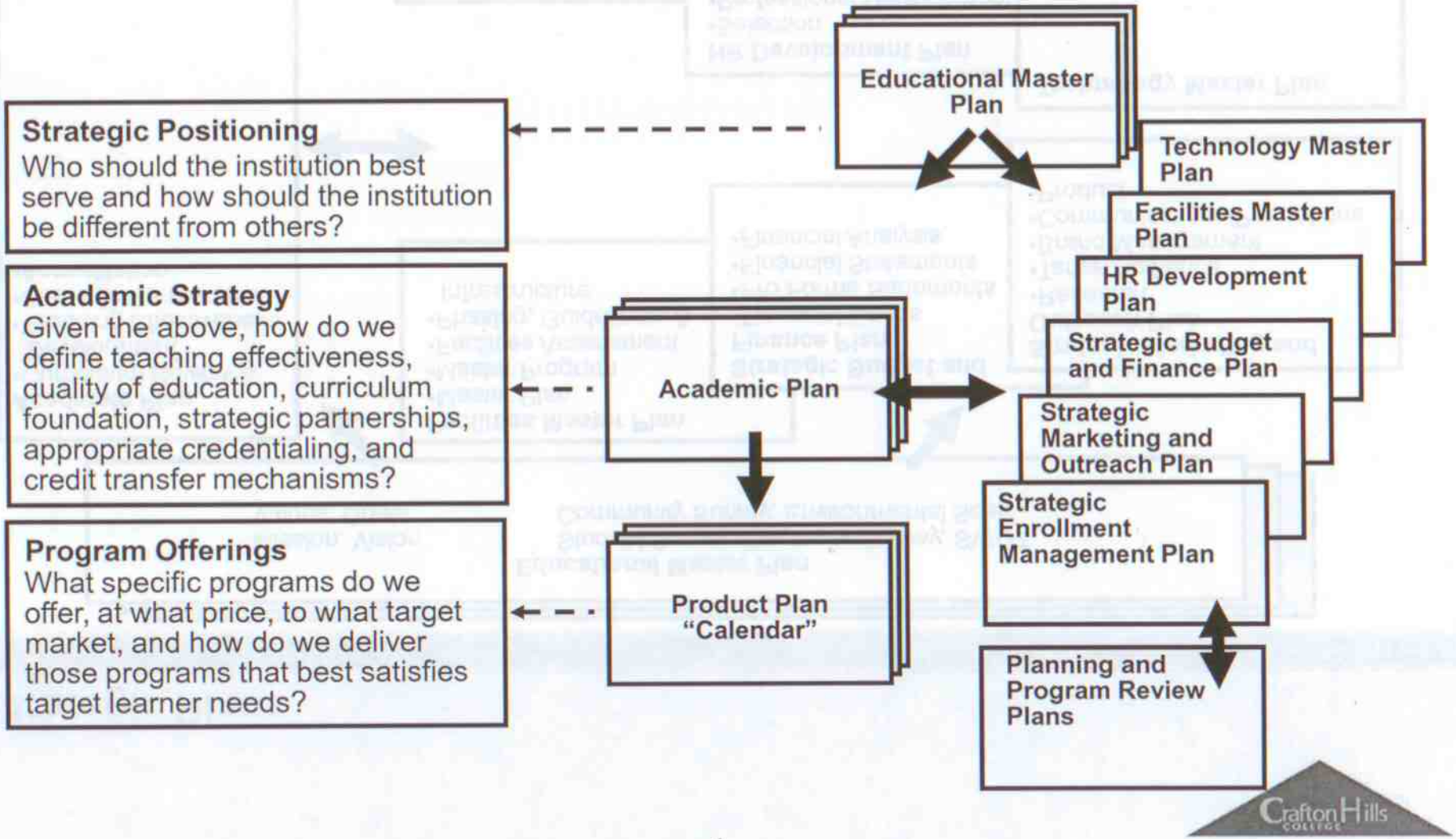
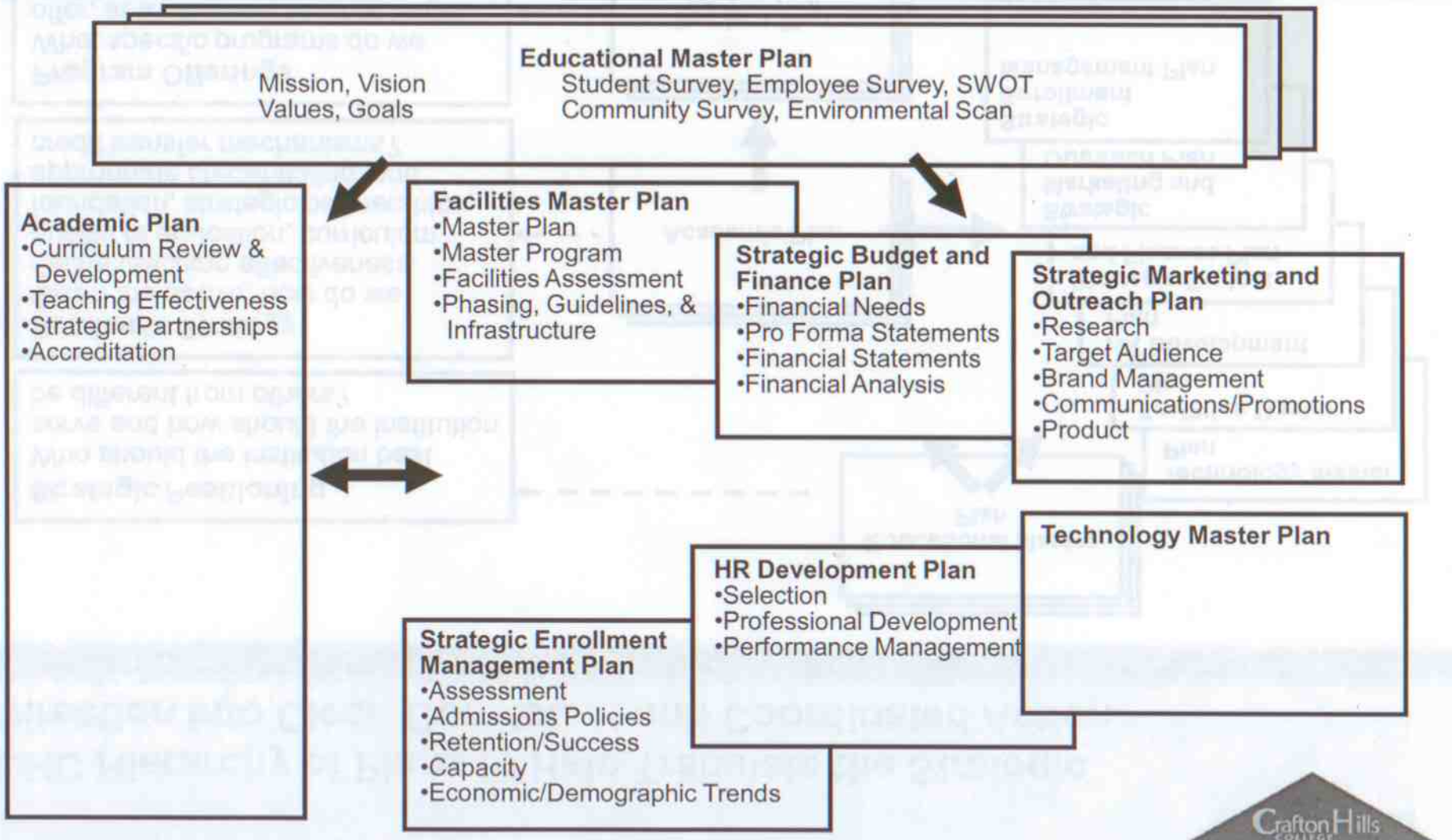
CHC Hierarchy of Plans to Help Translate the Strategic Direction into Clear, Consistent and Coordinated Action.



