



AQIP Category THREE:
Understanding Students' and
Other Stakeholders' Needs

Category 3: Understanding Students' & Other Stakeholders' Needs

Context for Analysis (C)

3C1 & 3C2 Students' & other major stakeholders' requirements & expectations

As a comprehensive community college, the College of Lake County's primary stakeholders are students. However, there are additional major stakeholders as shown in Table 3.1:

Table 3.1 Major Stakeholders and Their Requirements		
Students	Short-term requirements	Long-term requirements
<ul style="list-style-type: none"> ■ Degree-seeking students ■ Transfer Students ■ International Students ■ Part-time Students ■ Full-time Students ■ First-Year Students ■ Minority Students ■ Students with Disabilities ■ Coursetakers 	<ul style="list-style-type: none"> ■ Availability of classes (day, evening, weekends, online etc.) ■ No-hassle registration ■ Accurate advisement ■ Easy-to-buy books and other course materials ■ Quality instruction ■ Availability of up-to-date technology ■ Availability of support services (financial aid, counseling, library, other) ■ Comfortable environment (facilities, heating, A/C, parking, etc.) ■ Safe/secure environment ■ Timely & clear communication (registration timelines, student email accounts, orientation, etc.) ■ Student Support Services (e.g. Tutoring, Disability Services, etc.) 	<ul style="list-style-type: none"> ■ Quality education ■ Assistance with transferring / job searching ■ Positive institutional image ■ Successful transfer and degree completion
<ul style="list-style-type: none"> ■ Lifelong Learners ■ English Language Learners 	<ul style="list-style-type: none"> ■ All of the above with the addition of programs in their native languages. 	<ul style="list-style-type: none"> ■ Quality education ■ Assistance transitioning to college courses/job search
Recent Graduates	<ul style="list-style-type: none"> ■ Quality education ■ Assistance with job searching ■ Assistance with resume writing & interviewing skills 	<ul style="list-style-type: none"> ■ Positive institutional image ■ Offerings training/classes that can improve skills needed to advance in jobs
Prospective Students	<ul style="list-style-type: none"> ■ No-hassle registration ■ Accurate advisement ■ Timely and clear communications (registration timelines, student email accounts, orientation, etc.) ■ Availability of classes 	<ul style="list-style-type: none"> ■ Positive institutional image ■ Consistent course offerings to complete programs ■ Career Pathways
Key Stakeholders	Short-term requirements	Long-term requirements
Parents	<ul style="list-style-type: none"> ■ Value: good education at affordable price ■ Safe campus ■ Convenient locations 	<ul style="list-style-type: none"> ■ Student success ■ Support services ■ Seamless transfer ■ Employment ■ Positive institutional image
Community Members	<ul style="list-style-type: none"> ■ Special events ■ Personal and professional growth programs ■ Cultural enrichment 	<ul style="list-style-type: none"> ■ Positive institutional image ■ Current and relevant programs
Accreditation & Government Regulatory Agencies, and Local Legislators	<ul style="list-style-type: none"> ■ Partnerships ■ Supportive community and economic development programs ■ Relevant and high quality programs 	<ul style="list-style-type: none"> ■ Positive institutional image ■ Reasonable taxes ■ Efficient operations ■ Meeting of district and constituent needs
Transfer Institutions	<ul style="list-style-type: none"> ■ Articulation agreements ■ Accurate advisement ■ Transfer guides 	<ul style="list-style-type: none"> ■ Qualified/successful students ■ Clear and efficient transcripting process
School Districts: High Schools and Grade Schools	<ul style="list-style-type: none"> ■ Timely and helpful communications ■ Data on student success ■ Information on programs ■ Student recruitment information ■ Student support and transition services 	<ul style="list-style-type: none"> ■ Collaboration/partnerships ■ Career pathways ■ Relevant and current courses and programs ■ Staff development
Board of Trustees	<ul style="list-style-type: none"> ■ Community responsiveness ■ Committed Administration, Faculty & Staff ■ Relevant & high quality programs ■ Financial responsibility 	<ul style="list-style-type: none"> ■ Growing enrollment ■ Student success ■ Positive institutional image ■ Financial responsibility
Foundation Board	<ul style="list-style-type: none"> ■ Special fundraising events ■ College engagement ■ Quality programs ■ Efficient operations ■ Effective scholarship distribution ■ Student support services 	<ul style="list-style-type: none"> ■ Long-term growth strategies ■ Fiscal responsibility ■ New programming
Employers	<ul style="list-style-type: none"> ■ Student interns ■ Input into curriculum and programs ■ Partnerships ■ Workforce training 	<ul style="list-style-type: none"> ■ Talent pool of qualified/ educated prospective employees ■ Programs reflecting changing workforce demands

Processes (P)

3P1 Identifying, analyzing, and addressing students' changing needs

The changing needs of current students are identified and tracked at an institutional level and at the departmental point-of-service level. At the institutional level, the Office of Institutional Effectiveness, Planning and Research (IEPR) administers (in alternating years) the Community College Survey of Student Engagement (CCSSE), the ACT Student Opinion Survey, the CLC Graduate Follow-up Survey (which indicates how well a graduate's education at CLC is serving them), and various other CLC surveys. IEPR has also administered Noel-Levitz Student Satisfaction Inventory in 2001 and 2004. IEPR also collects and analyzes environmental scanning, enrollment, and other demographic data that are used to determine student needs. In addition, there are reports that the college analyzes by full-time and part-time students such as the IPED Graduation Rate Survey and the Student Tracking Report.

In FY 2008 the college administered the Foundations of Excellence (FoE) New Student Survey to students to assess how well it was servicing the needs of new students. This data provided insight from part-time and full-time first year students regarding their experience during pre-enrollment, enrollment, and orientation, and their perceptions about CLC's student services, quality of courses and instruction, and the campus environment.

