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Citizen Support for Northern Ohio Community College Funding Initiatives During an Economic Recession Recovery

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CITIZEN SUPPORT FOR NORTHERN OHIO COMMUNITY COLLEGE FUNDING
INITIATIVES DURING AN ECONOMIC RECESSION RECOVERY

CITIZEN SUPPORT FOR NORTHERN OHIO COMMUNITY COLLEGE FUNDING
INITIATIVES DURING AN ECONOMIC RECESSION RECOVERY

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Workforce Development Education

By

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ABSTRACT

The current research, *Citizen Support for Northern Ohio Community College Funding Initiatives during an Economic Recession Recovery*, asks the question: Do the citizens of Northern Ohio support community college funding during difficult economic times? Based on the theory of Stakeholder Analysis, the purpose of this concurrent, mixed-methods study was to investigate stakeholder support of community college funding initiatives, particularly for levy-funded community colleges that rely on the voting public to voluntarily contribute property taxes to support their institutions.

A comparison of Ohio community college statements and survey responses regarding stakeholder needs and beliefs indicated a significantly higher instance of language content matching between college and stakeholder statements for levy-funded colleges in Northern Ohio than non-levy funded colleges. Additionally, there was a moderate difference in levy and non-levy community college stakeholder satisfaction scores with levy-funded college stakeholders expressing a slightly higher satisfaction rate. Although stakeholder satisfaction did not correlate linearly with frequency of matching between stakeholder beliefs and college mission/vision statements, evidence suggests that there may be a modest relationship between the two variables. Lastly, qualitative data identified topics and themes that may further the understanding of factors contributing to stakeholder satisfaction.

The Educational Awareness Model of Stakeholder Satisfaction produced from this research could be tested to determine whether the levy-funded colleges in Northern Ohio may leverage an existing advantage to gain further stakeholder support by formally empowering their employee stakeholders. However, further research is warranted with a sample that more closely represents the population.

This dissertation is approved for recommendation
to the Graduate Council.

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DISSERTATION DUPLICATION RELEASE

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DEDICATION

This dissertation is dedicated to my family, especially Mikkayla, Doug, Lewis, Scrappy, Radar (RIP), Peabody, Spazz and Stanley. Thank you for your support.

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Chapter One

INTRODUCTION

Problem Statement

There are fifteen community colleges in the state of Ohio (Appendix A). Favorable public perception of their programs and services, and affirmative votes for their tax levies, are critical to the financial viability of some of the northeast Ohio community colleges: of the six Northern Ohio community colleges, three rely on property tax funding (Figure 1). Historically, Northeast Ohio (NEO) community colleges have fared well when seeking public funding through property tax levy initiatives (Cuyahoga Community College, 2011; Citizens for Lakeland Community College, 2010; Lorain County Community College, 2012). However, in the midst of the recovery from a severe economic recession, those colleges are challenged in their request for continued public support.

Ohio's public schools are funded very much like its community colleges. According to StateImpact Ohio (2012), Ohio's constitution dictates that its schools must be adequately and equitably funded, and the manner in which school funding is set up in Ohio, public schools receive partial funding from Ohio and federal government sources, and the remainder from local tax dollars. Therefore, Ohio public schools and many community colleges must turn to citizen voters in their districts for much of their local funding from voluntary taxes, most often property tax levies.

In November 2011 and November 2012, new property tax levy funding issues were not passed for most Ohio public school districts seeking new funding, and some renewals and increases for school districts funded by voluntary property tax levy funding in the past were also voted down (StateImpact Ohio, 2012). These results do not bode well for community colleges in

Ohio that will be seeking similar support as the economy continues its slow recovery in 2013 and beyond.

Property tax receivables are the largest financial support line items for Cuyahoga Community College (Tri-C) (Cuyahoga Community College, 2010). According to the Tri-C budget report, in 2008 property tax revenues were 1.5 million dollars higher than in 2007 because of delinquent tax collections previously thought to be uncollectible by the County Auditor (p.8). However, in 2009 the economic downturn was evident as county property taxes decreased nearly 1 million dollars due to mass foreclosures (p.8).

Ohio

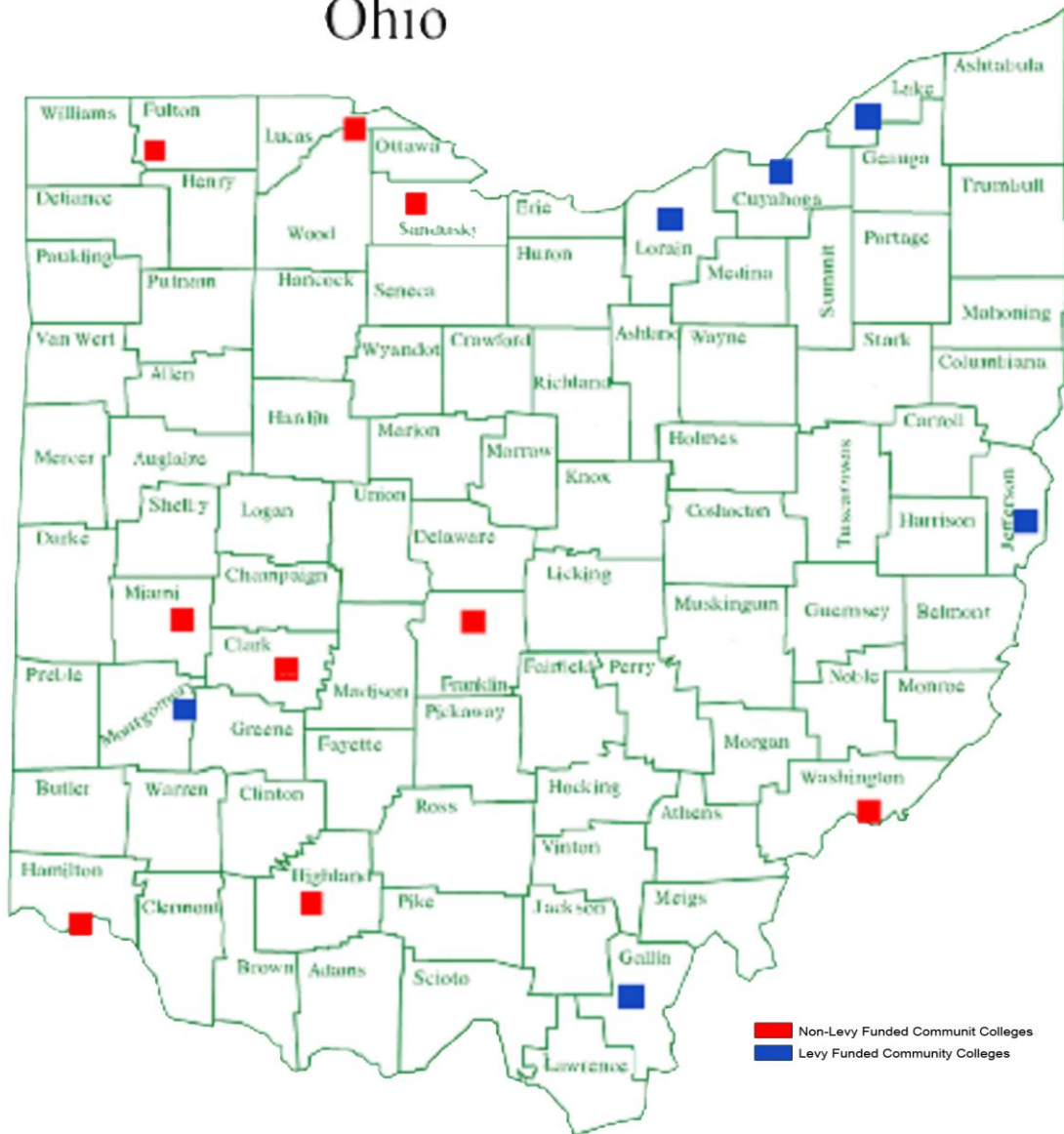


Figure 1. Map of the 15 Community Colleges in Ohio.

The 2009-2010 Tri-C budget report revealed a reliance on tax receivables that continued into the next fiscal year, with property tax revenue remaining as the largest income generator (Cuyahoga Community College, 2011). Similarly, Lakeland Community College's (LLCC) most recent property tax levy, a 1.7 mil replacement issue, was the latest tax levy for LLCC presented to the public and continually passed in elections dating back to 1967 (Citizens for Lakeland Community College, 2010). The third NEO community college that relies on a tax levy, Lorain County Community College (LCCC) also passed a 1.8 mil replacement in 2010 (Lorain County Community College, 2012). The 2010 replacement tax will provide 13% of the operating budget for LCCC for 10 years (Citizens for Lorain Community College, 2010).

On March 15, 2011 the newly elected Governor of Ohio, William Kasich, revealed his budget for the state for the coming fiscal year 2012-2013 (Ohio Operating Budget FY2012-13, 2011). The plan contained major budgetary cuts for education, indicating a need for continued voter support for community colleges that rely on tax levy funding. While students are the most affected by the proposed Ohio budget, Northeast Ohio's community colleges must call on constituents to ensure passage of tax levies in the next elections. In February of 2012, college leadership at Cuyahoga Community College was already rallying for financial support from employees to fund the 2014 renewal property tax as part of its budget plan for the 2013 fiscal year (Thornton, Foltin, Miles & Abouserhal, 2012).

Half of Northern Ohio's community colleges are in Northeast Ohio (NEO) and rely on the public for continuous tax levy support. In difficult economic times, public perception must remain positive to ensure continued support for Ohio community colleges, especially those in the Northeast that rely on continued voluntary voter support of tax levy dollars.

Research Question

Do stakeholders believe that Northern Ohio community colleges, especially those with tax levy funding, are effectively addressing their needs while recovering from a deep economic recession?

Theoretical Framework

Stakeholder Analysis (SA) provides the theoretical framework for this study. SA identifies and investigates the groups and individuals who influence and are affected by an institution (Freeman 1982; Doherty, 2009). SA can guide an organization in selecting a primary stakeholder with which to coordinate its public information efforts. The organization can then target the needs of additional stakeholders as possible. Accuracy and availability of information, and stakeholder expectations are linked to outcomes in the stakeholder satisfaction model (see Figure 2). Doherty stated that SA should be performed regularly inasmuch as stakeholders often change along with relative power and influence.

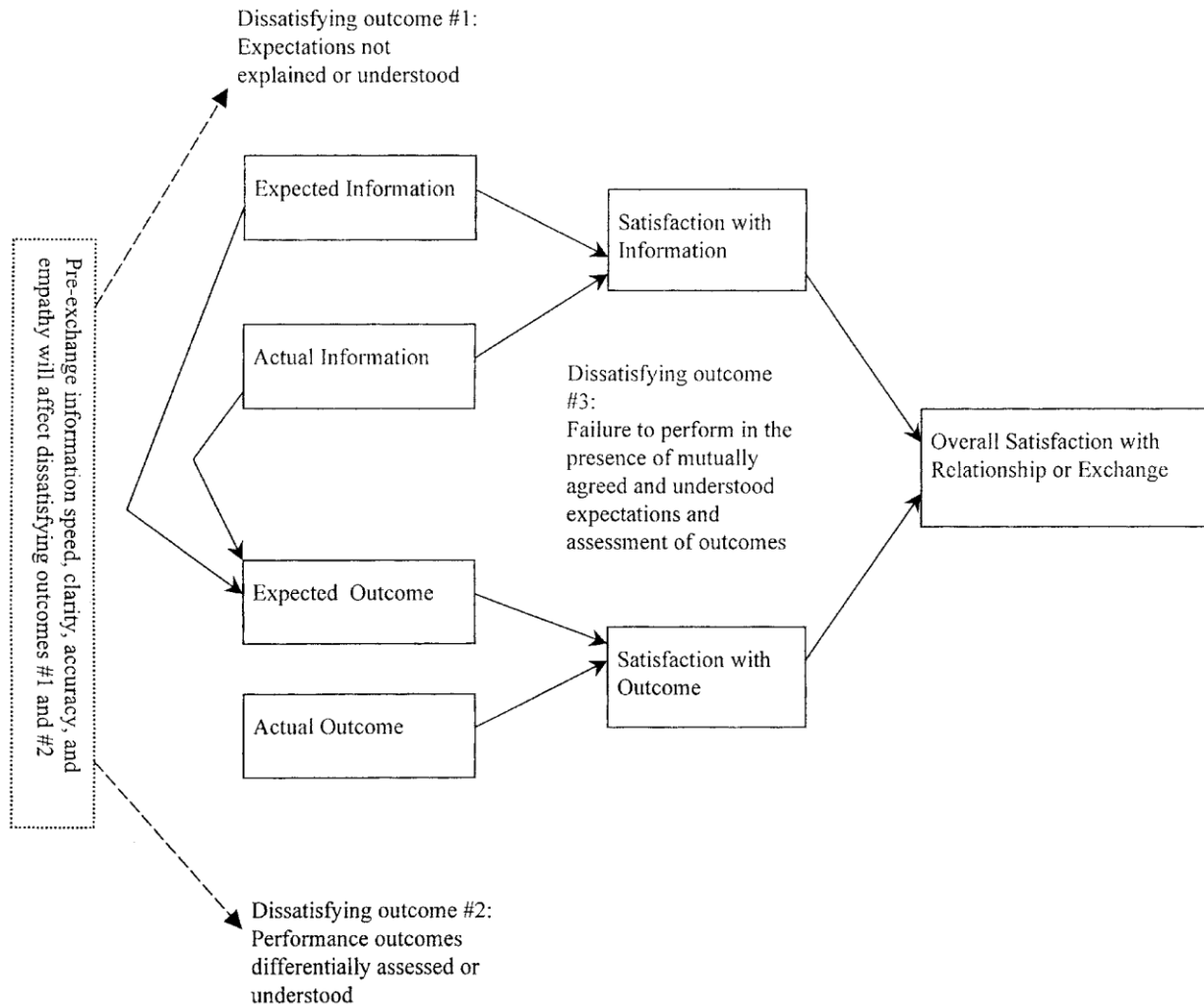


Figure 2. Stakeholder satisfaction model. Adapted from “The Rules of Stakeholder Satisfaction,” by K. Strong, R. Ringer and S. Taylor, 2001. *Journal of Business Ethics*, 32, p. 221.

Significance of Study

Northeast Ohio's community college students and parents are typically the initial and primary stakeholders. Tax levy funding is even more important for community college stakeholder groups, particularly students and parents, as a public subsidy lowers tuition costs for them. A tax levy campaign requires that other stakeholders, notably employees, must join in the process so a community college can continue to serve its students and community: employee contributions often provide the marketing dollars to implement a tax-levy campaign (see Appendix B). Finally, the non-student population also votes and is thus another important stakeholder group in the levy-funding process.

External messaging in the form of mission and vision statements is one way in which stakeholders are informed about an organization's intent to guide its operations (King, Case & Premo, 2010, p. 71). There are mission and vision statements for each of the six Northern Ohio community college systems (see Appendix C). Internal development of an educational organization's strategic plan guided by its mission and vision statements must produce work strategies with which internal stakeholders can agree and use to guide their work (Lane, Bishop, & Wilson-Jones, 2005, p. 197).

This study examines the alignment of stakeholder expectations with college values represented in stakeholder and college statements, and whether stakeholder groups believe their needs are being met by Ohio community colleges. Such knowledge can guide future development of mission and vision statements and subsequent strategic planning for Northern Ohio community colleges, especially those in Northeast Ohio that seek additional public support for tax levy campaigns. The research may also inform a process by which other institutions of

higher learning can successfully gain taxpayer support for funding needs during general economic stress.