Strategic Plans



Strategic Plans – Current Goals (2/17/09)

Educational Master Plan

1. Expand and develop programs by:
   - Collecting and analyzing data that identify needs;
   - Prioritizing, aligning, and focusing resources; and
   - Creating partnerships within and without
2. Develop resource capacity including staffing, facilities, infrastructure, technology, and funding
3. Increase student success through quality learning, opportunities for personal development, and support services
4. Enhance our image through recruitment, marketing, outreach, retention, and persistence
5. Improve the organization's capabilities through training, development, and increased learning opportunities

Mission: Advance the education and success of students in a quality learning environment
Vision: Be the premier community college for public safety and health services careers and transfer preparation

Board Imperatives

1. Institutional Effectiveness
- Develop systematic effectiveness review processes that lead to greater effectiveness, efficiencies, fiscal stability and competencies
- Foster relationships with business and community partners and forge new partnerships to meet marketplace demand
- Expand access and success for students
- Grow the positive image of our district

2. Student Access, Retention, & Success
- Implement policies, programs and innovative practices that make learning the highest priority
- Create and educational environment open and supportive of diverse backgrounds and learning styles
- Sustain joint efforts with other educational segments in the region to advance student learning and success

3. Resource Management for Efficiency, Effectiveness, and Excellence
- Develop an employee outreach, hiring, retention and success plan from position identification to employment approval
- Design, implement, evaluate and maintain technology currency in education and training
- Improve availability and access to data for decision making
- Improve availability and access to computer hardware and software for teaching, learning and management processes
- Improve fiscal stability and compliance with state regulations
- Seek and develop external resource opportunities

4. Enhanced & Informed Governance and Leadership
- Improve the planning process
- Develop leadership training

Facilities Master Plan

- **Student Life**: Recruit and retain students, providing a cohesive academic and social life, increase courses available through distance education, increase "hot spots," distinguish CHC through course offerings
- **Faculty & Staff**: provide atmosphere supporting interaction, training, and new program development
- **Community**: Enhance identify, create inviting environment, provide facilities meeting community needs
- **Access**: Provide easy access to info, resources, and services, provide "any time, any place, any pace," improve navigation, accessibility, & identification
- **Campus Environment**: Create state-of-the-art buildings that accommodate growth, maintain park-like atmosphere, create physical framework & infrastructure to allow flexibility and growth

Needed: Academic Plan, Strategic Budget and Finance Plan, HR Development Plan, Marketing and Outreach Plan

Strategic Enrollment Management Plan

- Increase FTEs by 8% each year, for 3 years
- Increase retention rate by 5% each year, for 3 years
- Increase persistence rate by 3% each year, for 3 years
- Identify new programs to attract untapped student populations
- Increase the # of students who complete programs/ certificates/degrees by 10% each year, for 3 years
- Increase productivity by closing the gap between current and target productivity indicators by 25% per year

ESL/Basic Skills

- Create a comprehensive, systematic, highly coordinated Developmental Education Program
- Develop and sustain the CHC Learning Community Initiative, integrating learning community offerings throughout the developmental education program
- Develop a Student Access Academy for basic skills students, with a variety of course options and patterns, integrating tutorial support, personal advising and counselling, and co-curricular activities
- Sustain ongoing systematic assessment of the CHC developmental education program

Technology Master Plan

- Maintain its existing communications backbone to support present and future needs
- Enhance its communications infrastructure including wireless network connectivity
- Provide basic technology resources to students, employees and the community
- Provide online technology support for Instruction, Student Services and Administration
- Make the college web site the primary source of current information about the college for students, employees and the community
- Establish and update norms, guidelines, and processes for end-user use of the CHC online environment
- Bring new technology tools to the campus

Crafton Hills College

Ng, Charlie

From: Ng, Charlie
Sent: Thursday, January 15, 2009 12:57 PM
To: Strong, Michael; Rea, Maricela; Heemstra, Diana; Gimple, Tina; Hansen, James L.
Subject: Balanced Scorecard

The basic premise of the Balanced Score Card (BSC) is that financial results alone cannot capture value-creating activities (Kaplan & Norton, 2001). In other words, financial measures are lagging indicators and, as such, are not effective in identifying the drivers or activities that affect financial results. Kaplan and Norton (1992) suggested that organizations, while using financial measures, should develop a comprehensive set of additional measures to use as leading indicators, or predictors, of financial performance. They suggested that measures should be developed that address four perspectives:

1. The financial perspective. Measures in this perspective should answer the question, "How should we appear to our stakeholders?"

2. The customer perspective. These measures should answer the question, "How should we appear to our students?"

3. Internal business processes perspective. Measures in this perspective should answer the question, "What processes must we excel at?"

4. Learning and growth perspective. These measures should answer the question, "How can we sustain our ability to change and improve?"

A critical factor for an effective BSC is the alignment of all the measures in the four perspectives with the organization's vision and strategic objectives. The BSC allows managers to track short-term financial results while simultaneously monitoring their progress in building the capabilities and acquiring the intangible assets that generate growth for future financial performance (Kaplan & Norton, 1996). Thus, the BSC enables managers to monitor and adjust the implementation of their strategies and to make fundamental changes in them.

These results are similar to those that the Baldrige Criteria require for the business sector and clearly represent a balanced scorecard. However, some of the perspectives in the education sector are clearly different from those in the business sector. In Table 1, we summarize the measures expected in the BSCs in business and in education.

Although the financial and market results are the "bottom line" or lagging indicator in the business sector, the bottom line or lagging indicator in the education sector is the student learning results. All other results are considered to be leading indicators or drivers of student learning.

