external stakeholders as a whole, there was considerable agreement that the college values the correct goals. Not only did external stakeholders rate each of the eight current NACTC goals 4.0 or higher in expected importance, but the gap between expected and actual importance was greater than 0.50 for only three of the eight items: 1-2 (comprehensive programs), 3-4

(highly qualified staff), and 33-34 (services for business and industry). Item 1-2 rated 4.03 in actual importance and 4.68 in expected performance, resulting in a 0.65 rating gap, and item 3-4, as previously mentioned, had a 0.75 gap.

Internal stakeholders appeared to be more critical and have higher expectations than external stakeholders. External stakeholders rated the "is" questions higher than internal stakeholders for 23 of 30 goals. Internal stakeholders rated 27 of the 30 "should be" items higher than external stakeholders.

Ratings of Subgroups

External stakeholders were divided into seven classifications for data analysis purposes: (a) educators, (b) politicians, (c) NACTC graduates, (d) employers, (e) groups traditionally identified with the former NACC, (f) groups traditionally identified with the former TLTC, and (g) other key stakeholder groups. The group of educators included superintendents of NACTC service area public schools, high school principals, high school counselors, high school teachers, nearby college presidents and chancellors, and nearby college admissions directors.

Educators as a subgroup identified a gap of 1.0 or greater for only one item. Goal item 11-12 (excel in athletics) had a negative 1.07 gap rating. The largest positive gap identified by educators, 0.79, was for item 3-4 (highly qualified staff). Of NACTC's current eight goal statements, the only one to receive a lower rating than 4.0 by the educators group in "should be" responses was item 39-40 (student services). A summary of educators' ratings is presented with a gap analysis in Table 16.

Table 16

Gap Analysis of Educators' Ratings of Goal Statements

Survey Item	Description	"Is"		"Should be"		
		n	m	n	m	gap
1-2	Comprehensive programs	58	4.21	73	4.63	0.42
3-4	Highly qualified staff	56	3.80	73	4.59	0.79
5-6	Transfer preparation	62	3.86	74	4.34	0.48
7-8	Diversity awareness	46	3.17	76	3.46	0.29
9-10	Clean, safe environment	63	4.25	76	4.28	0.02
11-12	Excel in athletics	55	3.55	74	2.47	(1.07)
13-14	Positive college image	61	4.12	76	4.29	0.18
15-16	Off-campus classes	54	3.00	74	3.28	0.28
17-18	Low tuition and fees	54	3.87	74	4.10	0.22
19-20	Non-credit courses	52	3.64	75	3.24	(0.40)
21-22	Share college resources	51	3.86	73	3.51	(0.36)
23-24	Vocational-technical	56	4.27	73	4.51	0.24
25-26	Retraining and updating	50	3.86	75	4.31	0.45
27-28	Honors classes	56	3.73	75	4.20	0.47
29-30	Local control, autonomy	47	4.20	70	4.04	(0.16)
31-32	Administrative services	44	4.02	66	4.05	0.02
33-34	Serve business, industry	50	3.84	72	4.03	0.19
35-36	Baccalaureate degree	49	3.20	71	3.38	0.18

(table continues)

		Program or Service Importance				
		"Is"		"Should be"		
Survey Item	Description	n	m	n	m	gap
37-38	ABE-GED program	53	3.62	74	3.30	(0.33)
39-40	Student services	57	3.90	75	3.95	0.05
41-42	Cultural events	49	3.08	72	3.35	0.27
43-44	Adequate funding	53	3.89	73	4.10	0.21
45-46	Developmental programs	54	3.89	74	4.03	0.14
47-48	Evening, weekend classes	54	3.70	74	4.09	0.38
49-50	Citizenship	47	3.58	70	3.77	0.20
51-52	New career programs	52	3.85	72	4.39	0.54
53-54	Community forums	45	3.02	72	3.26	0.24
55-56	Community partnerships	49	3.45	75	3.59	0.14
57-58	Senior citizen courses	44	3.02	73	3.08	0.06
59-60	Academic reputation	55	3.96	74	4.28	0.32

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

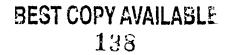

Transfer university respondents rated 24 goals as too important to NACTC. Items 15-16 (off-campus classes) and 35-36 (baccalaureate degree) had negative gaps of 1.0 or more.

Table 17 contains data for the second subgroup of external stakeholders, politicians. The political group includes area mayors, state representatives and senators, and county judges.

Table 17

Gap Analysis of Politicians' Ratings of Goal Statements

| | | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
Survey Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	7	4.71	20	4.65	(0.06)
3-4	Highly qualified staff	8	4.38	18	4.67	0.29
5-6	Transfer preparation	9	4.33	19	4.26	(0.07)
7-8	Diversity awareness	8	3.63	18	3.67	0.04
9-10	Clean, safe environment	10	4.10	20	4.30	0.20
11-12	Excel in athletics	10	2.80	19	2.53	(0.27)
13-14	Positive college image	10	4.30	20	4.25	(0.05)
15-16	Off-campus classes	10	3.10	20	3.25	0.15
17-18	Low tuition and fees	10	3.90	18	4.28	0.38
19-20	Non-credit courses	11	3.18	19	3.00	(0.18)
21-22	Share college resources	10	2.90	19	2.95	(0.05)
23-24	Vocational-technical	11	4.18	19	4.32	0.13
25-26	Retraining and updating	9	3.78	19	3.90	0.12
27-28	Honors classes	8	4.13	19	3.95	(0.18)
29-30	Local control, autonomy	7	4.43	19	3.84	(0.59)
31-32	Administrative services	6	4.00	18	3.94	0.06
33-34	Serve business, industry	8	3.88	20	4.05	0.18
35-36	Baccalaureate degree	8	4.25	20	3.65	(0.60)

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	8	3.63	19	3.42	(0.20)
39-40	Student services	10	4.10	20	3.95	(0.15)
41-42	Cultural events	7	3.29	19	2.90	(0.39)
43-44	Adequate funding	8	4.25	20	4.00	(0.25)
45-46	Developmental programs	8	4.50	20	4.30	(0.20)
47-48	Evening, weekend classes	7	4.14	20	3.90	(0.24)
49-50	Citizenship	10	4.00	19	4.00	0.00
51-52	New career programs	7	4.43	19	4.05	(0.38)
53-54	Community forums	7	4.14	19	3.32	(0.83)
55-56	Community partnerships	8	4.25	19	3.79	(0.46)
57-58	Senior citizen courses	8	3.38	19	3.21	(0.17)
59-60	Academic reputation	9	4.11	18	4.11	0.00

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Politicians also thought several goals were slightly too important to NACTC. Nineteen of 30 goals had a negative gap, including item 53-54 (community forums), which received a 0.60 negative rating, the largest gap rated by the group.
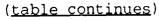
NACTC graduates gave only item 11-12 (excel in athletics) a negative rating. Table 18 lists ratings and gaps for graduates.

Table 18

Gap Analysis of NACTC Graduates' Ratings of Goal Statements

| Survey | | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	62	3.86	63	4.75	0.89
3-4	Highly qualified staff	62	3.69	63	4.52	0.83
5-6	Transfer preparation	59	3.80	62	4.44	0.65
7-8	Diversity awareness	53	2.77	60	3.55	0.78
9-10	Clean, safe environment	60	4.03	61	4.28	0.25
11-12	Excel in athletics	52	3.19	57	2.77	(0.42)
13-14	Positive college image	59	3.80	62	4.19	0.39
15-16	Off-campus classes	46	2.80	54	3.18	0.37
17-18	Low tuition and fees	56	3.79	62	4.27	0.49
19-20	Non-credit courses	54	3.45	60	3.60	0.15
21-22	Share college resources	47	3.36	58	3.67	0.31
23-24	Vocational-technical	58	4.05	60	4.27	0.22
25-26	Retraining and updating	56	3.79	61	4.26	0.48
27-28	Honors classes	53	3.32	60	4.00	0.68
29-30	Local control, autonomy	45	4.00	52	4.10	0.10
31-32	Administrative services	47	3.83	55	4.35	0.52
33-34	Serve business, industry	53	3.15	60	3.83	0.68
35-36	Baccalaureate degree	51	3.04	57	4.40	1.36

(table continues)

Survey Item	Description	"Is"		"Should be"		
		n	m	n	m	gap
37-38	ABE-GED program	49	3.71	59	3.93	0.22
39-40	Student services	61	3.61	62	4.39	0.78
41-42	Cultural events	54	2.87	59	3.42	0.55
43-44	Adequate funding	52	3.56	58	4.31	0.75
45-46	Developmental programs	59	3.90	63	4.41	0.51
47-48	Evening, weekend classes	58	3.43	62	4.47	1.04
49-50	Citizenship	57	3.00	61	3.69	0.69
51-52	New career programs	56	3.21	62	4.34	1.24
53-54	Community forums	49	2.71	58.	3.33	0.61
55-56	Community partnerships	47	3.09	58	3.67	0.59
57-58	Senior citizen courses	48	2.92	58	3.59	0.67
59-60	Academic reputation	56	3.61	61	4.34	0.74

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

The college's graduates rated three goals as having gaps between actual and expected performance of 1.0 or more: items 35-36 (baccalaureate degree), 51-52 (new career programs), and 47-48 (weekend and evening classes). Graduates rated item 35-36 (baccalaureate degree) 4.40 in expected importance, compared to a 3.93 rating for the same goal from all stakeholder respondents.