Purpose Statement

This study examined whether Northeast Ohio (NEO) community colleges that depend on public funding are maintaining continued public support while recovering from an economic downturn. In this study, a content analysis of college public statements and stakeholder expectations, and a survey of college stakeholders were used to measure the relationships between college messaging, stakeholder expectations and stakeholder satisfaction. Finally, topics and themes identified as important to stakeholders were highlighted and connected to assist in explaining the results.

Hypotheses

H1. There is no significant difference between the content matching of college statements to stakeholder statements in levy-funded colleges and the content matching of college statements to stakeholder statements in non-levy funded colleges.

H2. There is no significant difference between satisfaction levels of stakeholders in levy funded colleges and stakeholders in non-levy funded colleges.

H3. There is a relationship between the levels of content matching for stakeholder needs with college statements, and levels of stakeholder satisfaction.

Delimitations

Content analysis was used to gain an understanding of the language of public statements from community colleges presented in print or digital format to the public as mission statements and vision statements. It was beyond the scope of this study to derive meaning from the text of

each statement by means other than content analysis by comparing each stakeholder statement to the corresponding community college statement for which the stakeholder was responding.

Northern Ohio has a high concentration of Fortune 1000 companies in the manufacturing, medical, retail and service industries (see Figure 3). With the diverse economy of Northern Ohio, the region well represents Ohio's economy. Further, with exactly half of the community colleges in the region levy funded, Northern Ohio is a good representation of the state's colleges. For these reasons, this study only includes the six community colleges in northern Ohio.



Figure 3. Map of Ohio's Economic Landscape. Adapted from Fortune 1000 Companies Headquartered in Ohio (2007 Edition) available at www.odod.state.oh.us and based on *The Fortune 1000, Ranked by Revenue*, www.fortune.com, April 2007.

This study only includes community colleges. Four-year colleges, state colleges, technical colleges and medical schools in Ohio were not included.

The formal college statements and stakeholder statements were not used to attempt to determine a link between language content and stakeholder satisfaction; nor does the study attempt to explain why language between stakeholders and colleges may or may not be similar, only that such similarities do or do not exist, whether purposefully or accidentally..

Definition of Key Terms

For the purposes of this study the following terms are defined:

Stakeholders are those who have a stake in a program or in the program's results (Worthen, Saunders, & Fitzpatrick, 1997, p. 192). For this study, stakeholders are specifically defined as students, former students, parents of students, parents of former students, employees, former employees and taxpayers.

Tax levy is defined as income tax, property tax or bond issues presented to the public in an election.

Mission statements are published statements of an Ohio community college that are labeled as "mission" and that appear on an official web site, in a catalog or in other official digital or hardcopy items distributed by the college.

Vision statements are published statements of an Ohio community college that are labeled as "vision" and that appear on an official web site, in a catalog or in other official digital or hardcopy items distributed by the college.

Chapter Summary

Public support for funding initiatives for community colleges in Northern Ohio, particularly the levy funding which relies on taxpayer support, is a critical factor for keeping

tuition low, thus ensuring accessibility to higher education for students who would otherwise not afford to attend college. Community colleges serve more than half of the total number of undergraduates in the United States and are the gateway to higher education for most first-generation college students, specifically those who are from low-income and minority families (Bryant, 2001).

As the economy recovers from the recent downturn, stakeholders in Northeast Ohio are asked to support tax levies that benefit low-income students and families by reducing tuition and providing continued accessibility to quality education. This chapter outlined the importance of public perception of community colleges in Northeast Ohio as the state continues to recover from the recent, prolonged economic recession.

Chapter Two

LITERATURE REVIEW

This chapter examines literature about community college operations, tax-funded education, finances and educational goals of community colleges, strategic planning, mission and vision statements, stakeholder analysis, and how an economic recession may affect financial support of education.

Literature for this review was gathered by searching the Questia database, Google Scholar and the ProQuest database for peer-reviewed journal articles, initially using the search terms: community college tax levy, tax-funded education, economic recession and education, Northeast Ohio economy, strategic planning, community college mission statements, community college vision statements, and stakeholder analysis. Peer reviewed journal articles were found on the specified search terms and the resulting articles' bibliographies were used to further identify primary sources. The above procedure was repeated until saturation was met by discovery of relevant scholarly articles for this review.

Funding Community Colleges

To understand how community colleges and plans for funding them developed in the post-World War II era, Katsinas (2008) reviewed the work of Raymond J. Young. According to Katsinas, Young's contributions assisted in developing 60 two-year colleges in 19 states, including Ohio, between 1955 and 1976. Katsinas described the prevalence of public over private junior colleges in the 1950's, explained how Young and other experts called for oversight of post-secondary education at state and national levels and how Young and his contemporaries were key in establishing the laws and practices in place today for provisioning community colleges and for funding them. Katsinas described how public junior college funding practices

developed into what they are today for the six community colleges in the current study.

Katsinas (2008) stated that Young and his contemporaries defined community colleges as distinct from junior colleges by virtue of a reliance on the public and a board of trustees for governance. Public governance especially affects three of the colleges in the current study as their property tax levy issues are periodically put to a vote to partially fund their operations. The distinction of community colleges from other types of two-year colleges is important in the current study because the definition of community college directly relates to voluntary public funding.

Kenton, Schuh, Huba and Shelley (2004), working on the assumptions that primary funding for community colleges must come from sources other than tuition and fees, and that funding source combinations for community colleges vary considerably by state, sought to determine if different states employed different models of funding community colleges between 1990 and 2000, and if different models of funding provided similar or different amounts of funding over the decade. Secondly, Kenton et al. were concerned with tying the missions of community colleges to financial resources. Resource dependency theory was the theoretical framework in the quantitative study conducted by Kenton et al.

Kenton et al. (2004) identified and evaluated four models of funding for community colleges in ten mid-west states that relied on twelve revenue sources identified by Kenton et al. from the 1999 National Center for Education Statistics' *Integrated Postsecondary Education Data System Finance Survey (for public institutions) Fiscal Year 1999 (Form IPEDS-F- 1)* (see Appendix D for a sample of the form with sample data). The data collection instrument used in the current study includes one question for which response choices are listed that are based on the 12 revenue sources in Kenton's study.

The current study builds on the work of Kenton et al. as it views the small geographic region included in Kenton's study. It examines six community colleges, a subset of the 244 public, two-year Associate of Arts degree-granting institutions located in 12 upper Midwest states, that were included in the 2004 study and focuses on specific issues regarding community college funding. The current study, especially the data collection instrument, is informed by the funding models identified by Kenton et al. and looks more closely at college mission in the content analysis portion of the study.

Economic Recession Recovery and Finances of Community Colleges

Ayers (2009) sought to understand an institutional contradiction of community colleges: a commitment to service of local communities versus the financial aspects of operating as a business. In his critical discourse analysis, Ayers examined narratives from 40 community college administrators. Ayers found that when the administrators had been pressured by college presidents and boards of directors to improve finances and their professional beliefs were in conflict with managerial expectations, they were forced to prioritize for either financial gain or educational goals (p. 165). Ayers found that the impact on administrators ranged from the most negative: a sense of being victimized by management for those who felt their authority had been usurped, to a neutral sense of survivorship in those who agreed or pretended to agree with management, or to a positive result, embracing an entrepreneurial spirit for those administrators who could reconcile management's wishes with their own professional goals.

For tax levy-funded community colleges there may be a greater sense of urgency shown by senior management. Beyond the given concerns regarding enrollment, student affairs and college operations are the additional tasks of raising public awareness and funds for the next tax election. The board of directors, president and executives of Cuyahoga Community College

discussed the next tax levy vote along with the ongoing financial needs of the college more than two years prior to the next tax levy election (see Appendix E). The highlighted passages indicate agenda items related to business and finance. Cuyahoga Community College has a property tax issue to put to voters in November, 2014; by early 2012, leadership was already using monthly cabinet meetings to highlight the levy to administrators, as well as to discuss budget for the next fiscal year. Topics on the cabinet agenda given to financial considerations nearly equaled the number afforded to educational issues.

Examining the business cycle of community colleges for enrollment and finances, Betts and McFarland (1995) found that when unemployment rates are high, community college enrollment is also high, however, tuition increases as other funding wanes. In the most recent economic recession, 2009 jobless rates in the United States reached 26.1 percent for 18 and 19 year-olds and 15.9 percent for those 20 to 24 years old. Unemployment rates for those 25 and older reached 8.7 percent (Bureau of Labor Statistics, 2012). The recent economic recession has extended into the recovery phase with lingering implications for Northern Ohio community colleges as joblessness and community college enrollment rates persist and sources of education funding remain sparse. As of September 2012, the Ohio unemployment rate was 7 percent, rebounding only slowly toward the pre-recession rate of less than 4 percent.

The ongoing economic recovery is problematic for publicly-funded organizations at all levels of education. Donlevy (2009) found that although economists had announced an end to the economic recession, financial hardship would continue to be a challenge for public school districts, affecting staffing, training, and technology budget line items. The administrators of Ohio colleges funded by property taxes are potentially as affected as the public schools in

Donlevy's study since most rely on similar funding, and are more susceptible to the negative impact of economic hardship than their non-tax levy funded counterparts.

Rudden (2010) stated that some of the financial pressures on colleges, including community colleges, had lifted by January of 2010 due to improved investment income. However, Rudden found that uncertainty for issues such as state funding, enrollment and tuition remained, resulting in the need for colleges to reduce facility costs, increase use of existing facilities, improve sustainability for campuses, and adapt to evolving technology. For Northern Ohio community colleges in this study with 10% or more such operating costs funded by resident property taxes, the state of the economy remains a concern as ballot issues are scheduled for the 2013 and 2014 elections.

Strategic Planning via Mission and Vision Statements

In their case study of Widener University, Allen and Baker (2012) outline the process by which "evergreen" strategic planning is carried out, against the role of a college's mission and vision in that process. The researchers in the Widener study define the "evergreen process" as one in which the plan is alive and evolving, as opposed to "a deadwood document" (para. 19). In the strategic planning process employed by Widener University, mission and vision statements were reviewed and revised at the outset and revisited during document revisions to align strategy with mission, vision and goals. The current study seeks to describe best practices for the continuous review of mission and vision and its relationship to stakeholder analysis and strategic plan formulation.

Through content analysis, Abelman and Dalessandro (2008) found that vision statements of community colleges contained more shared language, were more complex, and possessed greater observability than those of four-year institutions. However, they also found that

community college institutional vision statements were less compelling and less clear than those of four year institutions. Abelman and Dalessandro recommended further content analysis research focusing on community college vision statements. The current research is a shared language analysis that includes the vision statements of community colleges as recommended by Abelman and Dalessandro.

Concerned that community colleges in the digital age may not be developing strategic missions, Ayers (2002) conducted a content analysis of 102 community college mission statements. Ayers produced a snapshot of the state of community colleges, where they served and how they sought to improve life, at one moment in time in an 11-state region of the United States. Ayers' most important findings were a diversion from traditional missions of American community colleges. He also found that colleges that did not move progressively toward less traditional missions, and that did not include all stakeholder groups in the development of their missions from a shared vision, were in danger of allocating valuable resources on programs and services that were no longer relevant.

The current study also employs a content analysis and seeks to build on the work of Ayers a decade later, looking into colleges in a different region of the United States since the current study is solely concentrated on community colleges, and the content analysis includes vision statements, it also builds on the work and recommendations of Abelman and Dalessandro (2008).

Stakeholder Analysis

Kipley and Lewis (2008) examined the influence of internal stakeholders within a private university. Internal stakeholders are important to the proposed study because the employees of the levy tax funded community colleges provide a large portion of the dollars needed to

implement the marketing plan. In the Kipley and Lewis study, stakeholders were defined as being either “latent” or “definitive”. Latent stakeholders possessed one and definitive stakeholders possessed all three of the following characteristics: they contributed valued resources to the organization; they had the potential to put the resources at risk and would experience costs if the organization failed, and they had some power over the organization. By this definition, the employees of a community college are always definitive stakeholders. Well in advance of placing an issue on the ballot, administrators of the three tax levy funded colleges in Northeast Ohio will be considering their employees’ expectations and relying on them to complete action items associated with initial fundraising efforts.

Strong, Ringer and Taylor (2001), in their survey research of stakeholder satisfaction, found that an organization’s failure to meet expectations regarding information or performance does not necessarily result in stakeholder dissatisfaction. Rather, their structured field interviews of satisfied stakeholders indicated that an otherwise negative experience that is addressed appropriately by the organization need not result in stakeholder dissatisfaction. Based on their findings that the development of trust and the perceptions of justice may influence or moderate the satisfaction of stakeholders, Strong et al. produced a modified model for stakeholder satisfaction (Figure 4).

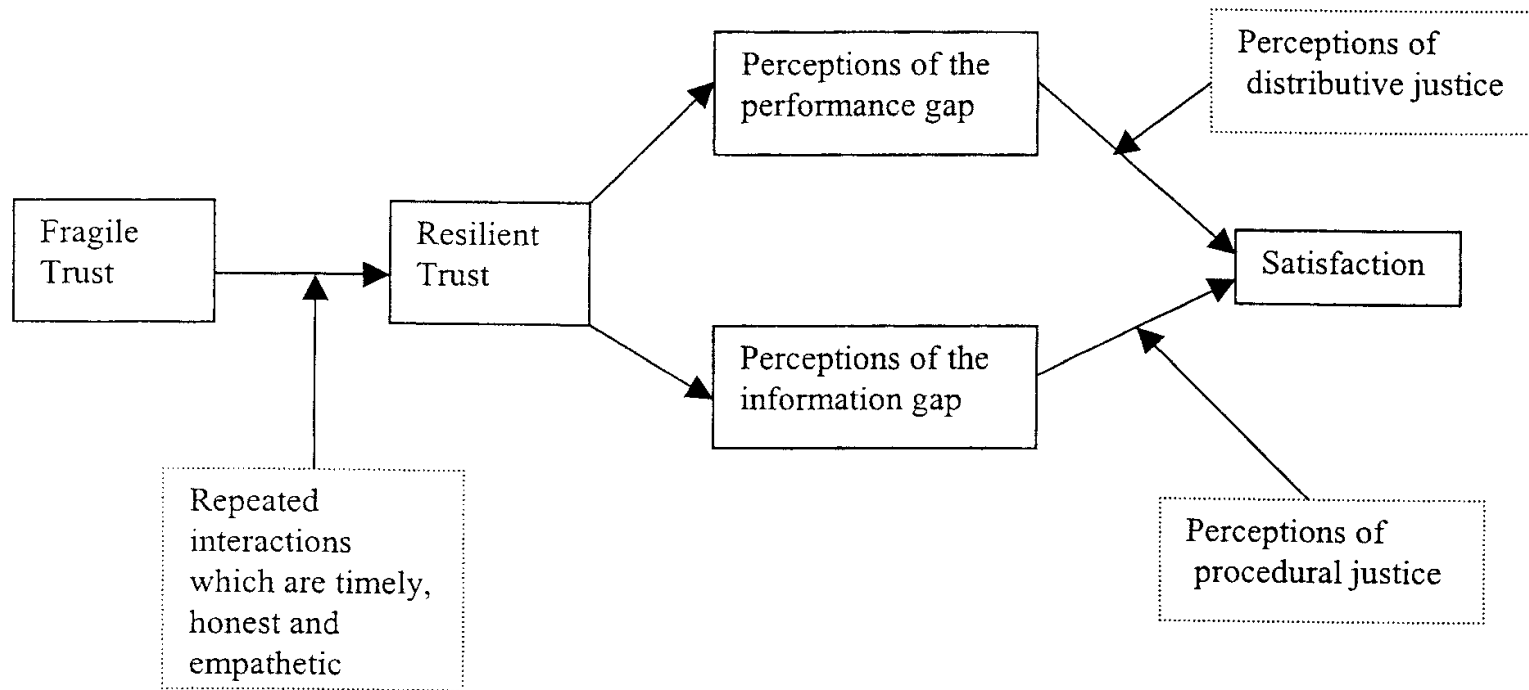


Figure 4. Model of satisfaction moderated by trust and justice perceptions. The constructs titled “perceptions of performance gap” and “perceptions of information gap” are merely simplified representations of the difference between expected and actual performance and outcomes shown in Figure 2. The relationships shown in Figure 2 have not been changed, merely simplified for the sake of clarity. The expanded model in Figure 4 suggests how the development of trust and the perceptions of justice may influence or moderate the satisfaction judgment. Adapted from “The Rules of Stakeholder Satisfaction,” by K. Strong, R. Ringer and S. Taylor, 2001. *Journal of Business Ethics*, 32, p. 229.

