

Project SLOPE: Phase 1

External Stakeholder Committee Final Report

The External Stakeholder Committee was charged with completing the following tasks during Phase 1 of Project SLOPE:

- Create questions to use with stakeholder groups
- Set targets of specific stakeholders and numbers for adequate, stratified sample (may be necessary to oversample)
- Conduct focus groups across the college to gather feedback about what is important to all stakeholders
 - Students, alumni, concurrent enrollment instructors, adjunct instructors, industry representatives, faculty, staff
- Connect with IR Team to analyze results for themes
- Connect with new Data Analysis committee to analyze results for themes
- Present results to Task Force at May Meeting on 5/23/2018

The committee was chaired by Jo O'Brien, Director of Industry Relations, and LeeDel Cohenour, Director of Advising. In addition to the chairs, membership in the committee was comprised of the following CCA employees:

- Bobby Pace, Academic Affairs, staff
- Victor Vialpando-Nunez, Academic Affairs, staff
- Cheryl Waite, Student Affairs, staff

Overview of Work Completed

The external stakeholder committee began by identifying CCA's different types of stakeholders. The committee identified public entities, higher education institutions, community based organizations and businesses.

The committee used a variety of modalities to collect data from the external stakeholders. They held focus groups, conducted digital surveys and face-to-face interaction and surveys with businesses attending the CCA Career Fair. Data collection was in the form of notetaking, self-reporting and audio recordings of the focus groups.

Data analysis was conducted by CCA students in the social sciences. The analysis shows that our partners are looking for problem solvers with effective communication skills and the ability to participate in a diverse work force.

The committee held focus groups in early March and had a fairly low response rate. CCA hosted four sessions and had a total of 6 participants. Conversations were good and good feedback was received from those who attended, but the overall feedback was not as broad as they planned.

The committee then sent out a digital survey to everyone who was invited but could not attend. To date, CCA has received approximately 12 responses.

Surveys were also distributed to the 30 businesses who attended the CCA Spring Career Fair. These people are already engaged in some direct manner with CCA.

Each of these mediums is asking the same questions, just diversifying to get as much feedback as possible.

Stakeholder Questions

1. Which oral and written skills are the most important in the place you work?
2. What critical thinking skills are most often applied where you work or in your community? How valuable is it to operations?
3. Navigating everyday office or customer relations requires nuanced understanding of group dynamics. What role do issues of personal and social responsibility play for your needs and how are they prioritized?
4. When it comes to digital and information literacy, what computer skills do you use or would desire more of in your workplace?
5. Regardless of career path, CCA students are trained in quantitative reasoning. What, and more importantly how, are graphing, statistics, data analysis, and foundational math used in your work?
6. Finally, our students are encouraged to think originally and use a variety of modes or designs to communicate or solve problems. How are important to your industry is creativity or imagination? Give example?
7. Are there any important skills you feel have not been discussed, but that you think are essential for a CCA graduate?

Summary and Recommendations

The stakeholders consisted of political entities, a community based agency, and multiple local businesses in industries such as law enforcement, food service, information technology, public service, hospitality, retail, health care, and transportation.

The external stakeholder group would recommend that the college place an emphasis on communication skills, workforce readiness and the ability to be problem solvers.