North Arkansas Community/Technical College's graduates were less critical of the importance given to athletics, although they gave item 11-12 (excel in athletics) a negative 0.42 rating gap. That compared to a negative 0.74 gap rating from the entire stakeholder group. Current and former credit students in general thought athletics should be more important than most oth .: stakeholder groups, with 2.92 and 2.77 "should be" ratings, respectively, compared to 2.69 from all respondents.

The employer subgroup, made up of board members from the Harrison Chamber of Commerce and the chief executive officers and personnel officers from large area employers, thought more importance should be placed on serving business and industry. Item 33-34 (services for business and industry) received their largest gap, 0.954, between expected and actual importance.

Giving students an opportunity to complete a baccalaureate degree at NACTC (item 35-36) had a 0.949 gap in employers' ratings. Items 1-2 (comprehensive programs), 25-26 (retraining and updating), 27-28 (honors classes), 47-48 (evening and weekend classes), 51-52 (new career programs), and 59-60 (academic reputation) each had positive gaps of 0.75 or greater.

Board members of the Harrison Chamber of Commerce gave four items a gap of 1.0 or greater: 33-34 (services for business and industry, 1.02), 35-36 (baccalaureate degree, 1.02), 49-50 (citizenship, 1.18), and 59-60 (academic reputation, 1.10). Of the four, items 33-34, 49-50, and 59-60 had "should be" ratings 4.0 or higher. Item 35-36 was rated 3.93 for expected importance. Table 19 presents a gap analysis for the employer subgroup.

Table 19

Gap Analysis of Employers' Ratings of Goal Statements

| Survey | | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	20	3.80	23	4.70	0.90
3-4	Highly qualified staff	20	4.00	23	4.57	0.57
5-6	Transfer preparation	20	3.85	23	4.39	0.54
7-8	Diversity awareness	18	3.00	23	3.22	0.22
9-10	Clean, safe environment	19	3.79	23	3.96	0.17
11-12	Excel in athletics	19	2.95	23	2.44	(0.51)
13-14	Positive college image	20	3.80	23	4.13	0.33
15-16	Off-campus classes	17	2.82	22	2.77	(0.05)
17-18	Low tuition and fees	19	3.21	23	3.57	0.36
19-20	Non-credit courses	21	3.43	23	3.52	0.09
21-22	Share college resources	18	3.56	23	3.44	(0.12)
23-24	Vocational-technical	21	3.95	23	4.35	0.40
25-26	Retraining and updating	19	3.26	23	4.13	0.87
27-28	Honors classes	17	3.35	23	4.17	0.82
29-30	Local control, autonomy	18	4.11	23	3.78	(0.33)
31-32	Administrative services	19	3.84	23	4.00	0.16
33-34	Serve business, industry	20	3.35	23	4.30	0.95
35-36	Baccalaureate degree	16	2.81	21	3.76	0.95

(table continues)

| | | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
Survey Item	Description	n	m	n	m	gap
37-38	ABE-GED program	17	3.24	23	3.48	0.24
39-40	Student services	18	3.56	23	3.70	0.14
41-42	Cultural events	18	2.72	21	3.33	0.61
43-44	Adequate funding	18	3.83	22	4.19	0.35
45-46	Developmental programs	19	3.53	23	4.09	0.56
47-48	Evening, weekend classes	20	3.30	23	4.09	0.79
49-50	Citizenship	18	3.00	23	3.74	0.74
51-52	New career programs	19	3.26	23	4.13	0.87
53-54	Community forums	18	2.78	22	3.32	0.54
55-56	Community partnerships	18	3.28	23	3.61	0.33
57-58	Senior citizen courses	18	2.78	23	3.04	0.27
59-60	Academic reputation	20	3.45	23	4.26	0.81

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

The seven large employers gave item 1-2 (comprehensive program) a 1.17 gap (3.50-4.67), item 51-52 (new career programs) a 0.86 gap (3.14-4.00), and item 33-34 (services for business and industry) a 0.85 gap (3.38-4.22). Items 29-30 (local control and autonomy, 4.43-3.67) and 11-12 (excel in athletics, 2.71-2.00) had negative 0.76 and 0.71 gaps, respectively.

The subgroup of stakeholders traditionally identified with NACC included NACTC Foundation board members, members of the board of the Harrison Council for International Visitors (HCIV), and Pioneer Club officers. The TLTC stakeholder subgroup included members of the Boone County Farm Bureau board and NACTC North Campus technical advisory committee chairpersons.

The group traditionally aligned with the former NACC agreed that all eight of the college's current goals should be of high importance, giving each of them higher than a 4.0 rating. Item 51-52 (new career programs) had the largest gap, 1.08, between expected and perceived actual importance, based on the NACC group's ratings. That was the only item that had a difference of 1.0 or more, although item 25-26 (retraining and updating) came close, with a 0.98 gap.

Higher expectations for importance were indicated on 28 of the 30 goals by the NACC group, compared to the TLTC group. The only two goals rated higher on average by the TLTC group in the "should be" column, items 23-24 (vocational-technical) and 29-30 (local control and autonomy), were 0.22 and 0.06 higher than the NACC group's ratings, respectively

The widest difference in expectations between the two groups, 1.19, was for item 41-42 (cultural events). The second largest difference was for goal 11-12 (excel in athletics). Traditional NACC supporters gave item 11-12 an average rating of 3.06, compared to 2.14 by the TLTC group, a 0.92 difference. Table 20 lists responses from the NACC group and includes a gap analysis for each item.

Table 20

Gap Analysis of NACC Supporters' Ratings of Goal Statements

| Survey Item | Description | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
		n	m	n	m	gap
1-2	Comprehensive programs	16	4.06	18	4.83	0.77
3-4	Highly qualified staff	17	4.06	18	4.78	0.72
5-6	Transfer preparation	17	3.82	18	4.61	0.79
7-8	Diversity awareness	15	2.93	17	3.47	0.54
9-10	Clean, safe environment	17	4.00	18	4.44	0.44
11-12	Excel in athletics	17	3.53	18	3.06	(0.47)
13-14	Positive college image	17	3.82	18	4.61	0.79
15-16	Off-campus classes	13	3.15	17	3.18	0.02
17-18	Low tuition and fees	17	4.00	18	4.06	0.06
19-20	Non-credit courses	16	3.44	18	3.39	(0.05)
21-22	Share college resources	15	3.80	17	3.82	0.02
23-24	Vocational-technical	17	4.12	18	4.28	0.16
25-26	Retraining and updating	16	3.47	18	4.44	0.98
27-28	Honors classes	14	3.29	18	4.17	0.88
29-30	Local control, autonomy	17	3.94	18	4.33	0.39
31-32	Administrative services	16	4.38	18	4.78	0.40
33-34	Serve business, industry	16	3.50	18	4.17	0.67
35-36	Baccalaureate degree	12	3.58	16	3.80	0.22

(table continues)

		"Is"		"Should be"		
Survey Item	Description	n	m	n	m	gap
37-38	ABE-GED program	12	3.58	15	3.80	0.22
39-40	Student services	17	3.77	18	4.33	0.57
41-42	Cultural events	17	3.06	16	3.81	0.75
43-44	Adequate funding	17	4.29	17	4.59	0.29
45-46	Developmental programs	16	3.63	17	4.29	0.67
47-48	Evening, weekend classes	17	4.06	18	4.50	0.44
49-50	Citizenship	15	3.33	18	3.94	0.61
51-52	New career programs	16	3.31	18	4.39	1.08
53-54	Community forums	15	2.67	18	3.50	0.83
55-56	Community partnerships	14	3.29	17	3.88	0.60
57-58	Senior citizen courses	14	3.07	18	3.11	0.04
59-60	Academic reputation	16	3.94	18	4.61	0.67

Program or Service Importance

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

In the NACC group, foundation board members' largest gaps were for items 25-26 (retraining and updating, 1.11) and 51-52 (new career programs, 1.08), and HCIV board members gave goal 27-28 (honors classes) their largest ratings difference, 1.42. Pioneer Club officers thought item 11-12 (excel in athletics) should be 4.5 in importance, instead of 3.5, a 1.0 rating gap.

Focusing on the college's eight current goals, the group traditionally aligned with TLTC thought two goals, item 33-34 (services for business and industry) and item 43-44 (adequate funding), should be lower than 4.0 in importance. Services for business and industry was rated 3.79 in the "should be" column and adequate funding received a 3.85 rating.

Traditional TLTC supporters found a negative 1.22 gap for item 11-12 (excel in athletics), compared to a negative 0.47 gap from the NACC group. The TLTC group thought item 23-24 (vocational-technical) was 3.64 in importance and should be 4.5, a 0.86 gap. The NACC group rated item 23-24 4.12 for actual importance and 4.28 for expected importance, a 0.16 gap.

The group historically aligned with TLTC rated five goals less than 3.0 in expected importance: items 11-12 (excel in athletics), 15-16 (off-campus classes), 41-42 (cultural events), 53-54 (community forums), and 57-58 (classes for senior citizens). The NACC group, in contrast, rated no item lower than 3.0 in expected importance.

Transfer preparation (item 5-6) was rated 4.46 in expected importance by the TLTC group, only 0.04 lower than the group's rating for item 23-24 (vocational-technical). The NACC group gave a 4.17 rating for importance of services to business and industry (item 33-34), compared to 3.79 on the same item by the TLTC group. Item 53-54 (community forums) was viewed as actually being the least important goal to the college by the NACC group. The TLTC group gave item 41-42 (cultural events) its lowest "is" rating. The TLTC group's ratings are summarized in Table 21.