Strong et al. (2001) had several limitations to their study. They drew their sample from a small population: customers, owners and employees of small banks in a mid-sized community, and restricted their study to only satisfied stakeholders. They also did not test their resulting expanded model of stakeholder satisfaction and recommended further research to do so. The current study builds on the work of Strong et al., and may provide a test of their expanded stakeholder satisfaction modeling. It may reveal stakeholder-perceived gaps in organization performance and information delivery by the community colleges serving Northern Ohio that have been rectified, resulting in satisfied stakeholders, or that remain, resulting in dissatisfaction among affected stakeholders.

Kelly and Swindell (2002) analyzed the relationships between internal and external measures of service quality for public service organizations from the perspective of the citizen stakeholder as a consumer. The results of their benchmarking correlation analysis suggest that multiple measures might lead to a better understanding of government service performance and stakeholder satisfaction, and that citizen satisfaction did not have a strong correlation with internal administrative performance measures.

The results of the Kelly and Swindell study may, however, suggest that personal encounters with an organization's services have a stronger relationship to consumer-citizen satisfaction, with stakeholders who have had direct contact, regardless of positive or negative outcomes, having a higher rate of stakeholder satisfaction. This research builds on the Kelly and Swindell study as it places stakeholder groups on a continuum of personal contact with the community colleges serving Northern Ohio and compares the satisfaction levels of the groups. Also, as recommended by Kelly and Swindell, multiple quantitative and qualitative data and

measures have been used here to gain a better understanding of stakeholder satisfaction and citizen support for community college funding initiatives.

Gnepa (2005) sought to provide an explanation related to one organization's poor performance in stakeholder satisfaction with a single group of stakeholders- its employees. Using the company's marketing strategy and stakeholder analysis as a basis, Gnepa reviewed some of Wal-Mart's publicly documented problems with its employees. Gnepa concluded that due to the company's strategy to address its mission of always delivering the lowest prices to its customers, other stakeholder groups, such as employees, have been neglected by the organization.

Gnepa demonstrates how stakeholder theory can be used to illustrate how stakeholders rank in importance to an organization. Gnepa produced a stakeholder map as a visual representation of how the Wal Mart organization views its stakeholders, ranking them along a stakeholder power/interest grid. The grid was reproduced for the stakeholders under study in the current research, illustrating the concepts Gnepa discussed as they apply to the six Northern Ohio community colleges and their stakeholder groups (Figure 5). The current research builds on the work of Gnepa, and the results may suggest paths the Northern Ohio community colleges can follow to achieve the objectives of its mission and vision statements through stakeholder analysis, including considering stakeholder interest and power.

Stakeholder group	Daily Business Operations	Environment	Legislation	Reputation
Students		✓	✓	✓
Former Students			✓	✓
Parents of Students			✓	✓
Parents of Former Students			✓	✓
Employees	✓	✓	✓	✓
Former Employees			✓	✓
Resident Voters			✓	

Figure 5. Stakeholder Interest Map of Current Study- template downloaded from stakeholdermap.com.

Chapter Summary

This chapter included the scholarly literature that was found using relevant search terms and concluded with a review of Stakeholder Analysis, the theoretical framework that guides this study. A search of the Questia database, Google Scholar and the ProQuest database was conducted for topics pertinent to the current research about stakeholder support for Northern Ohio community college funding initiatives. Key words derived from the subheadings of this chapter were utilized and more than a dozen articles and texts met the criteria for intensive review.

Research is warranted to tie together how Northern Ohio community colleges strategize for funding initiatives while continuing to work toward educational goals, the implementation of selected strategies and the effects on stakeholder satisfaction and citizen support for community college funding.

Chapter Three

METHODOLOGY

Research Design

This concurrent, mixed-methods study employed a primarily quantitative approach. Scaled, quantitative data regarding perceived stakeholder needs and beliefs were collected using an online survey. A descriptive, qualitative portion of the study secondarily enhances the primary quantitative results using qualitative data from additional open-ended survey questions to add rich, descriptive findings to the quantitative results.

Data gathered from college mission and vision statements and from stakeholders were coded and compared for similarity of language and meaning. The status of content matching for the college stakeholders were compared with a Chi Square test. Satisfaction levels of stakeholders with college services and programs, as collected using the Community College Stakeholder Satisfaction Survey, were compared using t tests, and a correlation test compared the content matching to the satisfaction level. Finally, the qualitative data provided by the open-ended survey questions were analyzed to further explain the results of the quantitative testing.

Stakeholder Analysis is theoretical lens through which the data has been viewed to assess the attitudes of stakeholders towards community college funding. The researcher used a mixed methods approach to focus on the self-reported satisfaction and needs of students, parents, employees and citizens served by publicly-funded community colleges, and how those quantitative measures matched with the missions and visions of the colleges serving the stakeholders. I then analyzed supplemental qualitative data to provide descriptions and explanations for the findings within the context of stakeholder analysis.

Description of Variables

The independent variable in the study is college-funding type (categorical). The dependent variables are level of satisfaction with services (interval), and the status of matching college statements with stakeholder needs and beliefs about community colleges (nominal).

Selection of Subjects

The target population for the content analysis portion of this study is the adult public served by the six community colleges in Northern Ohio, about 2.5 million residents according to the United States Census Bureau (2010). The community college public statements that were analyzed included a single mission statement and one vision statement for each college. Survey responses were solicited via ads and notices in online news sources consumed by citizens of northern Ohio who reside in and around the ten counties primarily served by the six community colleges included in the study: Cuyahoga, Fulton, Geauga, Hancock, Lake, Lorain, Lucas, Sandusky, Summit and Wood. Survey responses were also solicited via the Survey Monkey Audience service provided by surveymonkey.com to residents of the Greater Toledo, Ohio and Greater Cleveland, Ohio regions.

Instrumentation

The Community College Stakeholder Satisfaction Survey (CCSSS) was used to collect data regarding stakeholder perceived needs and perception of met needs. The CCSSS has scaled questions designed to rate a level of satisfaction with college programs and services, the importance of community colleges, and the importance of community college funding. The CCSSS has open-ended questions regarding stakeholder expectations and the primary role of community colleges for content comparison to college statements. The CCSSS also includes both open-ended and multiple choice questions to explore the reasons for feelings of satisfaction

or dissatisfaction with community colleges, and their funding to add richness to the quantitative data.

In accordance with University of Arkansas Institutional Review Board (IRB) policies, permission was requested and received to conduct research with human subjects (see Appendix F). The Community College Stakeholder Satisfaction Survey was pilot-tested by eighteen individuals from the target population. The pilot testing included the full survey document and sought criticism of each question, with additional space after each question for recommendations, comments and a statement regarding what the respondent believed each question meant. The survey was revised based on the responses and piloted again until the survey was satisfactory for this study.

Pilot Study

The American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME) state that validity refers to the "appropriateness, meaningfulness, and usefulness of specific inferences made from test scores" (p. 9), and reliability is "the degree to which test scores are free from errors of measurement" (p. 19). For the purposes of establishing validity and reliability of this study's Community College Stakeholder Satisfaction Survey, a pilot study was conducted as a preliminary test to adjust questions prior to collecting data from the target population. The pilot survey was administered in August and September 2012 via Survey Monkey to a small group of individuals from the target population (n=18).

The stakeholders were asked to complete the survey twice in August and September 2012 (see Appendixes G and H for the pilot surveys) so data could be obtained to check the reliability of the survey. Respondents answering the same way both times would provide some evidence for

the instrument's ability to measure consistently. Sixteen of the eighteen stakeholders completed the survey a second time. Using this test-retest method, results showed a sufficient degree of reliability for the three scaled items regarding the importance of community colleges, levels of stakeholder satisfaction, and the importance of funding in the Community College Stakeholder Satisfaction Survey (see Table 1). The Pearson r correlation coefficient for the three quantitative questions of the data collection instrument used in this pilot study is .85. A coefficient of .70 or higher is generally considered acceptable (Nunnally & Bernstein, 1994).

Table 1

Quantitative Pilot Study Results- Pearson r

Respondent	Pilot 1			Pilot 2		
	Q1	Q2	Q3	Q1	Q2	Q3
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	4	1	2	3	2
4	1	3	1	1	3	1
5	3	4	2	2	3	3
6	1	1	1	1	2	1
7	1	2	1	1	2	1
8	1	1	1	1	1	1
9	2	3	2	2	3	2
10	1	2	1	1	2	1
11	1	2	1	1	1	1
12	1	2	1	1	2	1
13	1	1	1	1	1	1
14	1	1	1	1	1	1
15	1	2	1	1	2	1
16	1	1	1	1	1	1

Pearson's r = 0.85

Note: Q1= question regarding importance of community colleges, Q2= question regarding stakeholder satisfaction, and Q3= question regarding importance of funding

To learn more about the validity of the Community College Stakeholder Satisfaction Survey, the eighteen pilot study stakeholders responded to open-ended questions about the instrument itself. Respondents were asked if they had any problems completing the survey, if questions were difficult or too sensitive, if the language was unclear, if choices allowed them to answer as they intended, and if there was anything they would change about the survey. See Appendix I for question feedback data. The survey was revised based on the responses gathered in the pilot study. One notable revision was made to the final survey instrument based on respondent feedback, the work of Kenton, Schuh, Huba and Shelley (2004), and their identification of specific funding sources. The revised question allowed respondents to select community college funding sources from a list of valid responses. See Appendix J for the final version of the CCSSS used in the current study.

Data Collection Procedures

The content analysis data for the colleges was collected from mission and vision statements on the institutions web sites and print materials, and from an open-ended question in the stakeholder survey. The Community College Stakeholder Satisfaction Survey was administered electronically in September and October 2012 to Northern Ohio residents who voluntarily completed the survey online as solicited via electronic news sources and Survey Monkey Audience targeted invitations that contained a link or URL to the online survey at https://www.surveymonkey.com/s/Funding_Community_Colleges_in_Northern_Ohio. Data collection methods were performed concurrently, with qualitative data collected from the college statements, and qualitative and quantitative data collected in the surveys, employing a concurrent mixed methods strategy.

Data Analysis

A content analysis of Ohio community college statements and the survey data regarding stakeholder needs and beliefs was done to determine status of shared language between the two data sets for levy funded and non-levy funded colleges in Northeast Ohio. Although Carlson (2008) identified errors in applying content analysis, leading to mistakes in how content analysis results are interpreted as causation for studies in the public policy arena, the current research did not attempt to use content analysis to provide a basis for causation between stakeholder needs and college statements. Rather, I assigned a level of agreement between the two data sets for the purpose of comparing stakeholders. Additionally, Weber (1990) stated that content analysis is an indispensable technique for social scientists to reduce text to manageable bits of data (p. 10). Weber also advocated the use of content analysis for the purposes of comparing media for levels of communication, coding open-ended questions in surveys, reflecting cultural patterns in groups and revealing the focus of institutions (p. 9), all of which are reflected in the current study. Finally, Weber stated that the best content analyses implement both qualitative and quantitative operations (p. 10). The current research complies with each of Weber's recommendations regarding the use of content analysis for social science research.

Each college mission and vision statement was compared to each stakeholder response to an open-ended question asking what the respondent believed to be the role of community colleges. Each respondent was assigned a score of zero when no match was found and a score of one if a match was found. The process was completed twice by the researcher and the two sets of scores were compared to assure consistency, resulting in complete matches for each stakeholder score. The frequency of matching was analyzed using a Chi Square test.

The quantitative survey data from stakeholders regarding satisfaction with program offerings and services provided by the community colleges was also analyzed with t tests for the two college funding types.

The satisfaction levels and shared language levels were tested for a Pearson r correlation test.

Finally, the qualitative data from the open-ended survey questions was coded with a system of identifying topics and themes, and analyzed to find connections to further the understanding of the quantitative results and improve the study by supplementing with explanatory, qualitative data. The complete data analysis matrix can be found in Table 2.

Table 2

Data Analysis Matrix for Exploring Citizen Support for Community College Funding

QUESTION	SCALE OF MEASUREMENT & VARIABLES	STATISTICAL TEST
1. Is there a difference between the content matching of college statements to stakeholder statements in levy-funded colleges and the content matching of college statements to stakeholder statements in non-levy funded colleges?	Categorical Scale: college funding type (Question 6) = independent variable; Nominal Scale: Status of matching college statements with stakeholder needs and beliefs about the purpose of community colleges (Question 8) = dependent variable	Inferential: Chi Square test
2. Is there a difference between satisfaction levels of stakeholders in levy funded colleges and stakeholders in non-levy funded colleges?	Categorical Scale: college funding type (Question 6) = independent variable; Interval Scale: stakeholder satisfaction levels (Question 11) = dependent variable	Inferential: T-test
3. Is there a relationship between alignment levels of stakeholder needs with college statements and levels of stakeholder satisfaction?	Nominal Scale: Status of matching college statements with stakeholder needs and beliefs about the purpose of community colleges (Question 8); Interval Scale: stakeholder satisfaction levels (Question 11)	Inferential: Pearson r correlation
4. What factors affect stakeholder satisfaction with Northern Ohio community colleges while recovering from the recent economic downturn?	Mixed methods data, comprising all of the questions	

Limitations

The survey instrument for this mixed methods study was only advertised on Northern Ohio online news web sites and Survey Monkey Audience members residing in Northern Ohio, thus it was only accessible to the approximately 80% of Ohio citizens who had internet access (Connect Ohio, 2012).

Data was collected at one point in time and may not be the best method of discovery as stakeholder assessments are ongoing, especially for colleges that undergo change during the levy funding process.

Possibly as a result of convenience sampling, more Caucasians and fewer African Americans responded than the known population demographics would indicate to expect for a random sample.

While the response rate for the study as a whole was ample and the two major geographic regions were represented, there was not equal representation from each of the six colleges: one of the colleges had only one survey submitted and one had only three. Under representation may be problematic when calculating some of the statistics (Osborne & Overbay, 2004).

