

Looking at All of the Customers of Higher Education

<i>Retention Problem Match</i>	<i>Solution</i>	Customers (Users, Clients, Stakeholders) and Issues	Higher Education
		1. Customer as user?	Student
	<i>Deals with ② →</i>	a. Commitment by the user?	a. Varies
	<i>Deals with ① →</i>	b. Preparation of the user?	b. Varies
	<i>DK</i>	c. User as part of product?	c. Almost always
	<i>→ No cost to student</i>	2. Customer as who pays?	Student, parents
	<i>Admin. solution</i>	3. Customer who may help to pay the bill?	Almost always taxpayers
<i>Faculty Collaboration 4th h. bus - LAFB</i>		4. Customer as creator of the product/service	Almost always faculty
	<i>Faculty solution so probable</i>	5. Customer as the field of knowledge behind the product/service?	For professors, almost always their disciplines
	<i>No identified problem</i>	6. Customer as the regulator (such as a certifier, accreditor, or standards organization)?	Accreditors; some regulators/industry standards as well
	<i>③</i>	7. Customer as the region?	
		a. Need for qualified workers?	a. Often <sup>1</sup> to Always <sup>2</sup>
		b. Need for good jobs?	b. Often <sup>1</sup> to Always <sup>2</sup>
		c. Need for safe communities?	c. Often <sup>1</sup> to Always <sup>2</sup>
		d. Need for a solid tax base?	d. Always
	<i>③ - small step</i>	8. Customer as the nation's economic competitiveness?	All customers above
		9. Customer as the nation's decision-making in a republic?	All customers above
		10. The product/service is	
		a. For short-term use?	a. Occasionally
	<i>④</i>	b. For long-term use?	b. Almost always
		c. On-going but changing?	c. Almost always
<i>Retention Problem Match</i>	<i>⑤</i>	11. Measurement of the user as part of the product and of the product/service is?	Intransparent and in transition
	<i>yes. All</i>	12. Rewards of success go to?	All customers above
	<i>-</i>	13. Risks from failure go to?	All customers above

<sup>1</sup> With colleges and universities often serving this purpose <sup>2</sup> With community colleges focusing on teaching, rather than research, and serving this purpose from their beginning  
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- ① LAB gives more "Time on Task" - Just in Time Answers from Teacher
- ② Required attendance/MAY support commitment w/other student:  
& modeling by teacher
- ③ if works as planned, should increase math skills
- ④ Math competency is always longer & ongoing/developing
- ⑤ Measure of math competency as w/other class
- " " " retention " " " " " " " " " "
- " Need ongoing measurements after let up. ?