Table 21

Gap Analysis of TLTC Supporters' Ratings of Goal Statements

| Survey | | Program or Service Importance | | | | |
| | | "Is" | | "Should be" | | |
Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	12	3.75	14	4.50	0.75
3-4	Highly qualified staff	14	3.79	13	4.46	0.68
5-6	Transfer preparation	12	3.75	13	4.46	0.71
7-8	Diversity awareness	12	3.33	14	3.14	(0.19)
9-10	Clean, safe environment	13	3.92	14	4.14	0.22
11-12	Excel in athletics	11	3.36	14	2.14	(1.22)
13-14	Positive college image	12	3.67	14	4.43	0.76
15-16	Off-campus classes	11	3.27	14	2.57	(0.70)
17-18	Low tuition and fees	11	3.46	14	3.36	(0.10)
19-20	Non-credit courses	12	3.58	14	3.14	(0.44)
21-22	Share college resources	11	3.82	14	3.64	(0.18)
23-24	Vocational-technical	14	3.64	14	4.50	0.86
25-26	Retraining and updating	10	3.60	14	4.36	0.76
27-28	Honors classes	10	3.40	14	3.93	0.53
29-30	Local control, autonomy	10	3.80	13	4.39	0.59
31-32	Administrative services	12	3.75	13	4.15	0.40
33-34	Serve business, industry	9	3.56	14	3.79	0.23
35-36	Baccalaureate degree	9	3.11	14	3.50	0.39

		Program or Service Importance				
		"Is"		"Should be"		
Survey						
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	11	3.46	14	3.43	(0.03)
39-40	Student services	10	3.60	14	4.07	0.47
41-42	Cultural events	10	2.50	13	2.62	0.12
43-44	Adequate funding	9	3.89	13	3.85	(0.04)
45-46	Developmental programs	10	3.80	14	3.71	(0.09)
47-48	Evening, weekend classes	12	3.25	14	4.07	0.82
49-50	Citizenship	10	3.70	14	3.79	0.09
51-52	New career programs	10	3.70	14	4.11	0.41
53-54	Community forums	9	2.89	12	2.83	(0.06)
55-56	Community partnerships	10	3.50	12	3.42	(0.08)
57-58	Senior citizen courses	11	3.09	14	2.71	(0.38)
59-60	Academic reputation	11	3.73	13	4.00	0.27

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Looking at the two groups that made up the TLTC subgroup, technical advisory committee chairpersons found the largest gap between actual and expected importance for two goals: item 11-12 (excel in athletics, a negative 1.67 gap) and item 23-24 (vocational-technical, a 1.67 gap). Boone County Farm Bureau board respondents also saw a large negative gap, 1.24, for item

11-12 (excel in athletics). The largest positive gap noted by farm bureau board members was 0.96 for item 13-14, (promoting a clear and positive college image).

Technical advisory committee chairs noted gaps of 1.0 or larger for three other goal statements. Items 35-36 (baccalaureate degree) and 37-38 (ABE-GED program) each had a negative 1.0 gap, with respondents indicating each goal was 4.0 in importance and should have a 3.0 rating. Item 47-48 (evening and weekend classes) also had a 1.0 gap, with a 2.0 "is" rating and 3.0 "should be" score.

The final subgroup of groups, called other key stakeholders, included the Ozark Arts Council board, service agency heads, presidents of professional associations, civic club presidents, and area media outlet news editors and directors. Respondents from the group gave goal item 35-36 (baccalaureate degree) their largest gap between expected and actual goal importance, with a 1.07 difference. The goal should be 4.09 in importance, according to the subgroup, and is 3.02 in importance.

No other goal had a gap of 1.0 or more in importance, as rated by the other key stakeholders. Item 11-12 (excel in athletics) had the second largest gap, a negative 0.88 rating. Item 7-8 (diversity awareness) had a 0.77 gap, and item 3-4 (highly qualified staff) had a 0.75 gap. Other key stakeholders rated six of the eight current NACTC goals 4.0 or higher in expectations. The two goals rated under 4.0 were items 33-34 (services for business and industry) and 39-40 (student services). The group's ratings and a gap analysis are reported in Table 22.

Table 22

Gap Analysis of Other Key Stakeholders' Ratings of Goal Statements

		"Is"		"Should be"		
Survey Item	Description	n	m	n	m	gap
1-2	Comprehensive programs	30	4.15	37	4.68	0.53
3-4	Highly qualified staff	30	3.82	38	4.57	0.75
5-6	Transfer preparation	31	3.94	38	4.58	0.64
7-8	Diversity awareness	23	2.72	37	3.49	0.77
9-10	Clean, safe environment	31	4.00	38	4.16	0.16
11-12	Excel in athletics	28	3.36	38	2.47	(0.88)
13-14	Positive college image	31	3.94	38	4.18	0.25
15-16	Off-campus classes	25	2.64	37	2.74	0.10
17-18	Low tuition and fees	29	3.93	38	4.03	0.10
19-20	Non-credit courses	31	3.58	38	3.45	(0.13)
21-22	Share college resources	26	3.65	38	3.63	(0.02)
23-24	Vocational-technical	31	4.02	38	4.28	0.26
25-26	Retraining and updating	29	3.48	38	4.08	0.60
27-28	Honors classes	27	3.39	37	3.87	0.48
29-30	Local control, autonomy	26	4.00	35	4.03	0.03
31-32	Administrative services	25	4.00	38	4.18	0.18
33-34	Serve business, industry	26	3.54	36	3.97	0.43
35-36	Baccalaureate degree	27	3.02	35	4.09	1.07

Program or Service Importance

| | | Program or Service Importance | | | | |
| Survey | | "Is" | | "Should be" | | |
Item	Description	n	m	n	m	gap
37-38	ABE-GED program	27	3.70	38	3.87	0.17
39-40	Student services	27	3.56	38	3.90	0.34
41-42	Cultural events	30	2.75	38	3.22	0.47
43-44	Adequate funding	26	3.89	35	4.23	0.34
45-46	Developmental programs	28	3.54	38	4.13	0.60
47-48	Evening, weekend classes	31	3.61	38	3.84	0.23
49-50	Citizenship	25	3.10	38	3.53	0.43
51-52	New career programs	25	3.40	36	4.06	0.66
53-54	Community forums	25	2.72	38	3.24	0.52
55-56	Community partnerships	26	3.08	36	3.53	0.45
57-58	Senior citizen courses	26	2.92	37	4.04	0.12
59-60	Academic reputation	33	3.62	37	4.11	0.49

Note. Negative gaps between actual and expected importance are shown in parentheses. Numbers are rounded to two decimal places.

Members of the Ozark Arts Council board found gaps of 1.0 or more for four goal statements. Item 11-12 (excel in athletics) had a negative gap of 1.52, item 35-36 (baccalaureate degree) had a gap of 1.65, item 45-46 (developmental programs) received a 1.11 rating gap, and item 1-2 (comprehensive programs), which got a perfect 5.0 rating in expected importance, had a 1.0 gap.

Service agency heads responding to the survey thought item 35-36 (baccalaureate degree) should be 4.29 in importance and actually is 3.0, a 1.29 gap. The second largest gap noted by the group was 0.96 for item 3-4 (highly qualified staff).

Presidents of professional associations reserved their largest difference between perceived actual and expected importance for item 11-12 (excel in athletics), a 1.47 negative gap. They also noted gaps of 1.0 or larger for four other goals: items 41-42 (cultural events, 1.38), 5-6 (transfer preparation, 1.35), 33-34 (services for business and industry, 1.25), and 45-46 (developmental programs, 1.05). Civic club presidents saw gaps of 1.0 or more for item 35-36 (baccalaureate degree, 1.07), item 3-4 (highly qualified staff, 1.03), and item 51-52 (new career programs, 1.0).

Media editors and directors found the two largest gaps of any group, a 2.2 gap (1.0-3.2) between actual and expected importance for item 55-56 (community partnerships) and a 2.0 difference (2.0-4.0) for item 59-60 (academic reputation). It should be noted that only one person responded to the "is" question for item 55-56 and two people responded to the "is" question for item 59-60 out of five total respondents in the media group.

Implications For Mission Revision

The fourth research question (What are the implications of key stakeholders' expectations of college programs and services for possible revision of the college's current mission statement and goals?) was answered by examining North Arkansas Community/Technical College's current mission statement and goals

based on data gathered and analyzed during this project. The

college's eight goal statements, universal two-year college goals

from the Educational Testing Service and Pima Community College

surveys, and goal statements reflecting possible areas of conflict

or confusion over the college's mission were evaluated, using the

results of the North Arkansas Community/Technical College Goals

Inventory and the gap analysis.

<div align="center">Current NACTC Goals</div>

In evaluating current NACTC goals based on data from the

survey and gap analysis, it was clear that all eight goals were

considered highly important by most groups. All eight items

received "should be" average scores of 4.0 or above from the

entire respondent cohort, internal stakeholders, external

stakeholders, and college employees. However, distinctions appear

to exist regarding each item's importance compared to the other

seven current goals and in comparison with the remaining 22 goal

statements assessed by stakeholders.

Item 1-2 (comprehensive programs) had the highest average

rating for expected importance of all 30 goal statements from all

respondents, internal stakeholders, external stakeholders, and

college employees. Ratings for item 1-2 indicate there is

considerable support for the college maintaining a traditional

comprehensive community college mission. Ozark Arts Council board

respondents, for example, gave it a perfect 5.0 rating average for

expected importance. Concern regarding actual importance of the

goal is shown by large area employers, who assigned it a 1.17 gap,

and the employers group as a whole.