Chapter Four

RESULTS

Adult citizens of Northern Ohio served by the six community colleges in the study responded to the survey, providing quantitative and qualitative data through an online data collection instrument. Additional qualitative data were collected by analyzing the six community college mission and vision statements.

Demographic Profile of Survey Respondents

A total of 237 adults are included in the current research dataset. The majority of the dataset is female (54.9%), with males representing 45.1 percent of the respondents. A majority of 214 individuals reported that they were Caucasian (90.3%), 13 reported Black/African-American racial status (5.5%), three reported to be Asian-Pacific Islander (1.3%), two reported to be Hispanic/Latino (.8%) and one reported Native American (.4%). Four respondents preferred not to answer the demographic question regarding race.

This research defines stakeholders of community colleges as 18 years of age or older, reported by a survey item representing age category. The majority, 63 individuals, selected 51-60 years of age (26.6%), with 60 reporting to be between 41 and 50 (25.3%), 37 between 31 and 40 years old (15.6%), and 33 between 61 and 70 years old (13.9%). Sixteen participants responded in the age group 22-25 years of age (6.8%) and 15 as 26-30 years old (6.3%). The group of 18-21 year olds was represented by eight respondents (3.4%) while only five indicated 71 years of age or older (2.1%).

A survey question about socioeconomic status was asked of each participant. Total annual household incomes were reported to be largest for the portion of respondents earning \$50,000-\$74,999 with 54 individuals (22.8%) reporting in this category. Respondents earning

over \$100,000 yearly numbered 53 (22.4%), 39 participants reported between \$75,000 and \$99,999 (16.5%), 28 between \$35,000 and \$49,999 (11.8%), and 24 respondents earned less than \$25,000 (10.1%). The smallest portion of the dataset earned between \$25,000 and 34,999 with 23 study participants (9.7%) reporting in that category. Sixteen participants preferred not to respond to the demographic question regarding annual income.

One survey question included in the survey asked about education level. Sixty-one study participants self-reported earning a four-year college degree (25.7%); 48 completed some college (20.3%); 34 earned a graduate school degree (14.3%); 23 completed some graduate course work (9.7%); 23 earned a doctorate degree (9.7%); 20 earned a high school or GED diploma (8.4%); 19 earned a two-year degree (8.0%); five completed trade school (2.1%); and three completed some school courses (1.3%). One respondent chose not to answer the demographic question regarding education. Table 3 shows the demographic data for the survey respondents.

Table 3

Community College Stakeholder Satisfaction Survey Respondent Demographics (n=237)

Demographic	Frequency	Percent	Demographic	Frequency	Percent
Age			Race		
18-21	8	3.4	Caucasian	214	90.3
22-25	16	6.8	African American	13	5.5
26-30	15	6.3	Hispanic/Latino	2	.8
31-40	37	15.6	Asian-Pacific Islander	3	1.3
41-50	60	25.3	Native American	1	.4
51-60	63	26.6	Prefer not to answer	4	1.7
61-70	33	13.9			
71 and over	5	2.1	Education		
Gender			No High School	0	0
Male	107	45.1	Some High School	3	1.3
Female	130	54.9	High School GED	20	8.4
Income			Trade School	5	2.1
Less than \$25,000	24	10.1	Some College	48	20.3
\$25,000- \$34,999	23	9.7	Two-year Degree	19	8.0
\$35,000- \$49,999	28	11.8	Four Year Degree	61	25.7
\$50,000- \$74,999	54	22.8	Some post-grad	23	9.7
\$75,000- \$99,999	39	16.5	Graduate Degree	34	14.3
\$100,000 and above	53	22.4	Post Graduate Degree	23	9.7
Prefer not to answer	16	6.7	Prefer not to answer	1	.4

Analysis of the Representativeness of the Sample

A sample of study subjects was collected from the population of adults 18 years and older in Northern Ohio (n=237) for a confidence level of 95% and confidence interval of 6.37%, assuming a random sample. Using the demographic data to compare with the known population data demonstrates that the sample collected in the current study reasonably represents the adult population of Northern Ohio in regards to gender and race. The effects of convenience sampling by restricting advertisement of the survey to online sources, does not seem to have biased the sample data with regards to the gender demographics of respondents, however, this approach yielded more than the expected number of Caucasian individuals and fewer African-Americans responding than the population would indicate had the sampling not been confined to online users.

A Chi Square test was performed to determine if males and females were distributed differently across the sampling of respondents as compared to the known population. The test failed to indicate a significant difference between the sample and population with regards to gender, $X^2(1, N = 237) = 0.459, p > .05$. The race demographic data for the sample was not as closely representative of the population. Over 90 percent of the respondents were Caucasian while just over 75 percent of the known estimated population of adults in Northern Ohio represent that group therefore, there is a bias in regards to racial demographics of the respondents.

Education level and income bracket questions were included in the demographic section of the survey but are unknown for the population in the range increments collected in this study. Therefore, the respondent data regarding education and income have not been used to determine representativeness of the sample for the population and are included in the discussion of the

research questions to enhance the understanding of responses, as will the open-ended responses about the perceived importance of community colleges and how stakeholders believe they should be funded.

The six community colleges in this study primarily serve approximately 2.5 million adults residing in ten counties. Each college was represented by at least one respondent in the current study, and the three levy-funded colleges in the more heavily populated NEO region were represented approximately four to one over the non-levy colleges, as shown in Table 4.

Table 4

Survey Respondents and Funding Types by Community College

College	Funding Type	Respondents
Cuyahoga Community College	Levy	147
Lakeland Community College	Levy	26
Lorain Community College	Levy	18
Northwest State Community College	Non Levy	1
Owens State Community College	Non Levy	42
Terra State Community College	Non Levy	3

The response rates for the two primary regions are in line with the actual population: the population of adults in the five counties in the Northwest part of Ohio included in this study is approximately 500,000, while the population of adults in the five counties in NEO is almost two million (Figure 6).

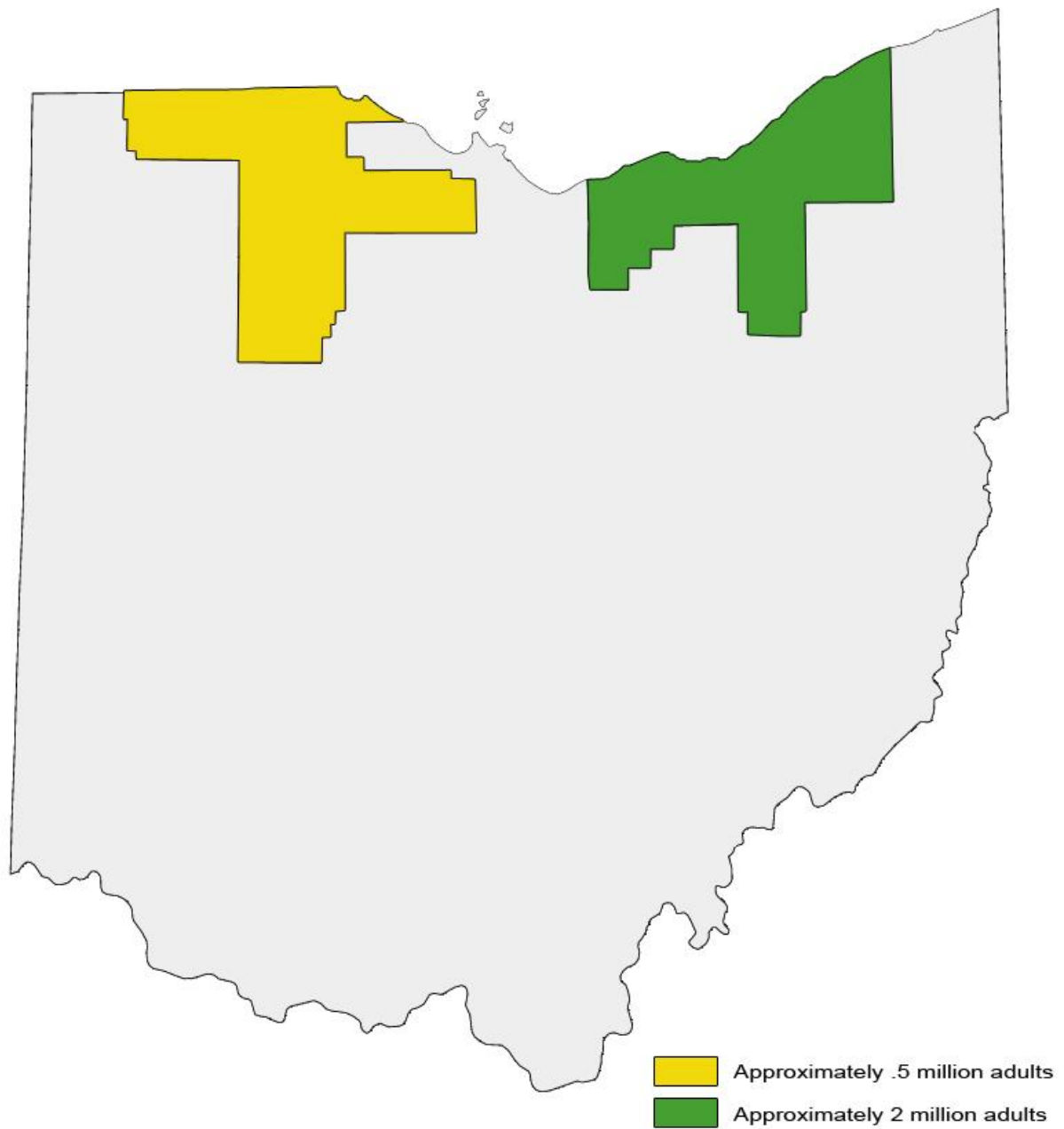


Figure 6. Population comparison of the two regions served by the six colleges

Respondents who had no current or past student, parent or employee status with the college for which they were responding numbered at 134. There were some respondents included in more than one group of stakeholders: of the remaining survey respondents, 75 were former students, 13 were parents of former students, nine were current students, nine were parents of current students, eight were college employees and there were four former employees. The breakdown of stakeholder types by college funding type is shown in Table 5.

Table 5

Survey Respondent Stakeholder Types by College Funding Type

Stakeholder types	College funding type	
	Levy	Non Levy
Student	6	1
Student, Employee	2	0
Former Student	61	6
Former Student, Parent of Student	0	1
Former Student, Parent of Former Student	4	0
Former Student, Parent of Student, Employee	1	0
Former Student, Parent of Student, Parent of Former Student	1	0
Former Student, Parent of Former Student, Employee	1	0
Parent of Student	4	1
Parent of Former Student	5	2
Parent of Student, Employee	1	0
Employee	2	1
Former Employee	2	1
Non-student, Non-parent, Non-employee	101	33

Research Question One

Question one asked: Is there a difference between the content matching of college statements to stakeholder statements in levy-funded colleges and the content matching of college statements to stakeholder statements in non-levy funded colleges? To answer this question, a score was calculated for each college stakeholder by comparing college mission and statements to each stakeholder response to survey question number eight, assigning a value of zero for no

match and a value of one when a match was found. Stakeholder scores for levy-funded and non-levy-funded colleges were compared using a Chi Square test.

A chi-square test of independence was performed to examine the relationship between college funding type and stakeholder content matching scores. The test indicated a significant difference between the two types of colleges, $X^2(1, N = 237) = 79.15, p < .01$. These results suggest that some factor other than chance is operating for the deviation to be so much in favor of the levy-funded colleges.

Research Question Two

Question two asked: Is there a difference between satisfaction levels of stakeholders in levy-funded colleges and stakeholders in non-levy funded colleges? A two-sample t-test was conducted to compare satisfaction levels between the levy and non-levy college stakeholders. One scaled question in the survey collected the data for this question that ranged from a ranking of Very Satisfied with a value of 1 to Very Dissatisfied with a value of 5.

There was a slightly significant difference in the self-reported satisfaction levels for individual stakeholders in levy ($M=1.847, SD=0.941$) and non-levy ($M=2.130, SD=0.833$) colleges; $t(75)=2.02, p = 0.047$. The results indicate a modest difference in the self-reported stakeholder satisfaction level with the levy-funded community college stakeholders reporting as being slightly more satisfied.

Research Question Three

Question Three asked: Is there a relationship between alignment levels of stakeholder expectations with college statements and levels of stakeholder satisfaction? A Pearson r correlation coefficient was computed to assess the relationship between the percentage of content matching and average stakeholder satisfaction levels by college. There was a modest, positive

correlation between the two variables, $r = 0.587$ $n = 6$, $p = 0.221$. A scatterplot summarizes the results (Figure 7). Increases in matching between average stakeholder expectations and college mission and vision correlate somewhat with increased stakeholder satisfaction by college; however, the p value is large, and $r = 0.729$ would be expected to justify statistical significance of the correlation.

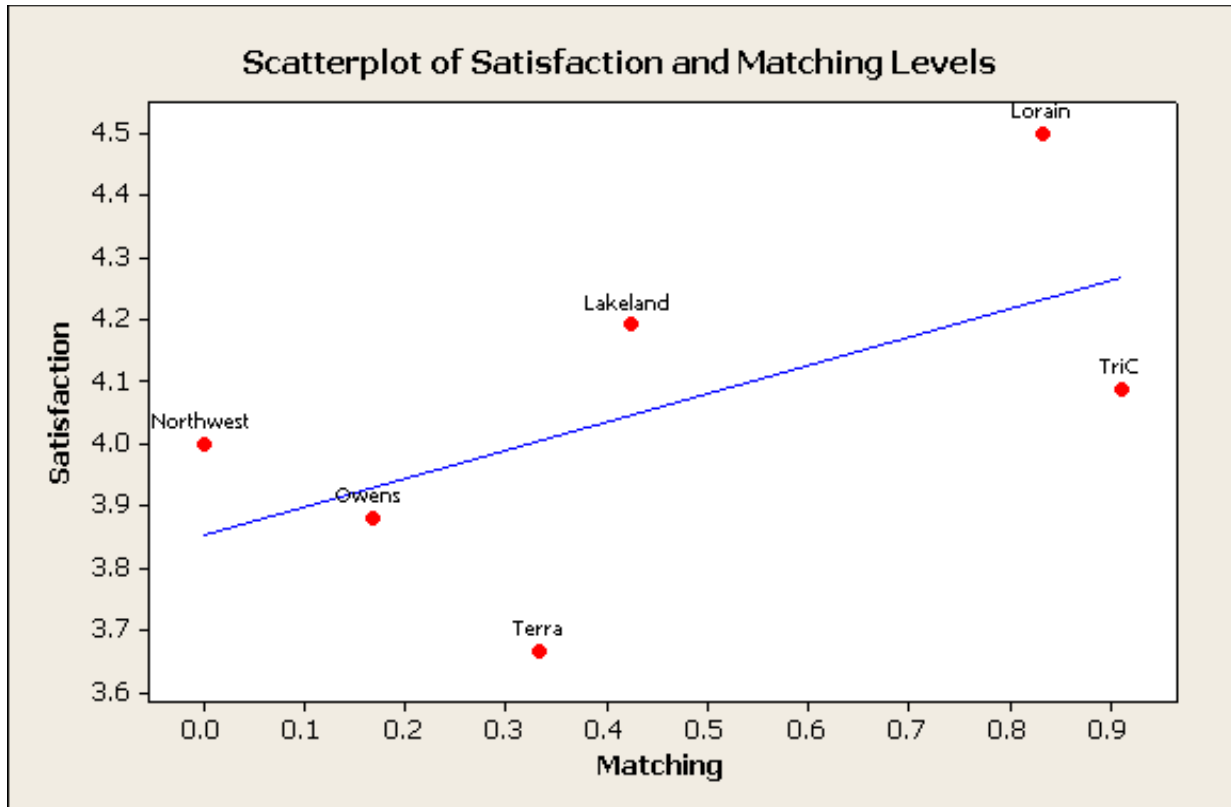


Figure 7. Scatterplot of satisfaction and matching correlation of the six colleges

Research Question Four

Question four asked: What factors affect stakeholder satisfaction with Northern Ohio community colleges while recovering from the recent economic downturn? To answer this question, all of the mixed-methods data were considered: the quantitative data from the statistical analyses in the first two research questions and the additional qualitative data gathered via the stakeholder survey. Given that a significant difference was found to exist between the two

college funding types on frequency of language matching between stakeholder beliefs about the role of community colleges and college mission and vision statements, and given that a modest significant difference in stakeholder satisfaction between the stakeholders within the two college funding types was also found. Finally, although stakeholder satisfaction correlated moderately with the percentage of matching instances of the colleges, it was nonetheless found to be statistically significant, since that correlation may have occurred simply by chance. The complete data were then examined for factors possibly relating to stakeholder satisfaction, incidence of stakeholder expectation matching with college mission and vision, and how that analysis of the results may be applied to stakeholder analysis models.