The budgetary, financial, and market results in education differ substantially from those in the business sector. In education, the expected measures are primarily internal efficiency measures, whereas in business they are the bottom line or lagging indicators. The remaining results reflect for the most part the same perspectives in business and in education, although the specific measures may differ considerably.

Under the customer perspective, the student- and stakeholder-focused results focus primarily on satisfaction with educational programs, whereas the customer-focused results focus primarily on satisfaction with products and services. Under the learning and growth perspective, the human resource results in business and the faculty and staff results in education would include very similar measures. Under the internal business perspective, the organizational effectiveness results in business would use primarily internal efficiency measures, whereas in education they make use of measures of factors that affect student performance and development.

The governance and social responsibility results for both business and education represent a new perspective added to the criteria in 2003 in light of the increased importance of ethical practices after the recent ethics-related collapses of giant corporations and the continuing serious ethical violations--primarily in the athletics area--in educational institutions. Both the business and education criteria rely on similar measures.

TABLE 1. Baldrige Criteria for Education and Business: Comparison of Expected Measures

1. Student learning results: Customer-focused results
Results should be based on a customer satisfaction measurements - product and service should reflect the organization's specific features, variety of assessment methods, delivery, relationships, overall mission and improvement, transactions that bear upon objectives, and together should represent the students' future actions and holistic appraisals of student learning.

2. Student-and-stakeholder-focused - Product and service results
Key measures or indicators of student and stakeholder satisfaction - measurements that are important to the customers educational program and service about specific features, delivery, interactions, and transactions that bear upon student development and learning and the students' and stakeholders' future actions

3. Budgetary, financial: Financial and market results
Return on investment, asset use, instructional and general administration expenditures per student, operating margins, profitability, liquidity, value added per tuition and fee levels, cost per employee
academic credit, resources redirected to education from other areas, scholarship growth product and service performance

4. Faculty and staff results: Human resource results
Innovation and suggestion rates; courses or educational programs completed; learning; on-the-job performance improvements; cross-training rates; measures and indicators of work system performance and effectiveness; collaboration and teamwork; knowledge and skill sharing across work functions, locations and units; employee well-being, satisfaction, and dissatisfaction

5. Organizational effectiveness: Organizational effectiveness results including key internal operations performance measures
Capacity to improve student performance - Productivity, cycle time, supplier and partner performance, student development, education climate, measures or indicators of accomplishment of organizational stakeholder needs, responsiveness to student needs, accomplishment of organizational strategy and action plans

6. Governance and social responsibility results
Fiscal accountability, both internal and external measures or indicators of ethical behavior and of stakeholder trust in the governance of the organization; regulatory and legal compliance; organizational citizenship

Skyline COLLEGE
ACHIEVE

Balanced Scorecard

Strategies, Indicators and Outcome Measures	2002/03	2003/04	2004/05	2005/06	2006/07
1.2 Retention: Retention Rates	●	●	●	●	◒
1.2 Persistence: Term Persistence Rates	◒	●	●	●	●
1.2 Success: All Successful Course Completion Rate	●	◒	◒	◒	◒
1.2 Success: Basic Skills Successful Course Completion Rates	●	●	●	●	◒
1.2 Success: Student Progress and Achievement Rate (ARCC)	NA	●	●	●	NA
1.2 Success: SRTK Transfer Rate	●	◒	●	○	NA
1.2 Access: Student to Counselor Ratio	◒	◒	●	●	●
1.2 Access: Financial Aid Recipient Rate	◒	●	●	●	◒
1.2 Satisfaction/Perception: Student Satisfaction Overall Ratings	NA	NA	NA	◒	NA
1.3 Satisfaction/Perception: Community Perception Overall Ratings	NA	NA	NA	NA	NA
3.1 Satisfaction/Perception: Community Perception Overall Ratings	NA	NA	NA	NA	NA
1.2 Employability: VTEA Core Indicator - Retention	●	●	●	●	●
3.2 Marketing & Public Relations: No. of Marketing and PR Events	NA	◒	◒	●	●
2.1 Program & Service Quality: No. of Program Reviews Completed	○	●	●	●	●
2.2 Employee Satisfaction/Perception: Employee Satisfaction Overall Rating	NA	NA	NA	NA	●
2.3 Campus Safety: SRTK Crime Statistics (No. of Offenses)	◒	●	○	○	NA
4.1 Productivity: FTES-All Courses	●	◒	◒	○	○
4.1 Productivity: FTES-Technology-Mediated Courses	○	○	○	◒	●
4.1 Efficiency: Load	●	●	●	●	●
4.1 Efficiency: Fill Rates	●	●	●	◒	◒
4.1 Budget Efficiency: Ratio of Actual Expenditures to Total Budget	●	●	◒	◒	◒
4.2 Facilities Planning: Capital Improvement Expenditures	○	◒	●	●	●
1.1 Program & Service Enhancements: No. of New Courses/Programs Approved	●	○	○	●	●
1.1 Program & Service Enhancements: Prcnt. Technology-Mediated Instruction	◒	◒	●	●	●
1.1 Program & Service Enhancements: Amount of PIF Funding	◒	◒	◒	◒	●
1.1 Grant Procurement: Amount of Grant Allocations	◒	◒	●	●	●
5.1 Staff Development Opportunities: Amnt Professional Development Funds	●	●	●	●	●

Filled Circle = Meets or exceeds benchmark. Half-Filled Circle = Slightly below benchmark. Open Circle = Well below benchmark. NA = Data not available.

Perspective: External Stakeholders

How well do we respond to the needs of our students, the community, business, industry, government and accrediting agencies?

Strategy	Effectiveness Indicators	Outcome Measures	2002/03	2003/04	2004/05	2005/06	2006/07	Benchmarks
1.2 Student Success & Access	Retention	Retention Rates	84%	84%	84%	84%	83%	84% (College)
1.2 Student Success & Access	Persistence	Term Persistence Rates	61%	66%	70%	65%	70%	64% (College)
1.2 Student Success & Access	Success	All Successful Course Completion Rates	71%	69%	69%	68%	68%	70% (College)
1.2 Student Success & Access	Success	Basic Skills Successful Course Completion Rates	60%	63%	62%	63%	54%	59% (College)
1.2 Student Success & Access	Success	Student Progress and Achievement Rate (ARCC)	NA	57.0%	56.6%	56.3%	N/A	56.6% (College)
1.2 Student Success & Access	Success	SRTK Transfer-Rate	30.3%	26.3%	30.6%	19.2%	N/A	29.6% (State)
1.2 Student Success & Access	Access	Student to Counselor Ratio	1,478:1	1,476:1	1,220:1	1,125:1	1,244:1	1,283:1 (College)
1.2 Student Success & Access	Access	Financial Aid Recipient Rate	22%	24%	27%	23%	21%	23% (College)
1.2 Student Success & Access	Satisfaction/Perception	Student Satisfaction Overall Rating	NA	NA	NA	70%	N/A	79% (College)
1.3 Outreach & Responsiveness to Community Needs	Satisfaction/Perception	Community Perception Overall Rating	NA	NA	NA	NA	N/A	NA
3.1 Cultural Center for the Community	Satisfaction/Perception	Community Perception Overall Rating	NA	NA	NA	NA	N/A	NA
1.2 Student Success & Access	Employability	VTEA Core Indicator: Retention	89.2%	84.9%	85.7%	85.5%	87.3%	82.7% (State)
3.2 Marketing and Outreach	Marketing & Public Relations	Number of Marketing and PR Events	NA	26	34	52	60	37 (College)

NA=Data Not Available

Perspective: Internal Stakeholders

How well do we respond to the needs of our college leadership, management, staff, faculty and the Board?