A look at ratings of other items closely related to item 1-2 (comprehensive programs) helps identify parts of the goal that should receive more emphasis. Item 51-52, offering educational programs geared to new and emerging career fields, leads the list.

Item 51-52 received strong support from a number of groups. It ranked as one of the top eight goals in expected importance as rated by all stakeholders and had a ratings gap of 1.0 or more from the NACC group, internal stakeholders, credit students, non-credit students, faculty, classified staff, trustees, civic club presidents, graduates, employees, and foundation board members. It had the largest ratings gaps of all 30 items from the overall stakeholder group and the external group, and the second largest gap from internal stakeholders.

Goal 25-26, to provide retraining opportunities for individuals who wish to qualify for new careers, acquire new skills, or update or advance present job skills, also received attention from stakeholders. It ranked among the top 10 goals in expected importance by all respondents, internal stakeholders, external stakeholders, and employees. NACTC Foundation board members gave item 25-26 a 1.11 ratings gap.

Some other goal statements closely related to item 1-2 were emphasized by individual groups. Presidents of professional associations thought goal 5-6, academic preparation for transfer, should be much more important, giving it a 1.35 gap. The same group rated item 45-46, developmental programs, more than 1.0 higher in expected over actual importance. The Ozarks Arts Council board also thought item 45-46 (developmental programs)

should be more important, and technical advisory chairs rated item 23-24 (vocational-technical) with a 1.67 gap between expected and actual importance.

Item 3-4 (highly qualified staff) had the second highest average rating for expected importance of all 30 goal statements from all respondents, internal stakeholders, external stakeholders, and college employees. Another indicator of the concern stakeholders had for the importance of attracting and retaining highly qualified faculty and staff was that the goal had the largest gap between actual and expected importance of the eight current college goals from all respondents, external stakeholders, internal stakeholders, and college employees. The goal also rated a gap of 1.0 or larger from each of the college's employee associations: faculty, classified, and administrative.

Ratings for the other six NACTC goal statements were not as consistent as the ratings for items 1-2 and 3-4, although item 13-14 (positive college image) ranked in the top eight of the 30 goals in expected importance among all respondents, external stakeholders, and college employees. It was 11th of 30 on the internal stakeholders' list.

Two key groups involved with the college's merger, the college's trustees and Boone County Farm Bureau board members, each saw relatively large gaps on item 13-14, a possible indication of the importance of image to the new institution's acceptance in the community. However, as been noted earlier, all respondents, internal stakeholders, and external stakeholders each rated the item relatively high for expected and actual importance

to the college, with the widest gap between actual and expected importance only 0.57 among the three largest groups.

Responses to item 59-60 (academic reputation), which is closely related to goal 13-14, offer some insight into stakeholders' expectations. College trustees, faculty, classified staff, administrators, and Harrison Chamber of Commerce board members each gave goal 59-60 a 1.0 gap or larger.

While NACTC trustees gave the same ratings gap, 1.13, to items 13-14 (positive college image) and 59-60 (academic reputation), external stakeholders assigned a 0.52 gap (3.75-4.27) to item 59-60, compared to a 0.33 gap (3.93-4.26) for item 13-14. Internal stakeholders gave item 59-60 a 0.96 gap (3.52-4.48), compared to a 0.57 gap for goal 13-14.

The same pattern of pointing out the need to enhance the academic portion of the college's image held true with college employees. Faculty assigned a 1.22 gap to item 59-60 (3.29-4.51), compared to a 0.68 gap for item 13-14 (3.77-4.45). Administrators gave a 1.37 gap (3.17-4.54) to item 59-60, compared to a 0.62 gap (3.85-4.46) for item 13-14. College classified staff meted out a 1.52 gap (3.04-4.56) to item 59-60 and a 0.93 gap (3.52-4.44) to item 13-14.

One of the few exceptions to this pattern came in the ratings of the group closely aligned with the former TLTC. The TLTC group thought item 59-60 (academic reputation) should be 4.0 in importance and was 3.73, a 0.27 gap. The same respondents thought item 13-14 (positive college image) should be 4.43 and actual was 3.67 in importance, a 0.76 ratings gap.

Goal item 9-10 (clean and safe environment) was particularly important to the people in the community outside of the college, the external stakeholders. They ranked it eighth overall among the 30 goal items--the only large group to place it in the top eight--and gave it their second highest rating for actual importance among current goals. The item was 13th on the college employees' and internal stakeholders' lists, and 11th overall.

Item 31-32 (administrative services) was ranked 4.0 or higher in expected importance by all major groups, but did not make the top eight goals among the overall, internal, external, or employee rankings. Among all respondents, it had the second lowest gap between actual and expected importance, behind item 9-10, and was viewed as the sixth most important of the eight goals, ranking ahead of 33-34 (services for business and industry) and 39-40 (students services).

Goal 33-34 (services for business and industry) was also not in the top eight goals as ranked by all respondents, internal stakeholders, external stakeholders, and employees. It received the only gap of 1.0 or larger among the current college goals from administrators, and had the third largest gap among the eight college goals from all respondents, behind only items 3-4 and 1-2. The item rated the largest gap of the 30 goals from the employer subgroup and had a gap in excess of 1.0 from Harrison Chamber of Commerce board members and presidents of professional associations. External stakeholders gave this goal a 4.0 expected importance rating, and it rated lower than 4.0 in the ratings of the TLTC group and the other key stakeholders group.

The student services item (39-40) enjoyed its highest ranking for expected importance among college employees, the only large group to rank the goal among the top eight. However, it also received the only gap of 1.0 or higher of the eight college goals from classified staff respondents and was the only one of the college's eight current goals rated lower than 4.0 in expected importance by the educators subgroup. It was also rated lower than 4.0 by the other key stakeholders subgroup.

Item 43-44 (adequate funding) was sixth in expected importance among the 30 goal items, as rated by internal stakeholders, and fifth among college employees. The goal was 11th on the external list of goal expectations and ninth in the view of all respondents.

The group traditionally aligned with the former NACC rated all eight current goals 4.0 or above in expected importance. The TLTC group, on the other hand, rated only six of the eight items at 4.0 or higher. Items 33-34 (services to business and industry) and 43-44 (adequate funding) did not earn an average of 4.0 from the TLTC group. Among subgroups, "other key stakeholders" rated item 33-34 (services to business and industry) less than 4.0 in expected importance and also gave a rating under 4.0 to item 39-40 (student services).

Universal Goals

As has been previously mentioned, two of the universal goals, items 51-52 (new career programs) and 25-26 (retraining and updating), received considerable support from stakeholders. Of the 13 universal two-year college goals included in the survey,

the following five universal goals received a 4.0 average rating or higher in expected importance from all respondents: 59-60 (academic reputation, 4.38), 25-26 (retraining and updating, 4.32), 51-52 (new career programs, 4.29), 47-48 (evening and weekend classes, 4.25), and 17-18 (low tuition and fees, 4.14).

Three of the universal community college goal statements ranked in the top eight in expected importance, as rated by all respondents, ahead of some of NACTC's existing goals. Item 59-60 (academic reputation) was fourth, item 25-26 (retraining and updating) was sixth, and item 51-52 (new career programs) was seventh among all 30 goals.

Of the remaining eight universal goals, citizenship preparation (item 49-50) was viewed as the most important with a 3.77 rating. The remaining seven, in order of importance, were items 55-56 (community partnerships, 3.69), 21-22 (share college resources, 3.60), 19-20 (non-credit courses, 3.54), 7-8 (diversity awareness, 3.51), 41-42 (cultural events, 3.41), 53-54 (community forums, 3.37), and 57-58 (courses for senior citizens, 3.33).

Members of the Harrison Chamber of Commerce board assigned a 1.18 gap for item 49-50 (citizenship preparation), believing it was 2.82 and should be 4.0 in importance. The item also had relatively large gaps from all respondents, NACTC faculty, and NACTC classified staff.

Although it had the seventh highest overall ranking from all respondents for expected importance among the 13 universal goals, item 55-56 (community partnerships) was rated 22th in importance of the 30 goals by all respondents and internal stakeholders, 21st

by external stakeholders, and 19th by employees. Goal 21-22
(share college resources) was valued most among the large groups
by NACTC employees, who ranked it 22nd of the 30 items. No large
gaps were noted for either item.

Item 19-20 (non-credit courses), which represents a
long-established NACTC program that is widely accepted in other
comprehensive two-year colleges, failed to receive much support.
The item, which had·no large gaps among groups, was ranked highest
(3.70) in expected importance by internal stakeholders, and even
non-credit student respondents (3.97) failed to give it a 4.0 or
higher rating.

Goal 7-8 (diversity awareness) was one of the items that
received a gap of 0.50 or wider from all respondents, with 2.92
actual and 3.51 expected ratings, and got a 0.77 gap from the
other stakeholders subgroup. The item was ranked highest, 24th,
by external stakeholders, and was only rated 4.0 or above in
expected importance by the Ozark Arts Council board members.

Of the lowest rated three universal goals, items 41-42
(cultural events) and 53-54 (community forums) generated the most
differences in opinion. Item 41-42 received a 1.0 or higher gap
from classified staff and administrators at NACTC and was the goal
that the NACC and TLTC groups disagreed on most, a difference of
1.19, in terms of expected importance. It also had a 1.38 gap as
rated by presidents of professional associations.