The results of the current study indicate a moderate difference between satisfaction levels of stakeholders in levy funded colleges and stakeholders in non-levy funded colleges, slightly in favor of the levy funded colleges. A look at the data collected in the survey reveals more about the satisfaction levels of individuals who responded to the study based on demographics other than the funding type of the community college for which they were responding. Table 6 shows how different stakeholder types ranked their satisfaction with the community college serving them, from one, Very Satisfied, to five, Very Dissatisfied. Average satisfaction levels for stakeholder types varied from very satisfied to just above neutral.

Table 6
Average Satisfaction with Community Colleges by Stakeholder Type

Stakeholder types	Satisfaction
Former Student, Parent of Student, Parent of Former Student	1.00
Former Student, Parent of Former Student, Employee	1.00
Parent of Student, Employee	1.00
Former Employee	1.00
Student	1.14
Employee	1.33
Parent of Student	1.40
Former Student	1.46
Former Student, Parent of Former Student	1.75
Parent of Former Student	2.00
Former Student, Parent of Student	2.00
Former Student, Parent of Student, Employee	2.00
Non-student, Non-parent, Non-employee	2.22
Student, Employee	2.50

Among individual stakeholders expressing the highest satisfaction with their community college, the reputation of the college was a common theme. Three non-student, non-parent, non-employee stakeholders commented “They have a very good reputation in the community and the graduates I have met are well educated,” “It has a good reputation,” and “Asset to Cuyahoga County- it has done a good job for decades without any hint of scandal,” when responding to the question regarding the cause for satisfaction with the college.

While there was variance within groups, individuals with a current connection to a college were more likely to report high satisfaction, with employees and parents of students, especially parents who had other children who had attended the same college previously, reporting higher satisfaction. However, for stakeholders not connected to the college, a pattern of satisfaction emerged for stakeholders who had knowledge about programs and services through others who were more connected and expressed the reasons for being highly satisfied with what

the college provides: “I am aware of some wonderful medical programs they have available. Additionally, I know several people who have either taken classes there or are employed by the school; all have expressed nothing but positive regard “; “Students who I know, who attended CCC, are serious about their educations and were assisted greatly in their careers by CCC”; and, “I do not go there, but I am familiar with their programs.”

Only two stakeholders expressed the lowest possible satisfaction level, Very Dissatisfied, with their community college. One of them, a female stakeholder with some graduate course work completed, who is not a student, parent or employee, stated that she felt her community college had become an “... academic wasteland for students unsuited to a 4 year degree to attend college aimlessly, never graduating and never achieving any career goals while racking up huge student loan debt.” The other, a former female student who also now has some graduate course work completed, expressed dissatisfaction with “instructors approach, financial aid components, lack of discipline and overall the feel of a high school and catering to students who did not excel in high school and need a place to go.....I was floored with the retention rate.”

Next, just five stakeholders felt they were Somewhat Dissatisfied. Among the reasons for dissatisfaction of the four who had no connection to their levy-funded college as students, parents or employees were “mediocrity of programs,” “lack of consideration by the college for continuing education and retraining,” and the “uselessness of a 2-year degree.” The remaining stakeholder who responded as somewhat dissatisfied, a former student of a non-levy funded college, stated a dissatisfaction due to the local community college not “... being focused on students and helping them find a job, it has transformed into community stature and securing government handouts.”

When asked directly how they felt community colleges should be funded, stakeholders were least supportive of local taxes in the list of ten choices and most supportive of tuition and fees. Stakeholders who selected local taxes from the list as a preferred funding method for community colleges also ranked high for importance of community college funding. One stakeholder, a former student of a levy funded college responded specifically “Local tax levy” when selecting the eleventh option “Other.” This was the only reference to levy funding provided as a response to any question in the survey.

Chapter Five

DISCUSSION, CONCLUSION, RECOMMENDATIONS

Research Question One

Question one asked: Is there a difference between the content matching of college statements to stakeholder statements in levy-funded colleges and the content matching of college statements to stakeholder statements in non-levy funded colleges? The quantitative results of question one suggest that the levy funding status of the community colleges in this study has some effect on the content matching of stated stakeholder beliefs about the role of community colleges with college mission and vision statements. While there is a significant difference in frequency of matching between the two levy-funding types, there is also great variance among the colleges with regards to frequency of content matching. Table 7 shows a range from the most closely aligned at 91.2% matching to a low of no matching.

Table 7

Stakeholder Content Matching Percentages by College

College	Levy-Funded	Matching
Cuyahoga Community College	Yes	91.2
Lorain Community College	Yes	83.3
Lakeland Community College	Yes	42.3
Terra State Community College	No	33.3
Owens State Community College	No	16.7
Northwest State Community College	No	0.0

Funding status of the colleges is not the only difference between the two groups. The three levy-funded colleges happen to be located in the Greater Cleveland area and the remaining colleges are in the western portion of the state near and west of Toledo. While there may be something inherent to the levy process that causes colleges to address their mission and vision in a different way, further research would be necessary to uncover reasons why stakeholder

expectations for community colleges seem to align more closely with certain community college mission and vision statements. To attribute the alignment solely to how a college is funded or any other single process would be a faulty assumption, based on this study alone. Differences in industry and culture of the two main metropolitan regions may be factors that impact this study.

Abelman and Dalessandro (2008) found that the vision statements of community colleges contained more shared language, were more complex, and possessed greater observability than those of four-year institutions, but were also less compelling and less clear. The two colleges with the highest matching percentages are levy funded and appear to have longer, more specific, complex and compelling language in their mission and vision statements than the two lowest matching, non-levy funded colleges with their short, general mission and vision statements.

The specific phrases in the long statements, and the broad terms in the short statements, seem equally likely to match the words of the stakeholder expectations about community colleges. Therefore, whether a statement was long or short does not appear to be a catch-all for possible stakeholder responses. An argument could be made for a bias in either direction: a longer statement could equate to more opportunity for matching while including broader terms in a shorter message could have a similar result. Both conditions have potential for enhancing word matching, so neither practice seems advantageous to the content-matching technique used in the current study.

For the lowest-match scoring colleges, failure to match stakeholder responses was possibly more about what some of the community colleges did not mention in their mission and vision statements than what they actually addressed. For instance, none of the lowest scoring colleges addressed basic tenets of community college purpose such as transferability of courses or affordable tuition. With what appear to be loftier missions, some colleges are missing

opportunities to match basic stakeholder concerns, including one college that missed 35 opportunities to match on terms included by its stakeholders such as: “lower cost,” “Less expensive,” “transfer to four-year colleges,” in favor of “innovation,” “strengthening community,” and collaboration,” which netted few matches. If mission and vision statements are documents that help drive the operations of the institution, stakeholder beliefs, needs and expectations should be considered.

Whether the levy funding status of a college plays a part in how colleges craft their mission to address stakeholder needs, it is nonetheless apparent, based on the self-reported stakeholder data collected in the current study, that most Ohio community college stakeholders who responded to the survey have a strong belief that their community college should be affordable, accessible, and provide a stepping stone to improved job readiness; and, that transferability of credits and courses to a four-year college are uppermost concerns to stakeholders. Community colleges that address these fundamentals appear to be aligning their missions toward the expectations of the stakeholders in this study.

Ayers (2002) found that colleges that did not move progressively toward less traditional missions, and that did not include all stakeholder groups in the development of their missions from a shared vision, were in danger of focusing valuable resources on programs and services that were no longer relevant. There is no way to know within the context of the current study how each college regarded the stakeholder analysis process, or how long ago the mission and vision statements were created. It is possible that one or more of them are hosting “deadwood documents,” that have not been revisited as part of the strategic plan described by Allen and Baker (2012).

While mission and vision statements are an important part of the stakeholder analysis process, they have been analyzed in the current study against the concerns and needs of stakeholders at one specific point in time. Stakeholder analysis can be an ongoing process and, for the levy-funded colleges in particular, the treatment and attention toward each stakeholder changes often and probably not at the same time for all colleges in the study. Because the levy issues in Northeast Ohio are put to vote every four or five years for the three levy-funded colleges in this study, no particular stakeholder group is necessarily the immediate focus for all three colleges at the same time. Also, it is unknown whether uncontrolled for factors may have influenced stated concerns of any particular stakeholder in the current study. There is a great likelihood that each of the colleges was in a different phase of the stakeholder analysis and satisfaction model so the comparisons made by the current research at one point in time may not be the ideal comparison of equal treatment and service to stakeholders among the colleges. Further research on community colleges addressing stakeholder needs and concerns that takes into account the stage of an organization's stakeholder analysis is warranted so that equal comparisons can be made.

The language matching between stakeholders and colleges was specifically chosen for this study as an operationalization of a critical part of the stakeholder analysis model of Strong, Ringer and Taylor (2001) where stakeholder responses represented expected information and the college statements represented actual information. Further research is warranted that considers up-to-the-minute elements for comparisons to citizen/voter stakeholder needs. Representations of expected information other than the stated mission and vision statements of community colleges is recommended, as the statements may be outdated or may have been created at a time when

specific groups of stakeholders were not the focus in the strategic planning and stakeholder analysis processes.

Finally, Weber (1990) stated that the best content analyses implement both qualitative and quantitative operations (p. 10). While the current research complies with Weber's recommendations in this regard, it is not until question four is addressed and qualitative findings are revealed that an understanding of the language within the stakeholder responses can actually be compared in a meaningful way to college statements. Quantitative content analysis alone is limited in its ability to capture the nuances of word meaning and may not be of much value on its own. Conversely, the qualitative content analysis performed for question four of the current study provides description and depth of meaning in the language of college statements and stakeholder survey responses and could possibly stand on its own without the quantitative measure of question one.

Research Question Two

Question two asked: Is there a difference between satisfaction levels of stakeholders in levy-funded colleges and stakeholders in non-levy funded colleges? The quantitative results of question two indicate a difference in the self-reported satisfaction levels for individual stakeholders in levy and non-levy funded community colleges in Ohio in favor of the levy funded colleges. However, it is, again, one point in time at which the data for the current study were collected. Further research that considers levy timing is warranted as it is unknown whether there are temporal or other uncontrolled-for factors that may have influenced the satisfaction levels of any particular stakeholder in the current study. For instance, a community college preparing for an upcoming vote may be putting its "best face" forward in the community, as well as providing extra customer service to its students and community members, which would cause

stakeholders to report a higher level of satisfaction. It may, in fact, be that the levy-funded colleges remain in a perpetual state of preparation for the next vote, which would result in ongoing high satisfaction rates; however, such a determination cannot be made from the findings of the current study and a closer look would be necessary to make such a determination.

Research Question Three

Question Three asked: Is there a relationship between alignment levels of stakeholder expectations with college statements and levels of stakeholder satisfaction? The results of question three indicate a modest, positive correlation between the percentage of content matching and average stakeholder satisfaction levels. As shown in the Figure 7 scatterplot, most of the data points are plotted very near to the regression line. While the p value of the correlation is not strong enough to be statistically significant, and there is a slightly better than 20% chance that the correlation calculation in this study occurred due to chance alone, the idea that there is a relationship between the average content matching scores and the average satisfaction levels of the college stakeholders should not be completely abandoned by the results of the Pearson's r correlation test. If not in a linear fashion, the three highest content matching colleges did nonetheless have the highest three stakeholder satisfaction score averages. The higher content matching scores associated with the higher satisfaction scores indicates some support for the model in the Strong et al. study that illustrates that when expected and actual information match, the level of stakeholder satisfaction will be high.

As stated in the limitations of the current study, there was not equal data representation from each of the six colleges: one of the colleges had only one survey submitted and one had only three and, not surprisingly, these were the two most outlying data points in the correlation. Evans (1999) states that as data sets become larger, the more the samples resemble the

populations from which they were drawn. Therefore, further research is warranted that includes more participants from all of the colleges, thus ensuring a more realistic percentage of matching and average satisfaction rates for each college.

Research Question Four

Question four asked: What factors affect stakeholder satisfaction with Northern Ohio community colleges while recovering from the recent economic downturn? The qualitative analysis results of the current study indicate an emphasis on employee stakeholders. No employees or former employees were among the least satisfied stakeholders. All current or former employees reported at some above average level of satisfaction, regardless of the community college for which they responded. The employees of the levy-funded community colleges provide a large portion of the initial dollars needed to implement the marketing plan for the levy-funded colleges in the current study; therefore the employee stakeholder group can be viewed as the starting point for the levy-funding process.

The frequency with which non-student, non-parent, non-employee stakeholders interact with other more knowledgeable stakeholders, such as college employees, appears to be a factor in the stakeholder satisfaction levels found in the current study, with interaction associated with higher satisfaction rates.

As indicated by Strong, Ringer and Taylor (2001), who found that an organization's failure to meet expectations regarding information or performance does not necessarily result in stakeholder dissatisfaction: perhaps a negative experience that is addressed expediently by the organization, where the strength of recovery retains the relationship, will result in stakeholder satisfaction. By the same token, a neutral or positive interaction with the organization may result in higher stakeholder satisfaction. Therefore, it is recommended that the community colleges in

Northern Ohio, particularly the ones in Northeast Ohio who rely on the public to vote and voluntarily pay for a large portion of their operating budgets, create additional opportunities for their administrator, staff and faculty to interact with the public, addressing the outcomes portion of the Strong et al. stakeholder models.

Similarly, one may look to the results of the Kelly and Swindell (2002) study which may suggest that personal encounters with an organization's services have a strong relationship to consumer-citizen satisfaction. In their study, stakeholders who had direct contact, regardless of positive or negative outcomes, had a higher rate of stakeholder satisfaction. When stakeholder groups in the current study are viewed on a continuum of personal contact with the community colleges serving Northern Ohio and comparing the satisfaction levels of the groups, the results of this study support the results of Kelly and Swindell's study.

To illustrate this continuum applied to the current research, a review of Table 6 shows that Former Student/Parent of Student/Parent of Former Student, Former Student/Parent of Former Student/Employee, Parent of Student/Employee, Former Employee ranked highest on satisfaction self-reporting while stakeholder respondents with no past or present student/parent/employee status of their local community college reported among the lowest, average satisfaction levels. This perspective supports the results of Kelly and Swindell; however, an interesting result of the current study shows that the two current employees who are also current students averaged the lowest satisfaction of any stakeholder group. Further research about employees who are also current students may be warranted to examine this phenomenon.