Strategy	Strategic Theme	Effectiveness Indicators	Outcome Measures	2002/03	2003/04	2004/05	2005/06	2006/07	Benchmarks
2.1	Integrated Planning and Institutional Performance Measurement	Program and Service Quality	Number of Program Reviews Completed	3	13	9	12	9	6 (College)
2.2	Effective Communication	Employee Satisfaction	Employee Overall Satisfaction Rating	NA	NA	NA	NA	74%	70%(College)
2.3	Safe and Secure Campus	Campus Safety	SRTK Crime Statistics (Number of offenses)	7	5	9	10	NA	6.5 (College)

NA=Data Not Available

Perspective: Financial and Business Operations

How well do we manage our productivity, efficiency and fiscal responsibilities?

Strategy	Strategic Theme	Effectiveness Indicators	Outcome Measures	2002/03	2003/04	2004/05	2005/06	2006/07	Benchmarks
4.1	Integrated and Evidence-Based Resource Planning System	Productivity	FTES-All Courses	7,711	7,109	6,968	6,858	6,801	6,954 (College)
4.1	Integrated and Evidence-Based Resource Planning System	Productivity	FTES-Technology Mediated	91	121	154	177	191	190 (College)
4.1	Integrated and Evidence-Based Resource Planning System	Efficiency	Load	577	623	590	545	534	525 (State)
4.1	Integrated and Evidence-Based Resource Planning System	Efficiency	Fill Rates	84%	89%	85%	77%	77%	83% (College)
4.1	Integrated and Evidence-Based Resource Planning System	Budget Efficiency	Actual Expenditures to Total Budget Ratio	97%	97%	98%	99%	100%	98% (College)
4.2	Updated Facilities	Facilities Planning	Capital Improvement Expenditures	$1,757,152	$5,544,683	$10,809,180	$18,593,218	$23,821,949	$8,172,924

NA=Data Not Available

Perspective: Innovation and Growth

How well do we continuously improve and create value?

Strategy	Strategic Theme	Effectiveness Indicators	Outcome Measures	2002/03	2003/04	2004/05	2005/06	2006/07	Benchmarks
1.1	Innovative Programs and Services	Program and Service Enhancements	Number of new courses and programs approved	40/5	16/2	14/0	64/1	92/2	37/2 (College)
1.1	Innovative Programs and Services	Program and Service Enhancements	Percentage of Technology-mediated Instruction	2%	3%	4%	4%	4%	4% (College)
1.1	Innovative Programs and Services	Program and Service Enhancements	Amount of PIF Funding	$23,600	$47,700	$47,575	$43,377.50	$77,775.00	$50,000 (College)
1.1	Innovative Programs and Services	Grant Procurement	Amount of Grant Allocations	$3,794,632	$3,762,633	$4,401,343	$5,266,034	$5,329,066	$4,244,133 (College)
5.1	Comprehensive Staff Development Program	Staff Development Opportunities	Amount of Professional Development Funds	$74,493.00	$73,813.00	$77,118.35	$82,467.85	$76,053.00	1% of Faculty Salaries (College)

NA=Data Not Available

Strategic Objectives

pm²

STAKEHOLDER

Enable Life Empowerment

Develop Lifelong Learners

INTERNAL

Deliver Academic Achievement

Great Organizational Performance

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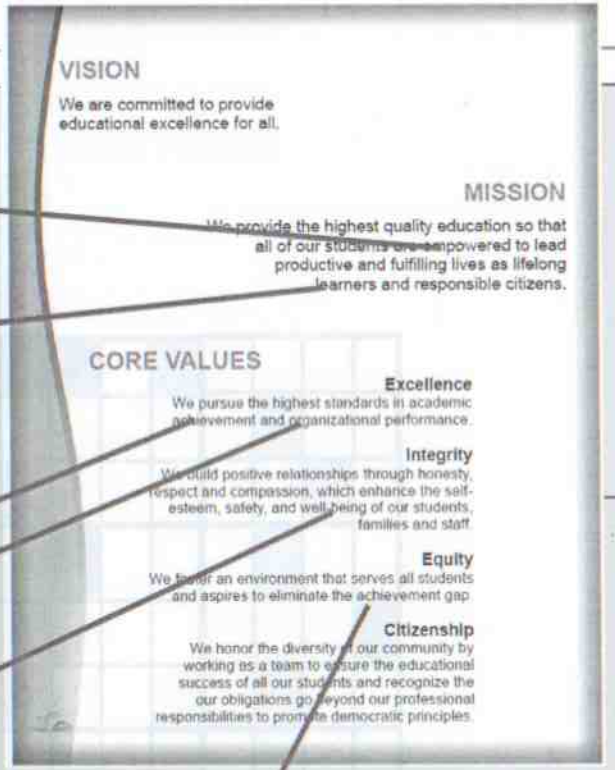
ENABLERS