Item 53-54 (community forums) was ranked 27th of the 30 goals
in expected importance by all respondents, internal stakeholders,
external stakeholders, and employees. However, it had a

relatively large gap assigned by all respondents, faculty, and classified staff, and it received the largest gap meted out by politicians, who thought the goal was 0.60 too important to NACTC.

Item 57-58 (courses for senior citizens) ranked ahead of only items 15-16 (off-campus classes) and 11-12 (excel in athletics) among the 30 goals. It was rated 28th in expected importance by all respondents, internal stakeholders, external stakeholders, and college employees.

Areas of Possible Conflict or Confusion

As has been noted, five of the nine goals related to areas of the college's mission identified with conflict or confusion received average ratings of 4.0 or higher for expected importance by all stakeholder respondents: item 5-6 (transfer preparation), 4.44; item 23-24 (vocational-technical), 4.36; item 29-30 (local control and autonomy), 4.07; item 27-28 (honors classes), 4.06; and item 45-46 (developmental programs), with a 4.26 rating. Three goals received less than a 4.0 rating, but higher than 3.0: item 15-16 (off-campus classes), 3.13; item 37-38 (ABE-GED program), 3.72; and item 35-36 (baccalaureate degree), with a 3.93 rating. One goal statement fell below medium importance (3.0) and above low importance (2.0): item 11-12 (excel in athletics), with a 2.69 average rating.

Items 11-12 and 35-36 appeared to generate the most conflict among stakeholders. Item 11-12 (excel in athletics) was the only item rated below 3.0 in expected importance by all respondents, internal stakeholders, and external stakeholders, and had a ranking average of 30th among the 30 goals from the three largest

groups. It had the largest negative gap, 0.74, as rated by all survey respondents.

However, there were differences of opinion regarding the item. The negative gap assigned to goal 11-12 by the TLTC subgroup, 1.22, was more than twice as large as the negative gap, 0.47, it received from the NACC subgroup. Also, the NACC subgroup rated the goal 3.06 in expected importance, compared to 2.14 by the TLTC subgroup.

Non-credit students gave the item a gap, 0.95, more than twice as large as did credit students, 0.46, who gave the goal a 2.92 rating for expected importance. Among NACTC employees, only the faculty group gave item 11-12 (excel in athletics) a negative gap of 1.0 or greater between actual and expected importance. That faculty gap was generated by the group's high perception of its actual importance, a 3.74 rating. The college's faculty actually rated the goal higher (2.71) in expected importance than administrators (2.58) or trustees (2.63). Classified staff gave the goal a 2.96 rating for expected importance.

Still, the goal drew considerable opposition. It had the third largest gap, a negative 0.75, among the 30 items as rated by external stakeholders. The following groups each gave the item a negative gap of 1.0 or larger: educators subgroup, faculty, trustees, TLTC subgroup, Boone County Farm Bureau board, Ozark Arts Council, and presidents of professional associations.

Item 35-36 (baccalaureate degree) also produced mixed opinions. It was the highest rated item, based on all responses, that did not achieve a 4.0 average or higher for expected

importance; there were sizable differences between expectations
for importance of the goal; and it generated numerous large gaps
between actual and expected goal importance.

The goal was among the eight that should be most important to
the college, according to internal stakeholders. Credit students
(4.50), graduates (4.40), Ozark Arts Council board members (4.40),
civic club presidents (4.67), and service agency heads (4.29) all
gave it high "should be" marks. Conversely, goal 35-36 was rated
much lower by media editors and directors (3.0), representatives
of transfer universities (2.20), North Campus technical advisory
chairpersons (3.0), and the college's faculty (3.41).

The goal to provide students with a way or ways to complete a
baccalaureate degree without leaving NACTC drew positive gaps of
1.0 or higher from the following groups: Harrison Chamber of
Commerce board, NACTC graduates, NACTC administrators, credit
students (3.17-4.50, 1.33), service agency heads, Ozark Arts
Council, and the other stakeholders subgroup. Even NACTC faculty,
who rated it relatively low in expected importance, assigned the
goal a 1.17 gap. Transfer university respondents alone assigned
the goal a negative gap of 1.0 or larger.

Goal 35-36 (baccalaureate degree) appeared to reflect
confusion among stakeholders as well. As has been noted, college
trustees had a much different view of the item's actual importance
than the three employee groups, rating it 3.5 in actual
importance, compared to a 2.39 rating from employees as a group.
The lowest percentage of NACTC employees, 79.6%, had an opinion
regarding the actual importance of item 35-36 of the 30 goals.

Goal 29-30 (local control and autonomy) was rated by the lowest percentage of all respondents regarding expected importance of the nine goals associated with conflict or confusion, although it commanded a 4.0 or higher rating for expected importance from all respondents, internal stakeholders, and external stakeholders. It was also the only goal of the 30 examined that was rated 4.0 or higher on actual importance to the college by all three employee associations. Moreover, it was the only item that got a 4.0 or higher rating for actual importance from the media. Large employers broke ranks with most other groups and gave the item a 0.76 negative gap (4.43-3.67), indicating they thought it was too important to the institution.

There was very little conflict or confusion over item 5-6 (transfer preparation) and item 23-24 (vocational-technical). Both goals ranked in the top eight of the 30 items for expected importance as rated by all respondents.

Item 5-6 (transfer preparation) was ranked as the third most important goal to the college by external stakeholders, behind only 1-2 (comprehensive programs) and 3-4 (highly qualified staff). It did have a gap of 0.50 or higher between actual and expected importance in the ratings of all respondents and external stakeholders, and presidents of professional associations gave the item a 1.35 gap.

Item 23-24 (vocational-technical) also ranked in the top eight of the 30 goals for expected importance by all respondents. It was fourth in importance, as rated by external stakeholders, and was ranked sixth by college employees, just ahead of item 5-6.

There was a difference of opinion on the goal between the TLTC and NACC subgroups. The TLTC subgroup found a 0.86 ratings gap (3.64-4.50) for the goal, but the NACC group thought the item actually was 4.12 in importance, should be 4.28, and had a 0.16 gap between expected and actual importance.

Item 27-28 (honors classes) drew the largest gap rated by the Harrison Council for International Visitors board, 1.42, and also had gaps of 0.50 or larger as rated by all respondents and external stakeholders. The employers subgroup gave the item a 0.82 gap.

Goal 45-46 (developmental programs) was ranked among the top eight goals in expected importance by internal stakeholders. The Ozark Arts Council and presidents of professional associations gave the goal a gap of 1.0 or larger.

The college's administrators, faculty, and board of trustees all thought item 37-38 (ABE-GED program) was actually more important than it should be, although the largest gap was only 0.13, given by the faculty. Trustees reflected the views of most stakeholders on item 15-16 (off-campus classes), giving the goal a 3.14 rating for expected and actual importance.

Politicians, as a group, appeared to be the most uninformed regarding the actual importance of goals to NACTC. As has been noted already, the group rated only 33.8% of "is" column items.

Summary

To summarize findings, item 1-2 (comprehensive programs) was expected to be the most important goal to the college, but more emphasis should be placed on item 51-52 (new and emerging

programs) and item 25-26 (retraining and updating). Item 3-4 (highly qualified staff) should be the second most important goal for the college and should receive more emphasis than it does.

The majority of respondents believed the college should and does value item 13-14 (positive college image), but a closely-related goal, item 59-60 (academic reputation), should be enhanced. Other current NACTC goals all were seen as highly important by respondents, although there were some differences over individual items.

Among items identified with possible mission conflict or confusion, items 11-12 (excel in athletics) and 35-36 (baccalaureate degree) were the most controversial. In most stakeholders' opinions, excelling in athletics should not be as important as it is and providing an opportunity to complete a four-year degree program without leaving NACTC should be given more importance.

Maintaining local control and autonomy (item 29-30) was viewed as highly important, and offering classes off-campus (15-16) was rated lower in importance than most other goals. Housing and funding an adult basic education/general educational development program (item 37-38) was the 21st most important goal of 30, as rated for expectation of importance by all respondents and was viewed as being more important than it should be by two employee groups and trustees.

The other goals identified with possible conflict or confusion--items 5-6 (transfer preparation), 23-24 (vocational-technical), 27-28 (honors classes), and 45-46

(developmental programs)--turned out to generate very little of either attitude. College employees appeared confused regarding the actual importance of item 35-36 (baccalaureate degree) and external stakeholders were unsure of how important item 29-30 (local control and autonomy) should be. Politicians, as a group, appeared uninformed regarding actual importance of goals to the college, although they did express expectations for most goals.

Among universal goals, five items received a 4.0 average rating or higher in expected importance from all respondents: 59-60 (academic reputation), 25-26 (retraining and updating), 51-52 (new career programs), 47-48 (evening and weekend classes), and 17-18 (low tuition and fees). Three of the universal community college goals ranked in the top eight of all 30 items in expected importance: items 59-60, 25-26, and 51-52.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS,

AND RECOMMENDATIONS

In this concluding chapter, evidence gathered in this project
is used to reach decisions related to the research questions
examined. The chapter is organized in four major sections.
Results of the project are discussed from several perspectives,
including significance of results to the college, to the State of
Arkansas, and to higher education research in general, connecting
results to literature previously reviewed. Based on discussion of
the findings of this project, conclusions were reached regarding
the questions that have been addressed, implications were
determined for future practice and research, and recommendations
are presented. Finally, a concluding comment is offered to
summarize the project.

Discussion

In discussing this project, the methodology employed and
project results are addressed from several different perspectives.
The conceptual foundation for organization and conduct of the
project is reviewed. Findings and results are related to other
studies and projects, and the significance of results for NACTC
and other entities is discussed.