The results of the current study suggest that leadership at the community colleges in the current study should ensure that their employees are equipped with current and accurate information about their college, further, that employees become skilled in customer service

techniques that address negative experiences, thus potentially converting a disgruntled stakeholder into a satisfied advocate and positive vote for college funding initiatives.

Summary

Do stakeholders believe that Northern Ohio community colleges, especially those with tax levy funding, are effectively addressing their needs while recovering from a deep economic recession? Support for the community colleges in Northern Ohio, especially those that rely on levy passage, is strong, and based on the findings of this research. The Northeast Ohio levy-funded colleges in the current study appear to be doing especially well at aligning their mission and vision with stakeholder expectations and values while also increasing stakeholder satisfaction.

The design and results of the current study, when applied to the information portion of the first model of stakeholder satisfaction that supported the Strong, Ringer and Taylor (2001) study appear as shown in Figure 8, with “expected information” taking the form of citizen stakeholder statements and the mission and vision statements of the colleges serving as “actual information.”

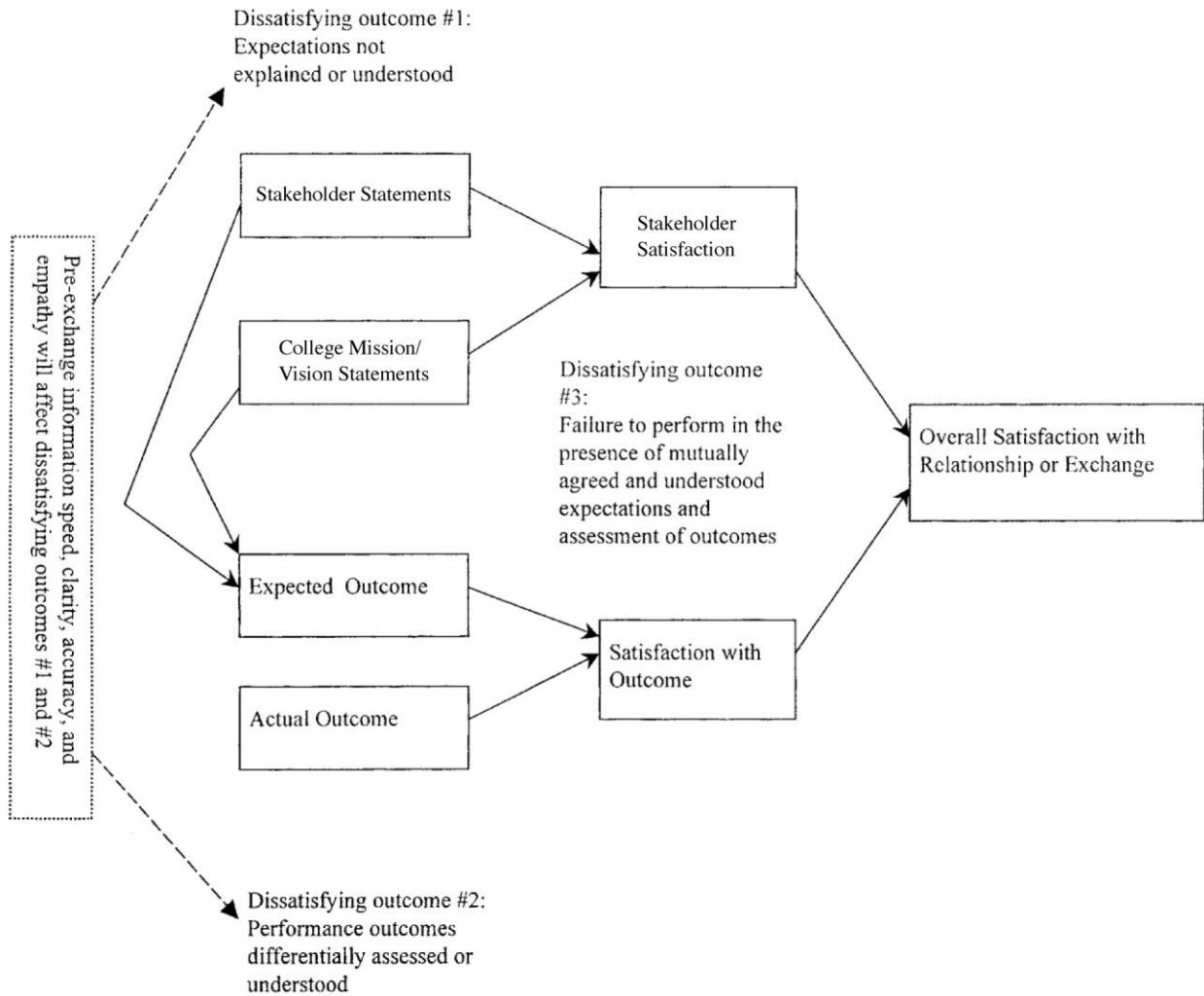


Figure 8. Current Study Results Applied to Model of Stakeholder Satisfaction

Because employee stakeholders are in a position to inform and influence other stakeholders when motivated and empowered to do so, it is recommended that community college administrators who seek the support of voter stakeholders provide opportunities for their leaders, staff and faculty to interact more with members of the community. A goal to continually provide information to stakeholders, and treat them as valued customers, is especially important in levy voting years for the three levy-funded colleges included in this study. Increased interaction will also give employee stakeholders the opportunity to report back findings on other stakeholder group expectations to the organization, as well as to address the different attitudes and assessments about performance outcomes.

Expanding on the original model of stakeholder satisfaction and the model of satisfaction moderated by trust and justice perceptions created by Strong, Ringer and Taylor (2001), an Educational Awareness Model of Stakeholder Satisfaction that illustrates the increased interaction was derived and produced from the findings of this study (Figure 9).

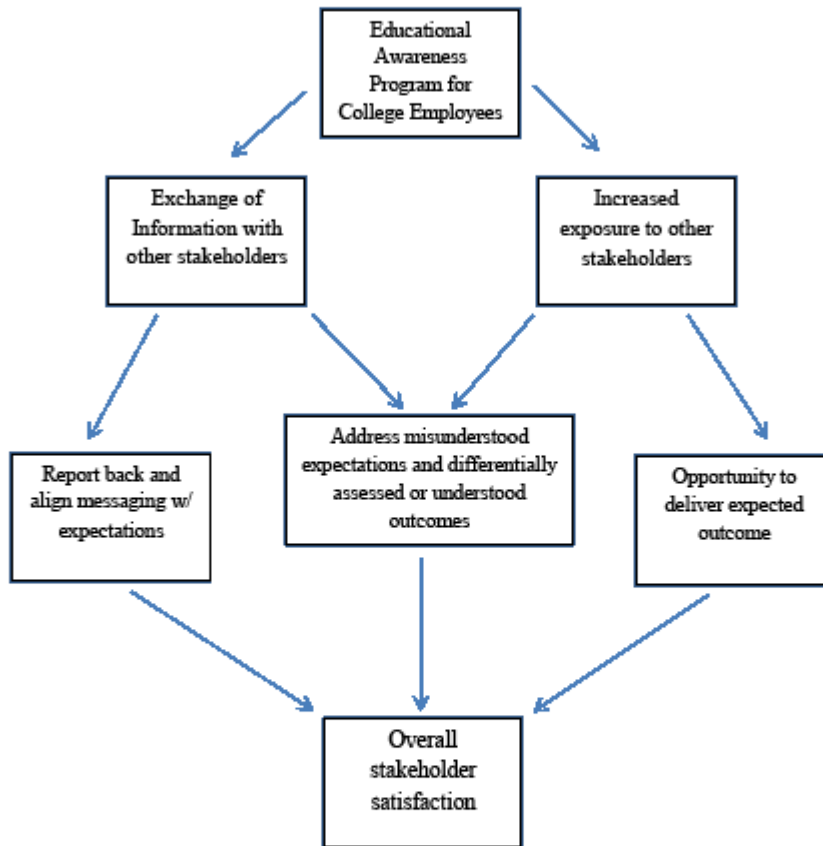


Figure 9. Educational Awareness Model of Stakeholder Satisfaction

The new model theorizes that by implementing a formal educational awareness program for college employees, the organization prepares and empowers its employees to interact more often with the public to bring valuable knowledge back to the organization, to inform other stakeholder groups, to deliver on expected outcomes and to address unexpected outcomes, thus increasing stakeholder satisfaction.

The first step for creating an educational awareness training program for college employees should be to discover the factors that will maintain and improve the satisfaction of employee stakeholders. The employee stakeholders in this study ranked high on stakeholder satisfaction self-reporting, except for two individuals who were also current students. Employees also ranked as the most interested and powerful stakeholders when the grid of stakeholder interest and power was produced for this study.

Next, customer service training for college employees would be required to provide the skills necessary to exchange information successfully with stakeholders and report feedback to college leadership.

Last, implementation of the program with methods available to measure program success will test the model created by the current research, and ideally provide a system by which Northern Ohio community colleges can increase stakeholder support for community college funding initiatives as the rebound from the recent economic crisis continues.

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Appendices

Appendix A List of Ohio Community Colleges

Ohio Community Colleges

Cincinnati State Technical and Community College, Cincinnati

Clark State Community College, Springfield

Columbus State Community College, Columbus

Cuyahoga Community College, Cleveland

Edison State Community College, Piqua

Jefferson Community College

Lakeland Community College, Mentor

Lorain County Community College, Elyria

Northwest State Community College, Archbold

Owens State Community College

Rio Grande Community College, Gallipolis

Sinclair Community College, Dayton

Southern State Community College, Hillsboro

Terra State Community College, Fremont

Washington State Community College, Marietta

Appendix B
Cuyahoga Community College Employee Levy Participation Request



*Citizens for
Cuyahoga Community College Committee
Invites You To A
Valentine's Day
Cookie - Coffee Break*

Please join Dr. Jerry Sue Thornton & the Citizens for Cuyahoga Community College Committee for a college-wide videoconference and Cookie-Coffee Break. You'll learn how you can help ensure a successful levy campaign in 2014 and have the opportunity to win Fun Prizes!

**Thursday, February 9th
Noon**

BRUNSWICK CAMPUS: *Conference Room*

CORPORATE COLLEGE EAST: *Boardroom 237*

CORPORATE COLLEGE WEST: *Java City*

DISTRICT: *1st Floor Reception Area*

HOSPITALITY MANAGEMENT CENTER: *Conference Room*

EASTERN CAMPUS: *Liberal Arts Bldg. – Room 230*

METRO CAMPUS: *Center for Creative Arts WiFi Area*

WESTERN CAMPUS: *Theatre Stage*

WESTSHORE CAMPUS: *WSHCS Room 140*

VNA Building: *First Floor Community Room*

UTC: *1st Floor Lobby*

Paid for by Citizens for Cuyahoga Community College Committee, 700 Carnegie Ave., Cleveland, OH, 44115,
Brian Krejci, Treasurer

Appendix C
Mission and Vision Statements of the Colleges

Cuyahoga Community College

Mission: To provide high quality, accessible and affordable educational opportunities and services including university transfer, technical and lifelong learning programs that promote individual development and improve the overall quality of life in a multicultural community.

Vision: Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

Lakeland Community College

Mission: To provide quality learning opportunities to meet the social and economic needs of the community.

Vision: To be the best in creating quality learning opportunities.

Lorain County Community College

Mission: Lorain County Community College, an innovative leader in education, economic, community and cultural development, serves as a regional catalyst for change in a global environment through accessible and affordable academic and career-oriented education, lifelong learning, and community partnerships.

Vision: Building a world-class community through education, innovation and collaboration.

Northwest State Community College

Mission: The mission of Northwest State Community College is to serve by providing access to excellent and affordable education, training, and services that will improve the lives of individuals and strengthen communities.

Vision: Northwest State Community College will be an innovative leader in education and training, a first-choice institution that empowers individuals and communities to achieve a sustainable quality of life.

Owens State Community College

Mission: We believe in serving our students and our communities. Your success is our mission.

Vision: Owens faculty and staff are committed to strengthening the community by providing a superior educational experience through excellence, innovation and collaboration.

Terra Community College

Mission: To be the catalyst for prosperity by providing quality learning experiences for life and work in our global community.

Vision: Dynamic transformation through innovation, collaboration, and leadership.

Appendix D
Integrated Postsecondary Education Data System Finance Survey (for public institutions)
Fiscal Year 1999 (Form IPEDS-F- 1) Example

**Integrated Postsecondary Education Data System Finance Survey (for public institutions)
Fiscal Year 1999 (Form IPEDS-F- 1) Example**

F-1				
<p>This form has been divided into two sections to facilitate reporting of financial data:</p> <p>Section I: Current Year Report — FY 1999 is to be completed by the respondent and returned to the address shown on the cover page. <i>Do not record data in shaded areas.</i></p> <p>Section II: Prior Year Reported Data — FY 1998 is a copy of the data reported by your institution last year. Please use this as a reference for reporting FY 1999 data and keep it in your files with a copy of your FY 1999 submission.</p>				
<p>Section I CURRENT YEAR REPORT — FY 1999</p>				
<p>Part A — CURRENT FUNDS REVENUES BY SOURCE</p> <p>This report covers finance activity for the 12-month fiscal year beginning</p>				
<p> 07 , 1998 and ending 06 , 1999 <small>Month Year Month Year</small> </p>				
Line No.	Source of funds	Amount (whole dollars)		
		Unrestricted (1)	Restricted (2)	TOTAL (3)
01	Tuition and fees	\$ 57,121,137	\$	\$ 57,121,137
02	Government appropriations			
03	Federal		12,029,105	12,029,105
03	Through state channels	\$		
04	State	140,731,239	222,663	140,953,902
05	Local	3,123	1,832,784	1,835,907
06	Government grants and contracts			
06	Federal (exclude FDSL loans)	1,885,025	25,976,177	27,861,202
07	State	1,641,725	11,452,693	13,094,418
08	Local			
09	Private gifts, grants, and contracts	7,243,262	20,037,707	27,280,969
10	Endowment income	664,919	701,774	1,366,693
11	Sales and services of educational activities	5,900,651	9,474	5,910,125
12	Auxiliary enterprises	42,201,099		42,201,099
13	Hospitals			
14	Other sources	5,840,788		5,840,788
15	Independent operations			
16	TOTAL CURRENT FUNDS REVENUES <i>(Sum of lines 1, 2, 4—15)</i>	\$ 263,232,968	\$ 72,262,377	\$ 335,495,345

Appendix E
Cuyahoga Community College Administration and Finance Cabinet Minutes

A&F Cabinet Meeting Minutes
2-3-12

I. **Dr. Foltin**

- A. Welcome to the Westshore Campus

II. **Dr. Foltin & Claire Rosacco**

A. **Levy Campaign**

1. Kickoff is Thursday, 2/9 at Noon.
2. It is imperative that this levy passes in 2014. Please encourage all staff to donate to the levy. Forms are available at each campus and on My Tri-C Space.