Build Positive Relationships

Eliminate the Achievement Gap

FINANCIAL

Effective Stewards of Our Funding



VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

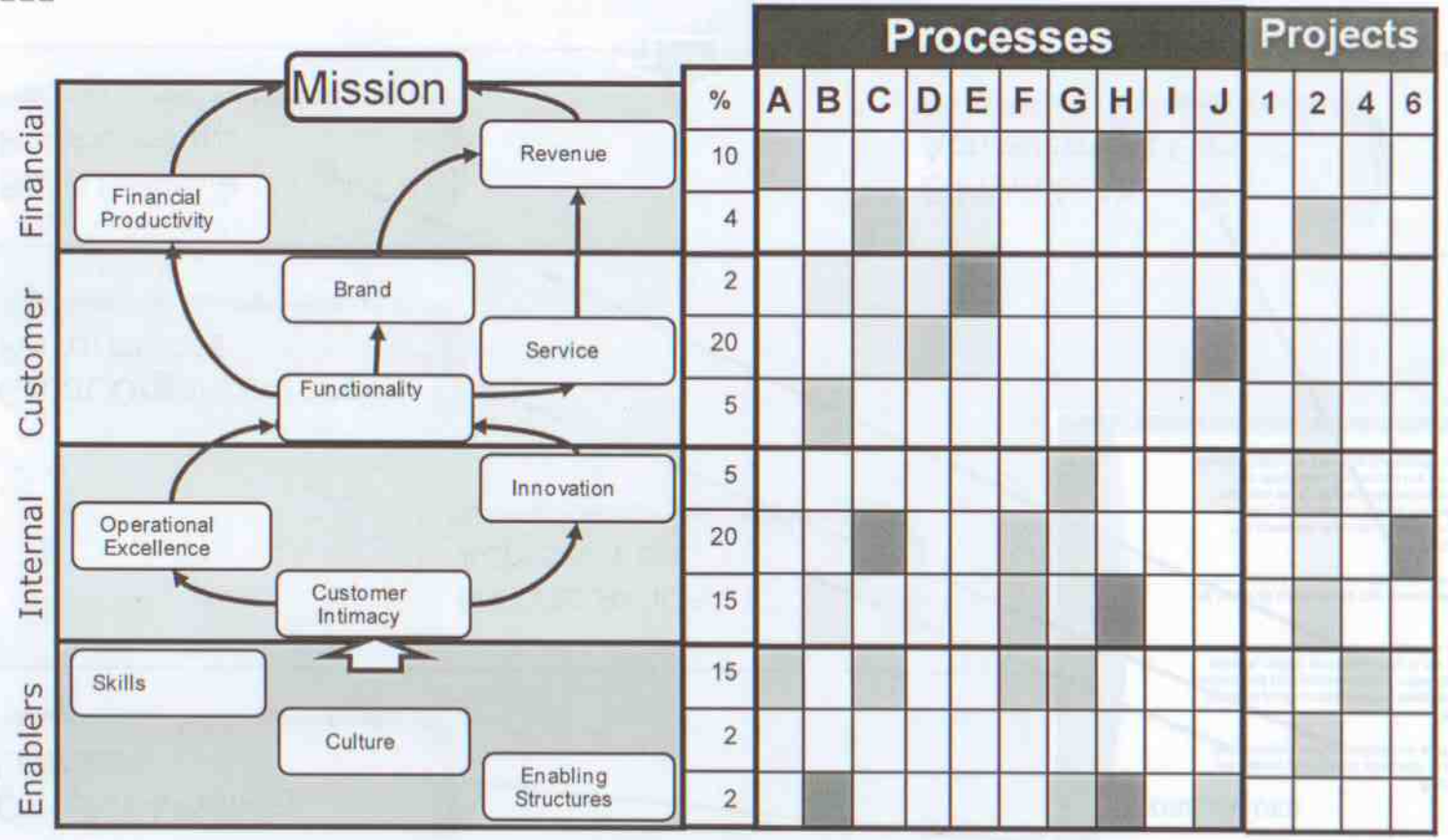
Excellence
We pursue the highest standards in academic achievement and organizational performance.

Integrity
We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

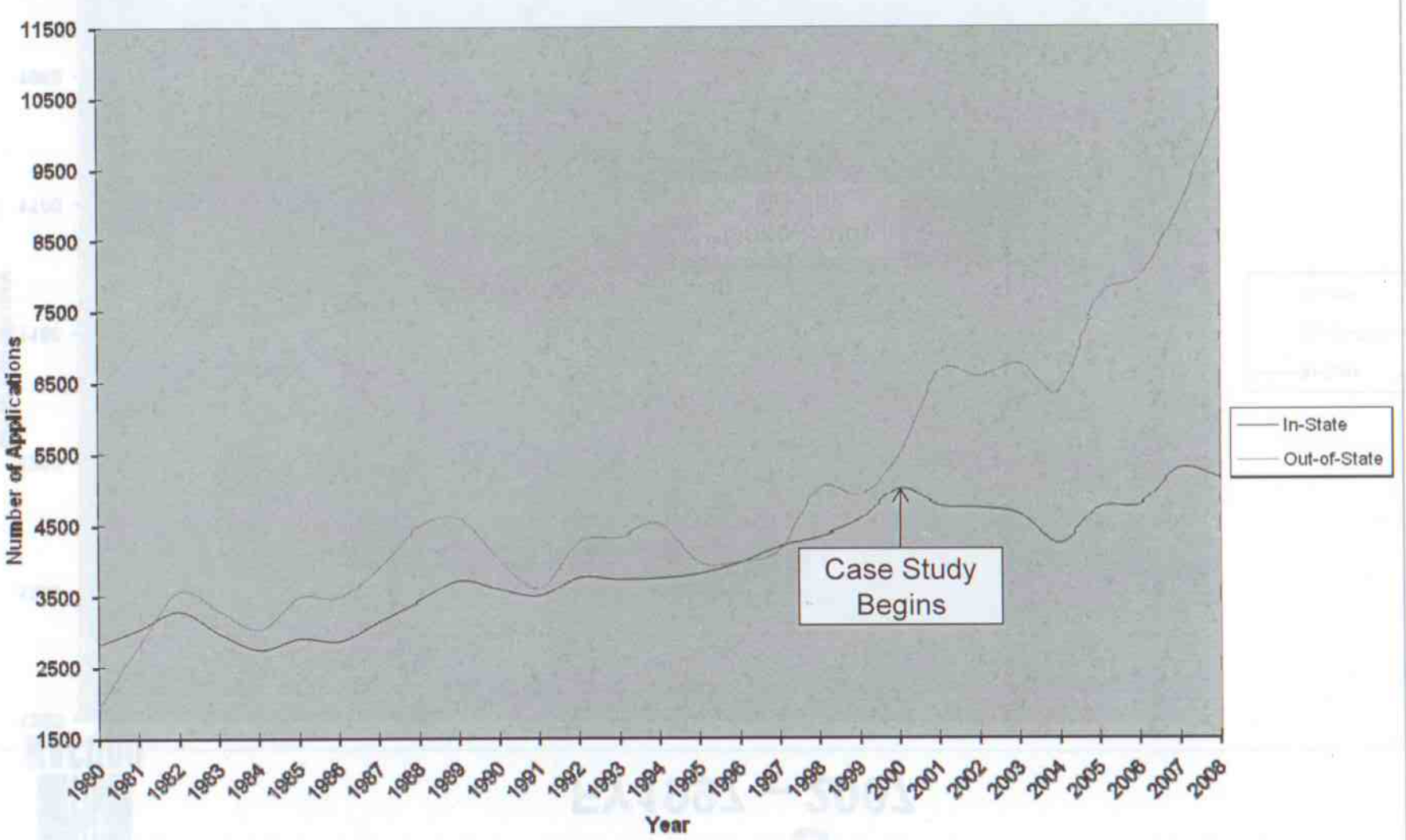
Equity
We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship
We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize the our obligations go beyond our professional responsibilities to promote democratic principles.