Project Conception and Design

The results of this project were related directly to its
purpose, assessment of key stakeholders' opinions regarding North
Arkansas Community/Technical College's mission as expressed in the
college's current goal statements. Research questions associated

with this project were formulated through review of related literature and consultation with experts to establish a conceptual basis and design for the project. Documents and directories were examined, key individual stakeholders were interviewed, and a formative committee was consulted in selection of survey participants. Instrument items were identified through the literature review, examination of other goal inventories, and consultation with the formative committee and experts in higher education strategic planning.

The literature review provided substantial background in several areas. This project's philosophical foundation, that effective planning is required to integrate organizations with dissimilar cultures, was based on the works of Bensimon and Neuman (1993), Bryson (1988), Buono and Bowditch (1989), Kaufman (1992), Martin and Samels (1994), Mayer (1994), Millett (1976), Pheiffer et al. (1989), Rhoads and Tierney (1992), Tierney (1992), and Tierney (1995). Blong and Friedel (1991), Evans (1990), Mayer (1990), and Oromaner and Fujita (1993a) helped sharpen the focus, advocating mission review through broad participation. Boone (1992), Evans (1991), Martorana (1989), and Vaughan (1988) were valuable in understanding two-year college missions.

Works by Blong and Friedel (1991), Gelatt (1992), Kanter (1989), Mayer (1994), Mintzberg (1994), Pascarella and Frohman (1989), and Senge et al. (1994) provided assistance in identifying stakeholders and their roles in the strategic planning process. The use of a needs assessment was well-documented by Donsky et al. (1994), Ferry (1991), Lewis (1992), Oakland Community College

(1992a), Oakland Community College (1992b), Pima Community College (1993), and Schauerman et al. (1993), among others. Cunningham and Sandrock (1991), Head (1993), Lewis (1992), Pezzoli and McOmber (1993), Pima Community College (1993), and Pratt and Reichard (1983) supplied good information on the use of surveys.

The value of goal definition in strategic planning was gleaned from the works of Bryson (1988), Campion (1993), Donsky (1992), Grunder (1991), Holloway (1986), Meyers and Silvers (1993), Kaufman (1992), Pfeiffer et al. (1989), and Senge (1990). Recommendations from Pratt and Reichard (1983) were useful in goal item selection.

Works by Isaac and Michael (1990), Katzer et al. (1978), McNamara (1994), Pratt and Reichard (1983), and Suskie (1992) were important in the design and administration of the survey instrument. Use of a gap analysis method to measure differences between actual and expected importance was based on Fisher (1994), Parsons (1987), and Pheiffer et al. (1989).

Methodology and Approach

Findings and results of this project support reports by Mayer (1994), Meredith (1993), and Quinley (1991) that mission development should be broad-based and participatory in nature. Involvement of the external community, as advocated by Pascarella and Frohman (1989), is upheld by a larger response, percentage wise, to the survey on the part of external stakeholders than internal stakeholders.

This project was organized in a similar fashion, in terms of the makeup of stakeholder groups, to efforts reported by Oromaner

and Fujita (1993b), Parsons (1987), and Schauerman et al. (1993).
However, it was determined that graduates of North Arkansas
Community/Technical College should be included in the list of
external rather than internal stakeholders because they were no
longer directly involved with the institution.

Response rates to the NACTC survey were similar to those
reported by Muraski and Whiteman (1991) and Pima Community College
(1993). However, the response rate of external stakeholders for
this project almost doubled the return rate reported by Gabert et
al. (1994), who conducted the project reviewed that was most
similar to this one. Lower rates of return for non-credit
students and alumni were somewhat disappointing, compared to other
internal and external stakeholder groups. Possible reasons for
their return rates have previously been noted.

There were indications, e.g.. politicians' views of community
forums, university representatives' assessment of off-campus
classes and offering baccalaureate degrees, and Pioneer Club
officers' responses regarding the importance of the athletic
program, that appear to support Mayer's (1994) view that
stakeholder values introduce a political element to the process
and Mintzberg's (1994) concerns regarding biases in such projects.
Several other points of agreement and a few dissimilarities were
detected in comparisons with results and findings of literature
sources reviewed.

The college's stakeholders agreed with Eaton (1988) that
education for work, for transfer, and to enhance skills are all
important community college goals. Based on the response to item

51-52 (new career programs) and item 25-26 (retraining and updating), findings of Oromaner and Fujita (1993b) are affirmed that programs to prepare students for jobs are highly important.

The approval associated with item 47-48 (evening and weekend classes) in this project supports Washington State Board for Community College Education (1991) regarding importance of evening classes. However, results of this project, based on stakeholders' opinions of the relative unimportance of item 15-16 (off-campus classes), do not agree with findings by Head (1993) related to the need for more off-campus locations.

Support from stakeholders responding to the survey for items 5-6 (transfer preparation), 1-2 (comprehensive programs), 23-24 (vocational-technical), 25-26 (retraining and updating), 35-36 (baccalaureate degree), and 51-52 (new career programs) was in agreement with Gainesville College (1990) and College of the Canyons (1989). However, support for community service classes was not as strong as evidenced by College of the Canyons, based on results for item 19-20 (non-credit courses).

Responses to items 59-60 (academic reputation), 5-6 (transfer preparation), 1-2 (comprehensive programs), 23-24 (vocational-technical), 25-26 (retraining and updating), 35-36 (baccalaureate degree), and 51-52 (new career programs) bolster Fisher (1994) that academic quality and reputation, and career preparation are highly valued. Also, NACTC stakeholders answered Bogart (1994) regarding viability of the comprehensive mission in a positive manner by consistently listing item 1-2 (comprehensive programs) as the most important expected college goal.

This project also supports the opinions of Vaughan (1988) regarding comprehensive programs, academic quality, and open access. Importance of those goals was corroborated by ratings for items 1-2 (comprehensive programs), 59-60 (academic reputation), 19-20 (low tuition and fees), 47-48 (evening and weekend classes), 33-34 (services for business and industry), and 35-36 (baccalaureate degree), although responses to item 15-16 (off-campus classes) seemed to run against that trend.

The model advanced by Evans (1991), with the community college acting as an educational broker for other colleges and universities providing upper division and graduate classes, is vouched for by the strong response of NACTC students and others to the goal of access to a baccalaureate degree. Item 35-36 (baccalaureate degree) was rated with the largest gap between actual and expected importance among credit student responses. Unlike the Miami-Dade report (Fisher, 1994), NACTC students saw gaps of 1.0 or more for two goals: 35-36 (baccalaureate degree) and 51-52 (new career programs).

Significance of Results

Results of this project and responses to survey items suggest consideration by several action centers within and outside of North Arkansas Community/Technical College. College planners, who will be revisiting the institution's mission and goals, should note that all eight current NACTC goals were seen as highly important by respondents. Item 1-2 (comprehensive programs) should be the most important goal to the college, but more emphasis should be placed on item 51-52 (new and emerging

programs) and item 25-26 (retraining and updating). The level of support shown by stakeholders for a comprehensive college would seem to be of interest to state officials.

Another important issue stems from responses to item 3-4 (highly qualified staff). Gaps between actual and expected importance for the goal merit institutional concern. Ratings of the item by college employees, trustees, and external stakeholders raise questions about the nature of doubts indicated regarding the actual importance of faculty and staff quality, qualifications, and retention. Although various explanations are possible for responses to the item, this matter appears to justify attention by the college.

The college should and does value item 13-14 (positive college image), although trustees saw a substantial gap between actual and expected importance for that item and a related goal, item 59-60 (academic reputation). Responses from most other groups indicated the college's overall reputation was more important than trustees believed, but most groups agreed with trustees that academic reputation should be more important to the college. The status of the institution's academic reputation is consequential to all stakeholders and demands attention by faculty, staff, administrators, and the board of trustees.

Among goals associated with possible conflict or confusion, items 11-12 (excel in athletics) and 35-36 (baccalaureate degree) did indeed evoke differences of opinion and confusion. Traditional NACC supporters and TLTC advocates were divided on item 11-12, with NACC respondents more supportive than TLTC

respondents. With a six-figure budget, the funding level of
athletics at the college is an subject that affects employees,
students, and other stakeholders, including tax-payers.

Item 35-36, while not quite reaching the 4.0 level in overall
ratings for expected importance, drew strong support from credit
students and several other groups. Responses to this item should
be considered as college administrators negotiate with transfer
institutions for distance learning courses and on-campus offerings
of junior, senior, and graduate level classes.

There was little doubt in evidence about item 29-30 (local
control and autonomy). Group responses supported the college
trustees' position of maintaining local control and autonomy, a
result that should be of some interest to state leaders and
administrators of four-year universities.

Based on results for item 37-38 (ABE-GED program), there
appears to be some indication that either housing or partially
funding the adult basic education-general educational development
program is viewed by some stakeholders as a problem. Two of the
three employee groups and trustees rated the overall goal as more
important than it should be, although the gaps were not large.

Item 15-16 (off-campus classes) was not expected by most
groups to be highly important. However, other goals identified
with possible conflict or confusion--items 5-6 (transfer
preparation), 23-24 (vocational-technical), 27-28 (honors
classes), and 45-46 (developmental programs)--all received
support. College planners should also note that two universal
goal items not previously referred to in this section received a

4.0 average rating or higher in expected importance from the overall respondent group: 47-48 (evening and weekend classes) and 17-18 (low tuition and fees).