III. **Aaron Altose**

- A. Aaron is an Assistant Professor of Mathematics at the Eastern Campus.
1. He is presenting an alternate and accelerated pathway to motivate and engage students in the area of mathematics. The Quantway Program is part of the Carnegie Foundation. For more detailed information, visit www.carnegiefoundation.org/quantway
 2. Aaron is also putting math lessons/lectures on YouTube. His online name is known as "Math With Mister A". He learned about video posting of educational videos at a NISOD conference in 2009. His videos are very helpful for people and he gets hits on his YouTube site from all over the world.
 3. Informational websites:
Youtube.com/t/press_statistics
Citizentube.com
Youtube.com/citizentube
Youtube.com/edu

IV. Dr. J. Michael Thomson

- A. The Westshore Campus recently had its one-year anniversary.
- B. Two classes each of EMT and STNA were just credentialed.
- C. Please see the PowerPoint available on MTC Space in the Administration & Finance section.

V. Mike Abouserhal

- A. Mike spoke about the FY13 budget and the challenges that the College faces moving forward. Please do everything possible to forecast the remaining FY12 spending accurately, and only ask for what is really needed in FY13.

VI. Judi McMullen

- A. Judi closed the meeting as Dr. Foltin had to leave early. She welcomed new employees and talked briefly about the following items:
 - 1. New employees
 - 2. Voluntary Framework
 - 3. College goals
 - 4. RTA /U-Pass (student passes)
 - 5. East 22nd Building
 - 6. Budget/Tuition
 - 7. Review of Travel
 - 8. Rock Hall archives now open to public
 - 9. Capital appropriations
 - 10. Faculty Conference Day & Colloquium
 - 11. Textbook Rental & Affordability
 - 12. Advanced Technical Center & East Natatorium
 - 13. JazzFest
 - 14. SciQuest
 - 15. A&F All Hands Meeting
 - 16. District parking changes – April 1st no spaces at District for meetings

All available handouts and PowerPoint presentations will be posted to the Administration & Finance section of My Tri-C Space. If you have any questions, please call Alicia Christy at x4776.

Note: Aaron Altose's presentation is too large to post.

Appendix F
University of Arkansas IRB Approval and Modification Approval



UNIVERSITY OF ARKANSAS

Office of Research Compliance
Institutional Review Board

August 1, 2012

MEMORANDUM

TO: Patricia Isom
Jules Beck

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 12-07-031

Protocol Title: *Citizen Support for Northeast Ohio Community College Funding Initiatives During an Economic Recession Recovery*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 07/31/2012 Expiration Date: 07/29/2013

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<http://vpred.uark.edu/210.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 500 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

210 Administration Building • 1 University of Arkansas • Fayetteville, AR 72701
Voice (479) 575-2208 • Fax (479) 575-3846 • Email irb@uark.edu

The University of Arkansas is an equal opportunity/affirmative action institution.

September 20, 2012

MEMORANDUM

TO: Patricia Isom
Jules Beck

FROM: Ro Windwalker
IRB Coordinator

RE: PROJECT MODIFICATION

IRB Protocol #: 12-07-031

Protocol Title: *Citizen Support for Northeast Ohio Community College Funding Initiatives
During an Economic Recession Recovery*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 09/20/2012 Expiration Date: 07/29/2013

Your request to modify the referenced protocol has been approved by the IRB. **This protocol is currently approved for 500 total participants.** If you wish to make any further modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

Please note that this approval does not extend the Approved Project Period. Should you wish to extend your project beyond the current expiration date, you must submit a request for continuation using the UAF IRB form "Continuing Review for IRB Approved Projects." The request should be sent to the IRB Coordinator, 210 Administration.

For protocols requiring FULL IRB review, please submit your request at least one month prior to the current expiration date. (High-risk protocols may require even more time for approval.) For protocols requiring an EXPEDITED or EXEMPT review, submit your request at least two weeks prior to the current expiration date. Failure to obtain approval for a continuation *on or prior to* the currently approved expiration date will result in termination of the protocol and you will be required to submit a new protocol to the IRB before continuing the project. Data collected past the protocol expiration date may need to be eliminated from the dataset should you wish to publish. Only data collected under a currently approved protocol can be certified by the IRB for any purpose.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

Appendix G
Community College Stakeholder Satisfaction Survey- Pilot Test 1

Consent Form

Citizen support for Northern Ohio community college funding initiatives during an economic recession recovery

You are invited to participate in a research study to explore citizen support for community college funding in our region as we recover from the recent recession. You were selected as a possible participant because of your residency in one of the counties served by the community colleges in this study.

This study is being conducted by Patricia Isom, a doctoral student in the University of Arkansas Department of Rehabilitation, Human Resources, and Communication Disorders.

Background of Study

The purpose of this study is to explore citizen support for community college funding in Northern Ohio during recovery from a recent economic recession.

Study Procedures

If you agree to participate in this study, please complete the questionnaire that follows this informed consent notice. I will be collecting approximately 400 surveys for this study. I will also be collecting 12-20 surveys in a pilot study conducted prior to the main study, seeking recommendations or criticism of the questions. Pilot study participants will be asked to make recommendations and critiques while responding to the survey.

Risks and Benefits of Participating in Study

This study has no physical or psychological risks of which I am aware. The benefits to participation in this study include increasing understanding about how community colleges that serve your county may be funded.

Confidentiality

This study will be kept confidential to the extent allowed by law and University policy. No published report will contain information which makes it possible to identify an individual participant; codes will be used on all research materials instead of names, email addresses and any other identifying information. Your response will be deleted from the secure server by the researcher when you submit the electronic form and only the primary researcher will have access to your information.

Voluntary Participation

Your decision whether to participate in this study will not affect your current or future relations with the University of Arkansas. If you decide to participate, you are free to withdraw at any time during the study without affecting those relationships.

Contacts and Questions

If you have any questions, please ask them now. You may contact Patricia Isom at [redacted] or by email at [redacted] now or at any time during the study should you have additional questions.

If you would like to talk to someone other than the researcher about this study, contact Ro Windwalker, Director of Research and Sponsored Programs, at 120 Ozark Hall, University of Arkansas, 72701, by email irb@uark.edu, or by telephone (479) 575-3845.

You may print a copy of this form to keep for your records.

Statement of Consent

By submitting your answers to the questionnaire, you imply your consent, which means that you have read and understand the description of the study, the potential benefits and risks that are involved, and that participation is completely voluntary.

***1. What is your age?**

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 18-21 | <input type="radio"/> 41-50 |
| <input type="radio"/> 22-25 | <input type="radio"/> 51-60 |
| <input type="radio"/> 26-30 | <input type="radio"/> 61-70 |
| <input type="radio"/> 31-40 | <input type="radio"/> 71+ |

***2. Are you male or female?**

- | | |
|----------------------------|------------------------------|
| <input type="radio"/> Male | <input type="radio"/> Female |
|----------------------------|------------------------------|

3. What is your total annual household income?

- | | |
|--|--|
| <input type="radio"/> Less than \$25,000 | <input type="radio"/> \$75K-99,999 |
| <input type="radio"/> \$25K-34,999 | <input type="radio"/> \$100,000+ |
| <input type="radio"/> \$35K-49,999 | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> \$50K-74,999 | |

4. What is your race?

- | | |
|--|--|
| <input type="radio"/> Caucasian | <input type="radio"/> Asian-Pacific Islander |
| <input type="radio"/> Black/African-American | <input type="radio"/> Native American |
| <input type="radio"/> Hispanic/Latino | <input type="radio"/> Prefer not to answer |

5. What is the highest level of education you have completed?

- | | |
|--|--|
| <input type="radio"/> No high school | <input type="radio"/> Four-Year Degree |
| <input type="radio"/> Some high school | <input type="radio"/> Some Post-Graduate Course Work |
| <input type="radio"/> High School/GED Diploma | <input type="radio"/> Graduate School Degree |
| <input type="radio"/> Completed Trade School | <input type="radio"/> Post-Graduate Degree |
| <input type="radio"/> Some College Course Work | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Two-Year Degree | |

***6. Which Ohio Community College serves your community? (Please complete only one survey for this pilot test for one of the colleges listed below that you attend, your child attends, at which you work, or is in the county in which you reside or vote)**

- Cuyahoga Community College
- Lakeland Community College
- Lorain County Community College
- Northwest State Community College
- Owens State Community College
- Terra State Community College

***7. What is your relationship to the community college selected above? (Please check all that apply)**

Student

Employee

Parent of student

Non-student, non-parent, non-employee

***8. What do you see as the primary role(s) of community colleges?**

9. What do you think question 8 is asking? How would you phrase question 8 in your own words?

***10. How important do you feel community colleges are?**

Very Important

Somewhat Unimportant

Somewhat Important

Not at all Important

Neither Important nor Unimportant

What do you think this question is asking? How would you phrase this question in your own words?

***11. What is important to you when considering the programs and services provided by community colleges?**

12. What do you think question 11 is asking? How would you phrase question 11 in your own words?

***13. How satisfied are you with the services and programs provided by the community college selected above?**

- Very Satisfied
- Somewhat Satisfied
- Neither Satisfied nor Dissatisfied
- Somewhat Dissatisfied
- Very Dissatisfied

What do you think this question is asking? How would you phrase this question in your own words?

***14. What do you feel causes you to be satisfied or dissatisfied with the college selected above?**

15. What do you think question 14 is asking? How would you phrase question 14 in your own words?

***16. How important do you feel it is to provide funding for community colleges?**

- Very Important
- Somewhat Important
- Neither Important nor Unimportant
- Somewhat Unimportant
- Very Unimportant

What do you think this question is asking? How would you phrase this question in your own words?

***17. Please describe how you believe community colleges should be funded.**

18. What do you think question 17 is asking? How would you phrase question 17 in your own words?

19. What problems, if any, did you have completing this survey?

20. Is there any language in the survey that people might not understand?

21. Did you find any of the questions to be unnecessary or too sensitive?

22. Were any questions difficult to answer?

23. Did the answer choices allow you to answer as you intended?

24. Is there anything you would change about the survey?

Appendix H
Community College Stakeholder Satisfaction Survey- Pilot Test 2

Consent Form

Citizen support for Northern Ohio community college funding initiatives during an economic recession recovery

You are invited to participate in a research study to explore citizen support for community college funding in our region as we recover from the recent recession. You were selected as a possible participant because of your residency in one of the counties served by the community colleges in this study.

This study is being conducted by Patricia Isom, a doctoral student in the University of Arkansas Department of Rehabilitation, Human Resources, and Communication Disorders.

Background of Study

The purpose of this study is to explore citizen support for community college funding in Northern Ohio during recovery from a recent economic recession.

Study Procedures

If you agree to participate in this study, please complete the questionnaire that follows this informed consent notice. I will be collecting approximately 400 surveys for this study. I will also be collecting 12-20 surveys in a pilot study conducted prior to the main study, seeking recommendations or criticism of the questions. Pilot study participants will be asked to make recommendations and critiques while responding to the survey.

Risks and Benefits of Participating in Study

This study has no physical or psychological risks of which I am aware. The benefits to participation in this study include increasing understanding about how community colleges that serve your county may be funded.

Confidentiality

This study will be kept confidential to the extent allowed by law and University policy. No published report will contain information which makes it possible to identify an individual participant; codes will be used on all research materials instead of names, email addresses and any other identifying information. Your response will be deleted from the secure server by the researcher when you submit the electronic form and only the primary researcher will have access to your information.

Voluntary Participation

Your decision whether to participate in this study will not affect your current or future relations with the University of Arkansas. If you decide to participate, you are free to withdraw at any time during the study without affecting those relationships.

Contacts and Questions

If you have any questions, please ask them now. You may contact Patricia Isom at _____ or by email at _____
I now or at any time during the study should you have additional questions.

If you would like to talk to someone other than the researcher about this study, contact Ro Windwalker, Director of Research and Sponsored Programs, at 120 Ozark Hall, University of Arkansas, 72701, by email irb@uark.edu, or by telephone (479) 575-3845.

You may print a copy of this form to keep for your records.

Statement of Consent

By submitting your answers to the questionnaire, you imply your consent, which means that you have read and understand the description of the study, the potential benefits and risks that are involved, and that participation is completely voluntary.

***1. What is your age?**

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 18-21 | <input type="radio"/> 41-50 |
| <input type="radio"/> 22-25 | <input type="radio"/> 51-60 |
| <input type="radio"/> 26-30 | <input type="radio"/> 61-70 |
| <input type="radio"/> 31-40 | <input type="radio"/> 71+ |

***2. Are you male or female?**

- | | |
|----------------------------|------------------------------|
| <input type="radio"/> Male | <input type="radio"/> Female |
|----------------------------|------------------------------|

3. What is your total annual household income?

- | | |
|--|--|
| <input type="radio"/> Less than \$25,000 | <input type="radio"/> \$75K-99,999 |
| <input type="radio"/> \$25K-34,999 | <input type="radio"/> \$100,000+ |
| <input type="radio"/> \$35K-49,999 | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> \$50K-74,999 | |

4. What is your race?

- | | |
|--|--|
| <input type="radio"/> Caucasian | <input type="radio"/> Asian-Pacific Islander |
| <input type="radio"/> Black/African-American | <input type="radio"/> Native American |
| <input type="radio"/> Hispanic/Latino | <input type="radio"/> Prefer not to answer |

5. What is the highest level of education you have completed?

- | | |
|--|--|
| <input type="radio"/> No high school | <input type="radio"/> Four-Year Degree |
| <input type="radio"/> Some high school | <input type="radio"/> Some Post-Graduate Course Work |
| <input type="radio"/> High School/GED Diploma | <input type="radio"/> Graduate School Degree |
| <input type="radio"/> Completed Trade School | <input type="radio"/> Post-Graduate Degree |
| <input type="radio"/> Some College Course Work | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Two-Year Degree | |

***6. Which Ohio Community College serves your community? (Please complete only one survey for this pilot test for one of the colleges listed below that you attend, your child attends, at which you work, or is in the county in which you reside or vote)**

- Cuyahoga Community College
- Lakeland Community College
- Lorain County Community College
- Northwest State Community College
- Owens State Community College
- Terra State Community College

***7. What is your relationship to the community college selected in question 6? (Please check all that apply)**

- | | |
|---|--|
| <input type="checkbox"/> Student | <input type="checkbox"/> Employee |
| <input type="checkbox"/> Former student | <input type="checkbox"/> Former Employee |
| <input type="checkbox"/> Parent of student | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Parent of former student | |

***8. What do you see as the primary role(s) of community colleges?**

***9. How important do you feel community colleges are?**

- | | |
|---|--|
| <input type="radio"/> Very Important | <input type="radio"/> Somewhat Unimportant |
| <input type="radio"/> Somewhat Important | <input type="radio"/> Not at all Important |
| <input type="radio"/> Neither Important nor Unimportant | |

***10. What is important to you when considering the programs or services provided by community colleges?**

***11. How satisfied are you with the community college selected in question 6?**

- | | |
|--|---|
| <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Dissatisfied |
| <input type="radio"/> Somewhat Satisfied | <input type="radio"/> Very Dissatisfied |
| <input type="radio"/> Neither Satisfied nor Dissatisfied | |

***12. What factors affect your satisfaction or dissatisfaction with the College selected in question 6?**

***13. How important do you feel it is to provide funding for community colleges?**

- | | |
|---|--|
| <input type="radio"/> Very Important | <input type="radio"/> Somewhat Unimportant |
| <input type="radio"/> Somewhat Important | <input type="radio"/> Very Unimportant |
| <input type="radio"/> Neither Important nor Unimportant | |