Translating Strategy into Action

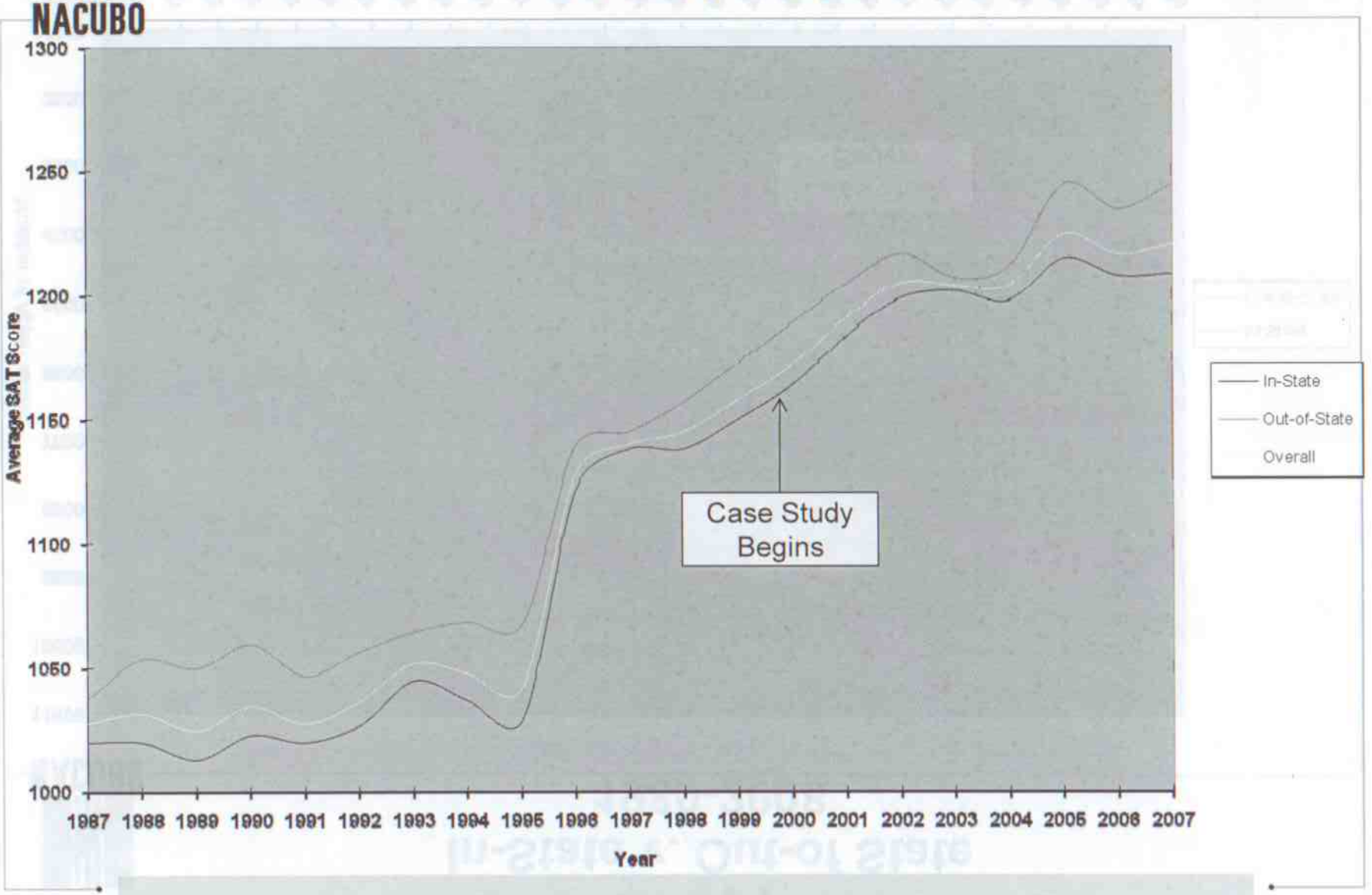


Growth in Applications
In-State v. Out-of State
1980-2008

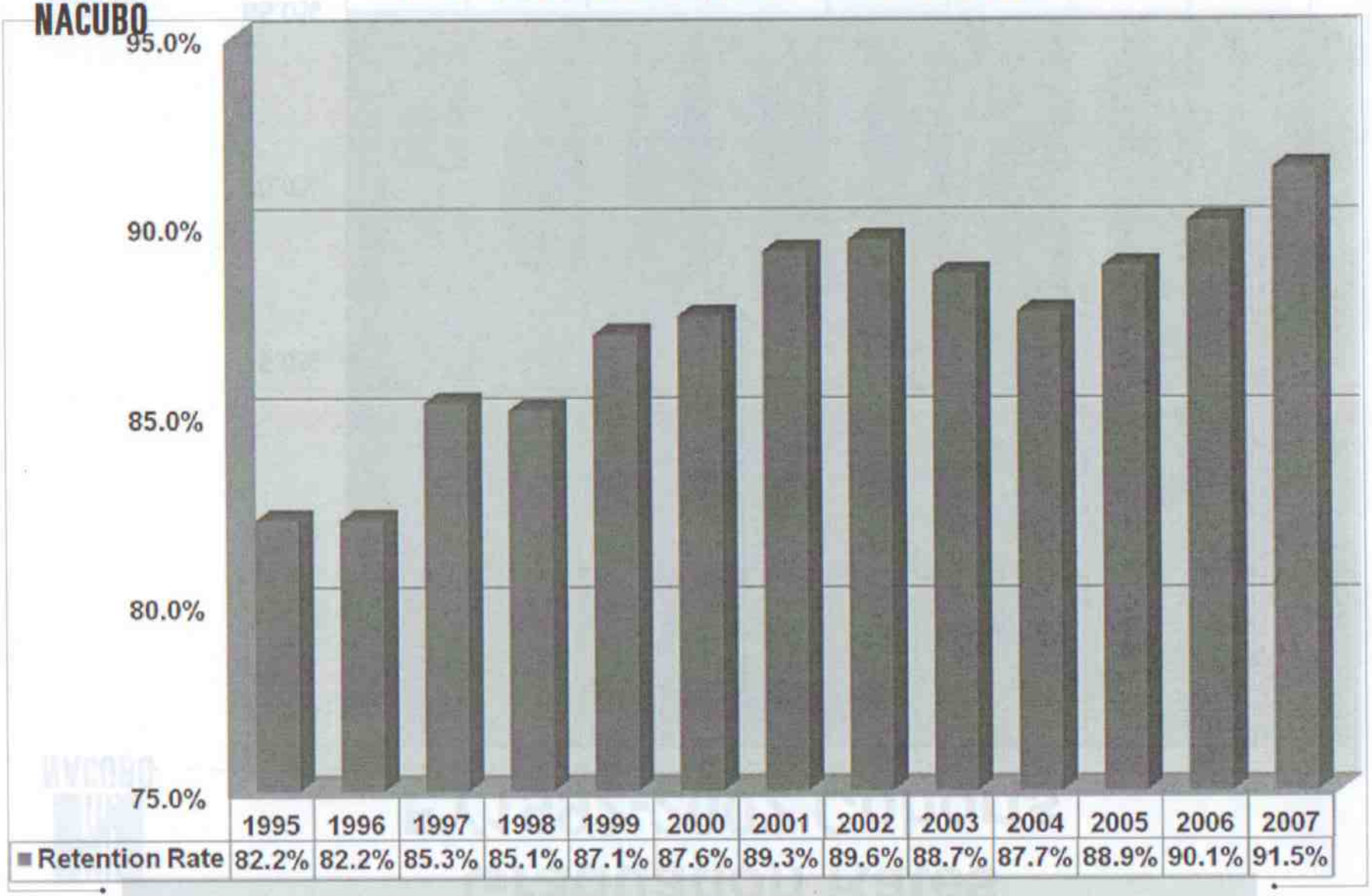


Growth in Average SAT Score

FY1997 – 2007



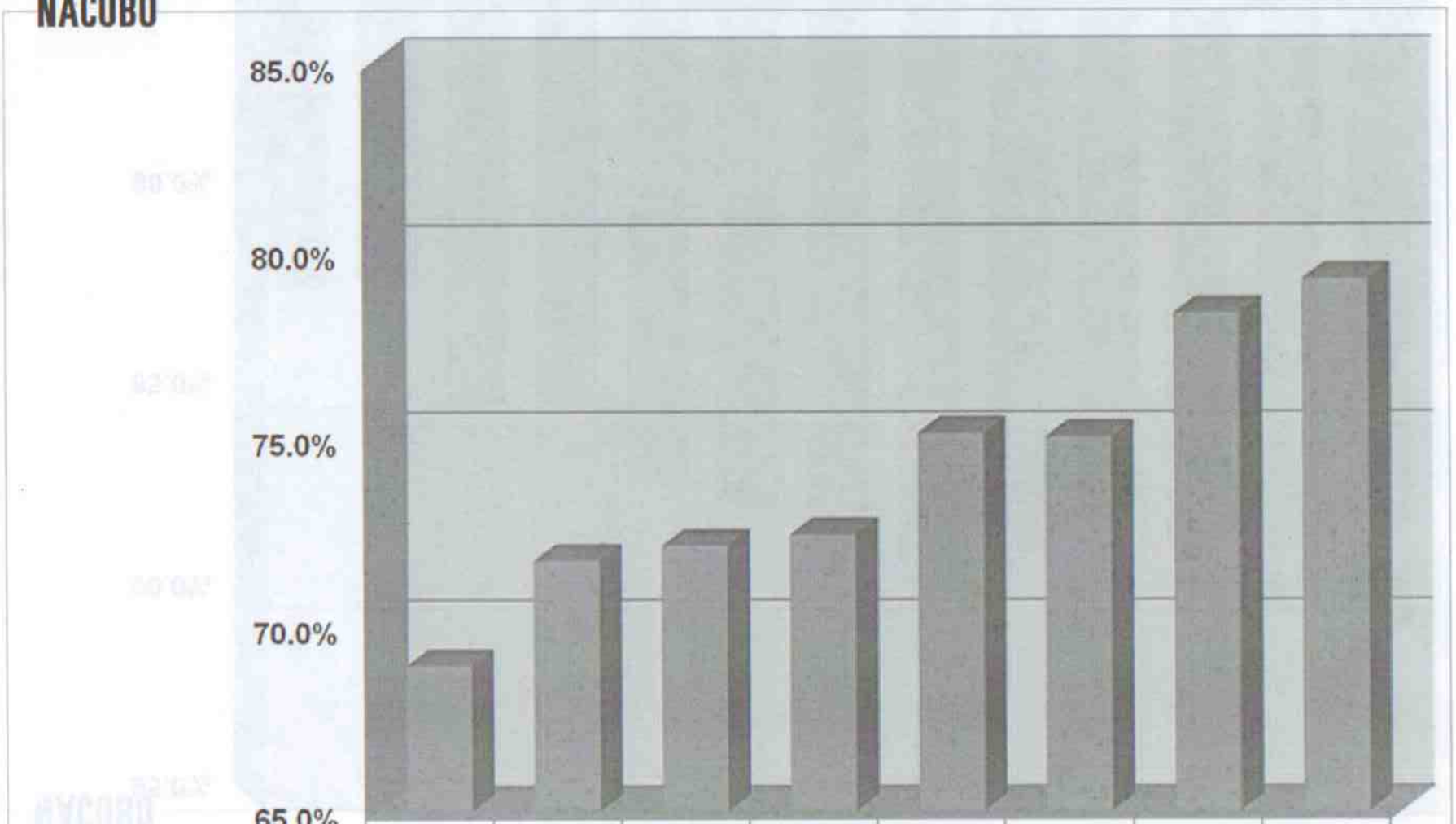
Retention Rates
FY1991-2007 Cohorts



	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Retention Rate	82.2%	82.2%	85.3%	85.1%	87.1%	87.6%	89.3%	89.6%	88.7%	87.7%	88.9%	90.1%	91.5%

NACUBO

Graduation Rates
FY1992-2002 Cohorts



	1995	1996	1997	1998	1999	2000	2001	2002
Percent Graduating	68.9%	71.7%	72.1%	72.4%	75.1%	75.0%	78.3%	79.2%

Reviewing the Results: *Has the Plan Worked?*

- ***Academics***
  - ***US News & World Report***
    - America's Best Colleges
      - #22 among public universities, 2009 (from 74th in 1999)
      - #14 Undergraduate Civil Engineering Department, 2008
    - Best Graduate Schools
      - Nine graduate programs in Top 35, 2008
  - ***Time Magazine***
    - Public College of the Year

Reviewing the Results: *Has the Plan Worked?*

- ***Academics***
  - ***BusinessWeek***
    - #22 Undergraduate Business School, Top Public National Universities, 2008
  - **Kiplinger's**
    - #33 Best Values in Public Universities, 2007
  - **Princeton Review**
    - "Happiest Students" 2009 #1 Public
    - "Best 190 Business Schools" ranked Clemson's MBA program among the best in US (2008)