A result that should concern college trustees was the appearance of a disconnection between trustees and college employees on actual importance of one goal item 35-36 (baccalaureate degree). While trustees believed the goal actually was of some importance to the institution, employees viewed the same item as being much less important and were somewhat confused regarding their responses. The level of communication regarding the status of that goal and, possibly, others comes into question.

Politicians, as a group, were the most uninformed stakeholders about actual importance of goals to the college. Given the college's ongoing efforts to lobby state representatives and state senators, results on this item point to local officials, particular.y in the college's service area outside of Harrison, as the most likely to be unaware.

Two areas were detected in the literature review that should be addressed. One involves problems associated with measurement of goal achievement. Although no attempt was made in this project to address achievement of college goals, it was evident that more follow-up to the early work of Martorana and Kuhns (1975; 1981, September) in this area is required, a notion supported by Ewell (1985, 1990), Pace (1985), and Kinnick (1985). Cultural influences can also be important factors in outcomes assessment measurement, as pointed out by Banta (1993).

A second deficiency detected through the literature review was in the area of evaluation theory. Chen (1990) points to an historic lack of attention to the issue in evaluation literature, although some efforts have been made in the area recently in the midst of increased emphasis on outcomes assessment and institutional effectiveness. Martorana and Kuhns (1975) were pioneers in linking evaluation theory with strategic planning and institutional leadership. Although Miles and Huberman (1984), and Patton (1980) have also done important work related to evaluation theory, strategic planning, and program planning, more attention to the subject is still needed.

Conclusions

Based on the results of this project, a useful assessment of a two-year college's mission statement can be accomplished using the procedures that have been followed. A similar examination of current institutional goals, goals identified with possible areas of conflict or confusion over mission, and universal two-year college goals should yield useful results to other institutions. Although other colleges' customers and service areas have particular needs for programs and services, the process utilized in this project can be replicated.

The formative committee recruited for this project provided valuable input for identification of key stakeholder groups and selection of goals inventory items. The viewpoints of external stakeholders and students on the committee were particularly helpful. Input from planning professionals regarding design and selection of individual instrument items was also beneficial.

Conclusions were made based on the results of this project

regarding each of the four research questions addressed.

Stakeholder Identification

In answer to the first research question (What are the

important groups that have a stake in the programs and services

provided by North Arkansas Community/Technical College?), the

following key external stakeholders were identified: (a) members

of the North Arkansas Community/Technical College Foundation,

Inc., Board of Directors; (b) members of the Harrison Chamber of

Commerce Board of Directors; (c) the superintendent of schools,

high school principal, high school counselor, and three faculty

representatives from each of the 20 public school districts in the

college's service area of Boone, Marion, Carroll, Searcy, and

Newton counties in Arkansas; (d) members of the board of the Ozark

Arts Council; (e) the city mayors, county judges, state

representatives, and state senators elected by citizens of the

college's five-county service area; (f) graduates of North

Arkansas Community/Technical College with associate degrees,

certificates, or certificates of proficiency; (g) the board of the

Harrison Council for International Visitors; (h) presidents of the

major civic clubs in Harrison; (i) the chairperson of each of the

college's North Campus technical advisory committees; (j) the

local manager and director of personnel of Boone County's five

largest employers and two large employers of the college's

technical students in the area outside of Boone County; (k) local

directors of public and private Boone County service organizations

and agencies; (l) board members of the Boone County Farm Bureau;

(m) presidents of area professional associations; (n) the
president or chancellor and director of admissions of the four
area four-year universities that received the most transfer
students from NACTC during the past two years; (o) the editor or
news director of media outlets in the college's service area; and
(p) non-college employee officers of the NACTC Pioneer Club, the
college's athletic booster club.

Key internal stakeholders identified include (a) members of
the North Arkansas Community/Technical College Board of Trustees;
(b) full-time administrative staff employees of North Arkansas
Community/Technical College; (c) full-time classified staff
employees of North Arkansas Community/Technical College; (d)
full-time faculty of North Arkansas Community/Technical College
and level four adjunct instructors who have taught 10 or more
semesters; (e) NACTC's currently enrolled credit students; and (f)
non-credit students enrolled in the most recent session of
community service classes. For this project, a total of 1,203
external and internal stakeholders were identified.

Differences in Stakeholder Perceptions of Goals

Conclusions were also drawn regarding the second research
question (Is there a difference between the expectations for
college programs and services and actual importance of these
expectations in the view of key stakeholders?). Differences
between expectations for college programs and services and actual
importance of programs and services were noted.

All eight current NACTC goals were considered to be of high
importance, but only three were among the eight most important:

items 1-2 (comprehensive programs), 3-4 (highly qualified staff), and 13-14 (positive college image). Three other goals tied to current college goals were ranked with the eight most important: items 5-6 (transfer preparation), 59-60 (academic reputation), and 23-24 (vocational-technical).

The remaining two goals of the top eight were items 51-52 (new career programs) and 25-26 (retraining and updating), both directly related to preparing students for better jobs. In all, 18 of 30 survey items should have been highly important, but only two goal statements, items 1-2 (comprehensive programs) and 29-30 (local control and autonomy), actually were of high importance.

Internal and external stakeholders agreed that all eight current college goals should be highly important. None of the eight, however, was of high importance, according to internal stakeholders. Only items 1-2 (comprehensive programs) and 9-10 (clean, safe environment) actually were of high importance, according to the external group.

The Nature of Differences in Perception of Goals

In response to the third research question (If there is a difference, what is the nature of the difference?), all of the 30 items had a positive or negative gap between perceived actual and expected importance. Four items had gaps of 0.75 or greater, as rated by all respondents: item 51-52 (new career programs), 0.97; item 35-36 (baccalaureate degree), 0.94; item 3-4 (highly qualified staff), 0.82; and item 59-60 (academic reputation), 0.76. Of that group, item 35-36 rated 3.93 in expected importance; others were all 4.0 or above.

There were some notable gaps between actual and expected importance indicated by individual groups. Credit students saw a 1.37 gap for item 35-36 (baccalaureate degree), a goal they gave a 4.50 "should be" rating. The college's faculty and administrative groups each assigned their largest gap to goal item 59-60 (academic reputation).

Classified staff agreed with the assessment of academic reputation by the other two college employee groups but saw the greatest need for increased emphasis on item 51-52 (new career programs). Three goals were seen by trustees as needing the largest increase in emphasis: items 3-4 (highly qualified staff), 13-14 (positive college image), and 59-60 (academic reputation). Trustees' views on item 13-14 did not agree with those expressed by most other groups, although the item was rated by more respondents for expected importance than any other goal.

External stakeholders rated 11 of the 30 goals a positive or negative gap of 0.50 of greater. Their largest variance between actual and expected importance was for item 51-52 (new career programs), a 0.76 gap. Item 3-4 (highly qualified staff) had the second largest gap, closely followed by item 11-12 (excel in athletics), with a negative gap rating. Overall, external stakeholders rated most items lower for expected importance and higher for actual importance than internal stakeholders.

Among subgroups and groups of external stakeholders, area educators believed excelling in athletics (item 11-12) was too important. The college's graduates agreed with current credit students that opportunities to complete a baccalaureate degree

(item 35-36) at NACTC should be more important. Current and former students were less critical of the athletic program (item 11-12) than most other groups.

Employers thought serving business and industry (item 33-34) required more attention. Harrison Chamber of Commerce board members saw a need for more encouragement for students to have active concern for welfare of their communities (item 49-50).

The NACC and TLTC subgroups were sharply divided on the importance of athletics. However, the two groups agreed that both the transfer and vocational-technical programs should be highly important to the college.

In general, other items associated with possible conflict or confusion drew consistent responses. Items 29-30 (local control and autonomy), 5-6 (transfer preparation), 23-24 (vocational-technical), 27-28 (honors classes), and 45-46 (developmental programs) were supported by most groups. Item 15-16 (off-campus classes) was rated consistently low, compared to other goals. Responses to item 37-38 (ABE-GED program) from some key internal stakeholders, including two employee groups and trustees, hinted at doubts about all aspects of the goal.

Implications for Possible Mission and Goal Revision

Finally, conclusions were drawn from results that pertain to the fourth research question (What are the implications of key stakeholders' expectations of college programs and services for possible revision of the college's current mission statement and goals?). From this project, it was concluded that item 1-2 (comprehensive programs) should be the most important of the 30

goals to the college. However, based on gaps noted between actual and expected importance of goals, more emphasis should be placed on educational programs focusing on new and emerging careers (item 51-52) and providing retraining opportunities for individuals who want to update or advance present skills, qualify for new careers, or acquire new job skills (item 25-26).

Although most respondents believed the college did and should value goal 13-14 (positive college image), creating an institution known as an intellectually exciting and stimulating place (item 59-60) should be more important. Item 3-4 (highly qualified staff) was the second highest rated goal, as assessed by stakeholders, but requires attention due to gaps between expected and actual importance.

Looking at possible sources of mission conflict or confusion, items 11-12 (excel in athletics) and 35-36 (baccalaureate degree) were the most controversial. Most stakeholders thought excelling in intercollegiate athletics (item 11-12) was too important to NACTC, although there were large differences between the views of traditional NACC and TLTC groups. The majority of stakeholder groups thought providing opportunities for students to complete a baccalaureate degree at NACTC should be more important to the institution, although there seemed to be a disconnect between trustees and other groups on the actual status of the goal.

Stakeholders supported trustees' views on maintaining local control and autonomy as an institution (item 29-30). Offering classes at off-campus locations (item 15-16) was not viewed as very important. There were also concerns expressed by certain

internal stakeholder groups regarding the importance of the college's total commitment to the adult basic education/general educational development program (item 37-38).