*** 14. Please describe how you believe community colleges should be funded.**

Tuition and Fees

Federal Government Grants

Sales and Services of Educational Activities (ex. film rentals, scientific and literary publications, testing services, university presses)

Federal Taxes

State Government Grants

State Taxes

Local Government Grants

Local Taxes

Private Gifts and Grants

Auxiliary Enterprises (ex. resident halls, food services, college unions, college stores, and movie theaters)

Other (please specify)

15. What problems, if any, did you have completing this survey?

Appendix I
Question Feedback from Pilot Study

RespondentID	Re: What do you see as the primary role(s) of community colleges?What do you think question 8 is asking? How would you phrase question 8 in your own words?
1975027771	I think it is just asking for my opinion. I would not change the wording
1974810078	like you wording
1974480969	
1974334295	It asks "why do we need/have community colleges". It also asks whether we feel there is a need for community colleges. This question may be separated in two, or into parts a and b.
1974326835	It is asking what I think a community college is for: I answered from both the community/workforce perspective and from the transfer to a 4 year university perspective.
1949090034	How can this community college help to better the individuals within it surrounding community.
1947482468	why do students choose a community college
1947121089	
1945766616	My opinion of a community college. # 8 is appropriate if my statement is correct.
1944991800	The wording of question 8 is fine. I would use the same wording to inquire about the role of a community college.
1943621204	How do you want your community college to serve you and your community?
1942367347	What I see as the primary job of my community college, same as you asked
1942327259	
1942291921	What is the purpose of community college?
1942175096	What is the role of a community college?
1942172571	How do you see CC's ion terms of value to the community?
1942094986	What is the main purpose of a community college-what does it offer and/or who does it serve?
1942067339	

RespondentID	Re: How important do you feel community colleges are? - What do you think this question is asking? How would you phrase this question in your own words?
1975027771	
1974810078	how do the colleges serve the community they are in
1974480969	I would rewrite the question to say: Assuming that the community college is fulfilling its roles and responsibilities, how important to your community is the college?
1974334295	WHY community colleges are important is more important than WHETHER or HOW important they are. The question needs a box for a text answer, not just a check box.
1974326835	if you're trying to get at "do locals see the value of the community college?" it might be better stated: "how important is the role of the community college?". I'm just wondering what you're trying to get at. How important are CC for what? workforce development, preparation for 4 year university, jobs in the region? local programs/enrichment? what?
1949090034	What is the important of community college? I would not rephrase the question.
1947482468	how important i think community colleges are to a community and state
1947121089	
1945766616	Would there be a void if community colleges were not available.
1944991800	
1943621204	I am good.
1942367347	what importance I give to community colleges, same as you asked
1942327259	
1942291921	I think this question is designed to see how much of a priority people consider community colleges to be within their community. I would not necessarily rephrase.
1942175096	How imporant are community colleges?
1942172571	it is a measure of perception. I might say believe rather than feel.
1942094986	Because of the purpose/role they serve in a community, how important is it to have access to a community college? Or, does having access to a community college make a difference in the community?
1942067339	

RespondentID	Re: What is important to you when considering the programs and services provided by community colleges? What do you think question 11 is asking? How would you phrase question 11 in your own words?
1975027771	Just what it says
1974810078	is the college offering courses that would keep the grads in our community
1974480969	
1974334295	Questions should read: "What programs and services do you think would be important to someone considering attending a community college?"
1974326835	I think this is what you're going to get for most responses - COST. Money - its' what makes the world go round, right? would this be better as a matrix of answers? Cost, job prep, continuing education, reputation?
1949090034	Are the programs that offer at community college important? I would not rephrase this question.
1947482468	my opinion on what factors influence me when choosing a community college
1947121089	
1945766616	What do community colleges have to offer that other schools may not.
1944991800	
1943621204	If you are considering a community college, what would be important to you?
1942367347	what factors I look for in offerings of my community college, same as you asked
1942327259	
1942291921	This questions frames what people want from a community college from each individual perspective. Each person is going to see it differently. Not sure if you are asking what programs and services are important, or what aspects of the college's approach are important. Maybe split this into two questions: What programs or services are important to you? What aspects of providing programs and services are important to you?
1942175096	What is important to you when considering the programs and services provided by community colleges?
1942172571	not sure i would change it.
1942094986	What types of programs would you want to take courses in, what services would help you attend or need to be in place to allow you to attend, and what factors influence your decision or ability to take courses? Also, how easy and how fast is it to find the information?
1942067339	

RespondentID	Re: How satisfied are you with the services and programs provided by the community college selected above? - What do you think this question is asking? How would you phrase this question in your own words?
1975027771	
1974810078	
1974480969	if i have never enrolled, worked for or had a child there i have no way to measure satisfaction I would rephrase "How well do you think the community college you selected in Question # XX above has or is capable of providing the services and programs that are important to you?"
1974334295	What college does this question refer to? There should be a "Not Applicable" box.
1974326835	I would maybe say how satisfied are you with the value (or quality) of the services and programs provided...
1949090034	Are the programs and services being offer by the community college very satisfied? No need to change the question.
1947482468	how well do i think the community college is doing
1947121089	
1945766616	The wording is accurate.
1944991800	I have no experience with our community college.
1943621204	no change
1942367347	how I felt my community college met my needs, same as you asked
1942327259	
1942291921	Whether or not the community college is achieving its goals from the perspective of the respondent. Would not change -- however, might have even number of responses so respondents would not gravitate to the non-committed middle.
1942175096	
1942172571	the question is easy enough to understand. I also think that you are assuming that we have utilized these services.
1942094986	In your experience, how well does the college provide its services, and how would you rate the services and programs it offers? How well does it execute its services as compared to your needs and expectations?
1942067339	

RespondentID	Re: What do you feel causes you to be satisfied or dissatisfied with the college selected above? What do you think question 14 is asking? How would you phrase question 14 in your own words?
1975027771	Again, it is asking just what it says Why am I satisfied with the college I indicated above.
1974810078	
1974480969	what has college done well or poorly?
1974334295	The question delves into personal life situation. A simpler question is "WHY do you feel satisfied...?". Again...the entire question refers to a "selected" college, but no question above explains what "selected college" means? If someone does not attend a college, than these last several questions do not apply to them.
1974326835	I think it's pretty straight forward.
1949090034	n/A
1947482468	why do i feel the way i do about the community college
1947121089	
1945766616	Why are you satisfied or dissatisfied...
1944991800	It is asking what factors affect satisfaction/dissatisfaction with a college
1943621204	What is good/bad about the way Tri-C is approaching the community today?
1942367347	Is this college meeting my expectations of what I look for in a community college. Does your local community college meet the expectations of what you look for in a community college?
1942327259	
1942291921	I'm not really sure I understand what this question is asking. Maybe: what factors affect your satisfaction or dissatisfaction with the College selected above?
1942175096	How satisfied are you with Cuyahoga Community College? Do you feel they are meeting the needs of the community?
1942172571	dumb question. instead of "what do you feel" (which i am not fond of) a simple "please explain your previous answer."
1942094986	In your experience, what is it that causes you to feel positively or negatively about your experience with the college? If you were not very satisfied, why? If you were very satisfied, why? What did the college do to make you feel the way you do?
1942067339	

RespondentID	Re: How important do you feel it is to provide funding for community colleges? - What do you think this question is asking? How would you phrase this question in your own words?
1975027771	
1974810078	
1974480969	again i think the question needs to make clear about quality of college I will gladly fund a college and it is important as long as college is delivering a quality product Rephrase: Assuming the college is delivering a quality product and serving needs.....
1974334295	It might be important to ask "WHY" one feels this way
1974326835	Who would provide this funding? you're not specifically asking who would be providing the funding? my answer might be different if you said, "how important do you feel it is for the local community to support the community college through tax funding?" or something like that. because I could read it as, well, if you're asking businesses for their money, I'm all for it! or don't ask me for money, because my taxes are already too high. A little more specific would be helpful.
1949090034	IF funding is eliminated would the community college be available for the community?
1947482468	assign a level of importance on the issue of providing funding for community colleges
1947121089	
1945766616	Depending on who is answering, it may be helpful to explain in the question the sources of funding.
1944991800	The questions asks whether I believe in funding college courses.
1943621204	
1942367347	how important do I feel it is to fund my local community college, same as you asked
1942327259	
1942291921	General stance on providing funding. Would not change.
1942175096	How important do you feel it is to provide funding for community colleges?
1942172571	the underlying question is if you feel it is important, you should help pay.
1942094986	In order to fulfill its purpose, is it important for a community college to have public funding? Does a community college need/deserve funding beyond tuition to function?
1942067339	

RespondentID	Re: Please describe how you believe community colleges should be funded. What do you think question 17 is asking? How would you phrase question 17 in your own words?
1975027771	Just what it says
1974810078	
1974480969	Aside from completely revision educational funding at all levels
1974334295	I don't think the average person is equipped to answer this question. It involves tax and other fiscal issues and choices ot uses of available community funds.
1974326835	ahhh... now you're getting at it. Would it be better to provide a matrix with possible answers?
1949090034	n/a
1947482468	where should community colleges receive their funding from
1947121089	
1945766616	
1944991800	Should community colleges be funded by taxes and to what extent?
1943621204	
1942367347	how I think community colleges should be funded, same as you asked
1942327259	
1942291921	I think this question is asking whether or not community colleges should be funded through public support. Not sure how to rephrase unless you wanted to ask about a ration of tuition versus government support and local versus state or federal government support.
1942175096	Please describe how you believe community colleges should be funded.
1942172571	i wouldnt change it.
1942094986	Where should community colleges get the money they need to in order to remain open and provide services?
1942067339	

Appendix J
Community College Stakeholder Satisfaction Survey

Consent Form

Citizen support for Northern Ohio community college funding initiatives during an economic recession recovery

You are invited to participate in a research study to explore citizen support for community college funding in our region as we recover from the recent recession. You are a possible participant because of your residency in one of the counties served by the community colleges in this study.

This study is being conducted by Patricia Isom, a doctoral student in the University of Arkansas Department of Rehabilitation, Human Resources, and Communication Disorders.

Background of Study

The purpose of this study is to explore citizen support for community college funding in Northern Ohio during recovery from a recent economic recession.

Study Procedures

If you agree to participate in this study, please complete the questionnaire that follows this informed consent notice. I will be collecting approximately 400 surveys for this study. I have also collected surveys from 18 participants in a pilot study conducted prior to the main study, seeking recommendations or criticism of the questions. Pilot study participants were asked to make recommendations and critiques while responding to the survey.

Risks and Benefits of Participating in Study

This study has no physical or psychological risks of which I am aware. The benefits to participation in this study include increasing understanding about how community colleges that serve your county may be funded.

Confidentiality

This study will be kept confidential to the extent allowed by law and University policy. No published report will contain information which makes it possible to identify an individual participant; codes will be used on all research materials instead of names, email addresses and any other identifying information. Your response will be deleted from the secure server by the researcher when you submit the electronic form and only the primary researcher will have access to your information.

Voluntary Participation

Your decision whether to participate in this study will not affect your current or future relations with the University of Arkansas. If you decide to participate, you are free to withdraw at any time during the study without affecting those relationships.

Contacts and Questions

If you have any questions, please ask them now. You may contact Patricia Isom at _____ or by email at _____
_____ now or at any time during the study should you have additional questions.

If you would like to talk to someone other than the researcher about this study, contact Ro Windwalker, Director of Research and Sponsored Programs, at 120 Ozark Hall, University of Arkansas, 72701, by email irb@uark.edu, or by telephone (479) 575-3845.

You may print a copy of this form to keep for your records.

Statement of Consent

By clicking next, you imply your consent, which means that you have read and understand the description of the study, the potential benefits and risks that are involved, and that participation is completely voluntary.

***1. What is your age?**

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 18-21 | <input type="radio"/> 41-50 |
| <input type="radio"/> 22-25 | <input type="radio"/> 51-60 |
| <input type="radio"/> 26-30 | <input type="radio"/> 61-70 |
| <input type="radio"/> 31-40 | <input type="radio"/> 71+ |

***2. Are you male or female?**

- | | |
|----------------------------|------------------------------|
| <input type="radio"/> Male | <input type="radio"/> Female |
|----------------------------|------------------------------|

3. What is your total annual household income?

- | | |
|--|--|
| <input type="radio"/> Less than \$25,000 | <input type="radio"/> \$75K-99,999 |
| <input type="radio"/> \$25K-34,999 | <input type="radio"/> \$100,000+ |
| <input type="radio"/> \$35K-49,999 | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> \$50K-74,999 | |

4. What is your race?

- | | |
|--|--|
| <input type="radio"/> Caucasian | <input type="radio"/> Asian-Pacific Islander |
| <input type="radio"/> Black/African-American | <input type="radio"/> Native American |
| <input type="radio"/> Hispanic/Latino | <input type="radio"/> Prefer not to answer |

5. What is the highest level of education you have completed?

- | | |
|--|--|
| <input type="radio"/> No high school | <input type="radio"/> Four-Year Degree |
| <input type="radio"/> Some high school | <input type="radio"/> Some Post-Graduate Course Work |
| <input type="radio"/> High School/GED Diploma | <input type="radio"/> Graduate School Degree |
| <input type="radio"/> Completed Trade School | <input type="radio"/> Post-Graduate Degree |
| <input type="radio"/> Some College Course Work | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Two-Year Degree | |

***6. Which Ohio Community College serves your community?**

- Cuyahoga Community College
- Lakeland Community College
- Lorain County Community College
- Northwest State Community College
- Owens State Community College
- Terra State Community College

***7. What is your relationship to the community college selected in question 6? (Please check all that apply)**

- | | |
|---|--|
| <input type="checkbox"/> Student | <input type="checkbox"/> Employee |
| <input type="checkbox"/> Former student | <input type="checkbox"/> Former Employee |
| <input type="checkbox"/> Parent of student | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Parent of former student | |

***8. What do you see as the primary role(s) of community colleges?**

***9. How important do you feel community colleges are?**

- | | |
|---|--|
| <input type="radio"/> Very Important | <input type="radio"/> Somewhat Unimportant |
| <input type="radio"/> Somewhat Important | <input type="radio"/> Not at all Important |
| <input type="radio"/> Neither Important nor Unimportant | |

***10. What is important to you when considering the programs or services provided by community colleges?**

***11. How satisfied are you with the community college selected in question 6?**

- | | |
|--|---|
| <input type="radio"/> Very Satisfied | <input type="radio"/> Somewhat Dissatisfied |
| <input type="radio"/> Somewhat Satisfied | <input type="radio"/> Very Dissatisfied |
| <input type="radio"/> Neither Satisfied nor Dissatisfied | |

***12. What factors affect your satisfaction or dissatisfaction with the College selected in question 6?**

***13. How important do you feel it is to provide funding for community colleges?**

- | | |
|---|--|
| <input type="radio"/> Very Important | <input type="radio"/> Somewhat Unimportant |
| <input type="radio"/> Somewhat Important | <input type="radio"/> Very Unimportant |
| <input type="radio"/> Neither Important nor Unimportant | |

*** 14. Please describe how you believe community colleges should be funded.**

Tuition and Fees

Federal Government Grants

Sales and Services of Educational

Federal Taxes

State Government Grants

Activities (ex. film rentals, scientific and literary publications, testing services, university presses)

State Taxes

Local Government Grants

Auxiliary Enterprises (ex. resident halls, food services, college unions, college stores, and movie theaters)

Local Taxes

Private Gifts and Grants

Other (please specify)