Reviewing the Results: *Has the Plan Worked?*

- **Employee Satisfaction**
  - ***The Scientist***
    - Named "Best Place to Work" in academia and 3rd overall
  - Faculty Resources: 171st to 88th overall
  - Recognized in 2008 by the Chronicle of Higher Education as a great place to work
- **Grants & contracts**
  - Awards and expenditures doubled

Reviewing the Results: *Has the Plan Worked?*

NACUBO

- **Clemson University International Center for Automotive Research**
  - Over $250 M investments w/ no debt to CU (4 yrs) BMW, Michelin, Timken, Sun
- **Information Technology (emphasis began in 2006)**
  - #62 worldwide for supercomputing (#7 among national public universities)
  - #1 computer resource participator in World Community Grid, the world's largest public humanitarian computing grid
  - 2008 national Data Center Project of the Year award winner
  - CIO, Jim Bottum, named one of Computerworld's Premier 100 IT Leaders for 2007
  - Two-time recipient of the Hewlett Packard Technology for Teaching Award

Figure 4-1

MTC's Matrix of Critical Success Factors and Indicators of Institutional Effectiveness

CRITICAL SUCCESS FACTORS	INDICATORS OF INSTITUTIONAL EFFECTIVENESS			
-A- Accessible, Comprehensive Programs of High Quality	A-1 Access and Equity	A-2 Achievement in General Education	A-3 Assessment of the Academic Major	A-4 Successful Articulation/ Transfer
-B- Student Satisfaction and Retention	B-1 Accurate Entry Testing and Course Placement	B-2 Retention to Achievement of Student Goals	B-3 Student Satisfaction	B-4 Assessment of Student Services
-C- Post-Education Satisfaction and Success	C-1 Graduate Employment/ Continuing Education	C-2 Employer Satisfaction with Graduates	C-3 Alumni Satisfaction and Support	
-D- Economic Development and Community Involvement	D-1 Education in Support of Economic Development	D-2 Positive Community and College Interaction		
-E- Sound, Effective Resource Management	E-1 Acquisition of Public/Private Resources	E-2 Facility Adequacy, Use, and Condition	E-3 Distribution of Resources	
-F- Dynamic Organizational Involvement and Development	F-1 Ongoing Professional Development of Commission, Faculty, and Staff	F-2 Affirmative Action Plan	F-3 Support for Equity in Employee Salary/Benefits	

Reference Publications

Topic: RSS Feed

Book review: Core Indicators of Effectiveness for Community Colleges

Community College Enterprise, The , Spring 2008 by Forte, Catherine

- Email
- Print

Book review: Core Indicators of Effectiveness for Community Colleges By Richard Alfred, Christopher Shutts, and Jeffrey Seybert Community College Press, Washington, D.C., 2007, 74 pp. with index, $33.00^sup USD^ ($26.00^sup USD^ for MCC members), soft cover.

In an update to their 1999 second edition, authors Alfred, Shults, and Seybert provide a realistic and manageable approach to implementing an outcome evaluation process in a community college setting. In the new edition, the authors discuss the effects of changing markets, globalization, and advanced technology on colleges performance expectations.

Related Results

- Short Term Energy Monitoring: A Road To Long Term Energy Savings?
- NCS-Omnicare: The New Landscape For M&A
- Cloud Computing Also Hit by IT-Spending Cutbacks
- Ohio's Health House Provides Asthma-Free Indoor Living
- Agistix's On-Demand Solution Gives Maxim Centralized Logistics Control

Chapter three is the core of Core indicators. Each of sixteen essential indicators identified by the authors is linked to a specific aspect of overall mission. The indicators encompass both objective (e.g., transfer rates) and subjective (e.g., student satisfaction) measures. For each indicator, statistics, frequency of data collection, and methods are described. Of all the chapters, this one is the most immediately useful and-for those eager to get started-could serve as a stand-alone "how to" manual for answering some of the most commonly-asked question about college or program effectiveness.

Each of the book's five chapters provides a different focus on evaluation. In the first chapter, "The Changing Context for Effectiveness," the authors outline current and emerging challenges to community colleges, including growing competition from proprietary schools, the effects of globalization, the impact of rapidly advancing technology, and external calls for greater accountability, especially as it relates to use of public funds.

The second chapter, "Assessing Effectiveness," provides an overview of effectiveness and its relationship to mission. As the authors note, "The heart of any definition of institutional

effectiveness remains the ability of an institution to match its performance to the purposes established in its mission and vision statements" (p. 9). The chapter also includes a noteworthy section on "assessment using a stage model," with the admonition to consider a college's "capacity" for evaluation, composed of three factors: "difficulty-extent and degree of rigor associated with measuring specific indicators; resources-funds, staff, and technology available for assessment; capability-expertise among staff to carry out assessment" (p. 18).

Chapter four provides insights into "Effectiveness Assessment and Accountability." It includes suggestions on evaluating an institution's progress, not only by adding non-traditional instructional delivery modes but also through allocating a reasonable proportion of the budget to research and development.

Chapter five, "Tomorrow's Playing Field," consists of a short, hypothetical example of a community college in the year 2012. Projections for the future of evaluation in the colleges are made in the form of three "lessons" to be learned from the example.

Given its clear writing style, the specific recommendations for measuring a variety of indicators, and its brevity, this book would likely be useful to a variety of college professionals, especially those who act as "lay" researchers. While it may not provide enough depth for a professional evaluator or an institutional researcher, it could be very helpful to someone at the faculty or program management level. It would likely also prove useful to someone who has been designated to carry out a first-time effort at institutional evaluation. In examining the authors' credentials, one of the three, Jeffrey Seybert, is a director of institutional research; the other two have impressive credentials in a variety of areas related to higher education, bringing a generalist perspective to the topic.

The overall strengths and weaknesses of the book are two sides of the same coin. On the one hand, it is concise and provides an easy reference on a variety of topics that are critical to college assessment. On the other hand, being brief, it lacks real-life illustrations related to the indicators and their measurement, and its in-text research citations are limited.

The major weakness of the book is its self-referential quality. Of the eleven sources in the reference list, five were written by the primary author of this text. In addition, while the book devotes extensive space to discussion of globalization and other trends affecting colleges, specific advice for measurement in these areas is lacking. It is decidedly difficult to evaluate the effectiveness of community colleges in a global context, so specific advice in that area would have been welcome.

This book is recommended for college staff whose primary duties lie outside of the institutional research arena and who are looking for immediate guidance in implementing an evaluation process. For that purpose, the book seems highly useful. It appears to be instructive not only for institutionallevel evaluation but also for assessment of specific programs within colleges. It could also serve as a college text for relevant education courses if it were required alongside a more research-oriented book. Students who move into jobs in higher education may find themselves referring to this book long after class has ended.

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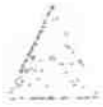

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