Politicians appeared to need more information about college programs and services. Based on current NACTC activities, a strong possibility exists that local level politicians are less informed than others.

Among universal goals assessed by stakeholders, five items should be highly important. Academic reputation (item 59-60), retraining and updating (item 25-26), new career programs (item 51-52), evening and weekend classes (item 47-48), and low tuition and fees (item 17-18) all were expected by the overall stakeholder group to be of high importance to the institution.

Implications

As always, the conduct of a project of this kind and its outcomes have implication for new attention and possible action related to it; there are implications for more emphasis on what is now done and there are implications for new directions at NACTC and beyond the college itself. Several implications were drawn from the discussion and conclusions appurtenant to this project.

In general, an assessment has been made of the current mission statement of North Arkansas Community/Technical College that is based on stakeholders' ratings of the actual and expected importance of current NACTC goals and other goal statements. This assessment should provide the college with information that will be useful in its review of planning documents. Such a review should assist the institution in focusing its efforts more

directly on programs and services that are needed by the citizens of its service area.

From conclusions reached in answer to the first research question, dealing with identification of the college's important stakeholder groups, the implication reached was that a variety of internal and external groups have a stake in the programs and services of the institution. It is necessary and important to involve these key groups and to keep them informed as the college conducts planning activities.

There were differences between expectations for college programs and services and actual importance of these programs and services in the view of key stakeholders. Based on the conclusion that all eight of NACTC's current goals are of high importance to the college, the implication is that current college goals should remain a part of the new planning documents, either in their present or a modified form, but should incorporate goals 51-52 (new career programs) and 25-26 (retraining and updating). Both goal items are directly related to a specific area: preparing students for new jobs and careers.

Conclusions reached regarding the third research question, which asks the nature of differences between expectations and actual importance of expectations, led to several implications. Recommendations are needed for increased emphasis for items 51-52 (new career programs), 35-36 (baccalaureate degree), 3-4 (highly qualified staff), and 59-60 (academic reputation). Also, the responses to item 11-12 (excel in athletics) warrant considerations for recommendations, although, like item 35-36

(baccalaureate degree), some conflict exists over the goal among groups of stakeholders.

Services to business and industry--the college's outreach activities--should be considered, based on responses from that program's customers, the employers' subgroup. Another implication based on conclusions drawn from key groups is that the Harrison Chamber of Commerce's position regarding social investment issues, specifically citizenship preparation, should be considered.

Recommendations should include support for such goals as 5-6 (transfer preparation) and 23-24 (vocational-technical), along with items 29-30 (local control and autonomy), 27-28 (honors classes), and 45-46 (developmental programs). Conversely, implications drawn from conclusions appear to warrant review of two existing college programs: 15-16 (off-campus classes) and 37-38 (ABE-GED program).

Regarding implications that have been drawn from conclusions reached about the fourth research question, the following ramifications for revision of the college's mission statement and goals have been identified: (a) the two-year college comprehensive mission is appropriate to meet the needs of North Arkansas Community/Technical College stakeholders; (b) increased attention to certain programs and services, e.g., developing new career programs and providing retraining, updating, and advancing of skills, is required; (c) more attention should also be paid to improving the institution's academic reputation; (d) enhanced emphasis should be placed on recruiting and retaining a highly qualified faculty and staff; (e) opportunities should be expanded

for students to complete a four-year degree program without leaving NACTC; (f) although extracurricular activities are more important to some key stakeholder groups, expenditures on the college's athletic program should be monitored to ensure that funding for more important goals is not diverted for athletics; (g) the college should maintain its local control and autonomy; (h) emphasis should be reduced on use of college operating funds to physically offer classes at off-campus locations; (i) current funding and staffing levels for the ABE-GED and community service programs should be evaluated; (j) strategies should be developed to better inform local area politicians about college programs and services; (k) support for low tuition levels and evening and weekend classes should be strong; (l) college trustees should receive more reports about the progress of new college programs and initiatives; and (m) current NACTC goal statements should be retained with modifications suggested by conclusions.

Based on the review of literature for this project, two other implications were drawn. First, more studies should be conducted on problems associated with measurement of goal achievement, including cultural influences on measurement of outcomes assessment and institutional effectiveness. Second, more attention should be devoted to the area of evaluation theory, particularly in the areas of strategic planning, institutional leadership, and program planning.

In summary, conclusions drawn from this project lead to the general implication that North Arkansas Community/Technical College's mission can be revised to better reflect goals valued by

key stakeholder groups. In order to accomplish that objective and to make the results of this project available to other interested parties, however, certain recommendations have been prepared.

Recommendations

Based on the results of this project, and the conclusions and implications that flowed from the results, recommendations have been developed for use by the institution as it considers possible revision of its existing mission and goals. Also, recommendations are offered for distribution of this report and its results, and for further research.

Although general recommendations are made to North Arkansas Community/Technical College, it is understood that the college's board of trustees, with input from the NACTC Planning Committee. should be responsible for the exact wording of planning documents. With those caveats in mind, the following recommendations for implementation, dissemination, and further research are offered:

1. Revisions should be made in the current North Arkansas Community/Technical College planning documents to reflect stakeholder expectations determined during this project.

2. All eight of the current NACTC goals should be included, either in their current form or as modified by the college's trustees, in the revised planning documents.

3. Items 51-52 (new career programs), 25-26 (retraining and updating), 35-36 (baccalaureate degree), 3-4 (highly qualified staff), and 59-60 (academic reputation) should receive more emphasis from the college. To support start-up costs for new career programs, the college should assess the cost effectiveness

and relevance of existing academic programs. Also, consideration should be given to exploring other sources of revenue to fund costs of new career programs.

4. The amount of NACTC's financial sponsorship of its intercollegiate athletic program should be studied. If necessary, some portion of the operating costs of the athletic department should be paid by the college's athletic booster club, the NACTC Pioneer Club. However, it is not recommended that all of that organization's profits go for operating funds, since the Pioneer Club's purpose is to provide extra benefits for the athletic program. A study should be make to determine whether a limit should be placed on auxiliary subsidies for the athletic program, similar to the limit placed on college contributions to employees' health insurance plans.

5. Further research is needed regarding methods the college can employ to enhance citizenship preparation for its students.

6. More focus should be placed on courses and services for business and industry in NACTC's community education/community service program.

7. The college board's position regarding local control and autonomy from control by other postsecondary institutions should be maintained.

8. Transfer preparation, vocational-technical programs, honors classes, low tuition levels, evening and weekend classes, and developmental programs should all be important parts of the institution's mission. Evening and weekend classes and services merit more importance than they currently receive.

9. More research is needed regarding the kinds and level of support that should be provided for the college's adult basic education/general educational development program.

10. Instead of hiring instructors, including on-site high school teachers who are academically qualified, to teach NACTC classes at off-campus locations, the college should fully employ its new distance learning classroom, both to teach college classes at other sites and to provide junior, senior, and graduate level courses offered by senior institutions for its own students at NACTC. Sites off-campus, including high schools and county government entities, should help shoulder the cost of providing NACTC classes off-campus. To accomplish this recommendation, employment of a program supervisor for distance learning should be considered by the college.

11. Area politicians, particularly area mayors and county judges, should be invited to come to NACTC for lunch and a tour of facilities. The meetings should include information about current and planned NACTC programs and services.

12. College trustees should receive regular reports about the status of new college programs from department heads at board meetings to avoid the type of information gap that apparently exists regarding item 35-36 (baccalaureate degree).

13. A copy of this project report, including recommendations, should be made available to the president of NACTC, senior administrators of the college, and members of the college's board of trustees. Furthermore, the administration of NACTC should consider dissemination of the results of this report to other

institutions of higher education and interested parties in the

State of Arkansas.

14. Internal and external stakeholders should be involved in

the institution's planning activities on a regular basis, and

there should be opportunities for stakeholders to provide regular

feedback regarding the college's mission review process. However,

it is clear that this practice should not be limited only to

NACTC. Professionals in the fields of institutional research and

strategic planning at other two-year colleges should note the

necessity for such involvement at their own institutions and

should continue to call for stakeholder involvement in mission

review and strategic planning in papers, articles, and by example

as they develop their own projects.

15. Based on the amount and sources of support for NACTC to

have a comprehensive community college mission, the possibility of

renaming the institution in a manner that would identify it as a

community college should be explored. Appropriate leaders of the

Arkansas Department of Higher Education, state government, and

other state agencies, including other postsecondary institutions,

should note the difficulties encountered by NACTC in the process

of naming the college and the strong support evidenced for a

comprehensive mission by NACTC stakeholders following the merger.

16. Further research is needed in the areas of (a)

measurement of goal achievement and (b) evaluation theory.

17. This report should be offered to ERIC for publication

and, possibly, should re-written for submission to a community

college professional journal or other similar publication in order

to make results and recommendations readily available to higher education practitioners and students.

Concluding Comment

Ratings offered by internal and external stakeholders participating in this project confirm that North Arkansas Community/Technical College is and should be a comprehensive college, offering programs and services to a variety of customers. Although there were some differences of opinion regarding specific goals, for the most part the various internal and external groups were in agreement regarding the future of the institution. Stakeholders showed a real interest in the institution and its future, as evidenced by their response rate to the survey instrument. They demonstrated a desire for an institution with a variety of quality programs and highly qualified faculty and staff. As NACTC prepares for the next century, every effort should be made to keep the college in tune with its constituents' needs and requirements for educational services and programs.

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