There are various ways in which the college disseminates the results of the survey so that the appropriate actions can be taken to address these needs and concerns.

- Results of the surveys are posted on the Institutional Effectiveness, Planning and Research website to disseminate the results and make them available college-wide.
- During the fall or spring orientation week, the results are presented in 2 hour sessions that focus on the findings, implications, and recommendations.
- Areas of improvement identified in the analysis are further analyzed and a report is prepared for the department or program administrator to provide them with more information.

Information about students' changing needs is collected at certain points-of-service, specifically, Divisional offices, Admissions, and Counseling. A variety of methods are used to collect information including comment cards and student surveys. Departments evaluate comments or feedback coming from students or other CLC employees. When warranted, hard data is sought to validate if needs are changing. The data gathered by a particular department is used to improve its internal processes for serving students, such as creating an alternative registration procedure for ESL students, or increasing the hours of counselor availability. If other departments have a stake in the outcome or process to be changed, they are asked to become involved in determining or selecting the course of action.

The Student Recruitment area and the Talent Search Program keep abreast of the needs of prospective CLC students by learning firsthand how students' needs and expectations are changing from year to year. The Student Recruitment staff conducts informational sessions for students by visiting area high schools, and by hosting informational luncheons for area high school counselors. Talent Search offers programs to young people with academic potential who may be at-risk for pursuing higher education. In addition, the college representatives meet regularly with high school counselors and administrators in an effort to improve programs and services.

3P2 Building and maintaining student relationships

The Office of Admissions & Records and Enrollment Services begin building relationships with students through the recruitment and admissions processes. CLC has regular contact with local high schools and sponsors annual events such as College Night, Preview Days and Career Quest to keep high school students and their parents informed about CLC. All high school juniors and seniors receive a variety of marketing materials which help students learn about programs and activities. In addition, Enrollment Services provides outreach to businesses and community organizations throughout the district to help prospective students learn about college programs. Pre-enrollment services include placement testing, academic advising and New Student Orientation, which became mandatory for recent high school graduates during fiscal year 2008.

Once students begin attending the college, faculty and staff continues building and maintaining relationships with students. Faculty keep connected to students inside and outside the classroom. The college provides every student with an e-mail address which allows faculty to contact students via email, as well as by phone or in-person. In a survey administered to first-year students in fiscal year 2008, students were asked what helped them in their first year. The top response was the helpfulness, availability, encouragement, and communication of the faculty.

Students are required to visit with an advisor prior to enrollment at the 19th and 41st credit hour. This ensures that students are enrolling in the appropriate courses for their selected programs. In addition, the college has a retention program called THRIVE which promotes academic success of various at risk students by targeting them for special programs and efforts.

The First Year Experience Program works to make student aware of all the events, resources, and programs that are offered at the College and can help students stay connected to the college community. Students are encouraged to participate in mentoring programs which include peer-mentoring as well as faculty and staff mentoring. The faculty and staff mentors initiate contact on a regular basis with the student to check-in and prompt any questions from the student.

Students are also encouraged to participate in multiple events sponsored by Student Activities as well as the numerous clubs supported by faculty and staff. Students have multiple opportunities to get involved through the Student Government Association, Student Senate, representation on the Board of Trustees, and search committees. Furthermore, learners from varying demographics are engaged through participation in clubs such as Black Student Union, Asian Student Alliance, Japanese Language & Culture Club, South Asian Student Association, and the Muslim Student Association.

3P3 Identifying, analyzing, and addressing changing stakeholders' needs

CLC uses a variety of methods to identify, analyze, and address the changing needs of major stakeholders. The college identifies and analyzes stakeholders' needs by utilizing the Community College Survey of Student Engagement (CCSSE) results, student ratings of instruction or course evaluations, graduate follow-up survey and study, program reviews, department reviews, the ACT Opinion Survey, Employer Surveys, community surveys, as well as input received from community organizations or different CLC student organizations.

The analyses of data collected are conducted by various units throughout the college. For example, both student and district demographic data are reviewed on a regular basis by the Executive Staff and the Educational Affairs Council, and the data and results are then disseminated throughout the institution. Based on this information, the college can determine enrollment trends, plan for new programs, or increase or decrease resources to meet students' needs.

3P4 Building and maintaining stakeholder relationships

Advisory Committees and participation in local committees play a critical role in maintaining links to community needs. Career Advisory Committees provide leadership from local businesses and social agencies to keep these programs relevant. There is a Lakeshore Advisory Committee and a Southlake Advisory Committee which consists of business, government, clergy, and community representatives from the northeast and southern parts of the county. These advisory committees provide insight into stakeholders' needs.

The Office of Student Recruitment maintains relationships with all public and private high schools, providing materials, on-site presentations, and an annual Counselors' Breakfast. Finally, as elected officials representing the college in the community, the Board of Trustees maintains regular contact and is available to district residents.

The college also participates in twenty-three Chambers of Commerce in the county. In addition, the college executives are involved in local organizations such as the Local Workforce Investment Board

and the Lake County Partners. Table 3.2 lists some selected committees and chambers in which CLC Representatives are actively involved.

Table 3.2 Selected List of Committees, Councils and Chambers with CLC Representatives		
Antioch Chamber of Commerce	Lake Forest and Lake Bluff Chamber of Commerce	Lake County Partners
Buffalo Grove Chamber of Commerce	Lake Zurich Area Chamber of Commerce	University Center's Educators Center Steering Committee
Deerfield, Riverwoods and Bannockburn Chamber of Commerce	Lindenhurst and Lake Villa Chamber of Commerce	Highland Park Historical Society
Fox Lake Area Chamber of Commerce	North Chicago Chamber of Commerce	Nicasa Board of Directors
Green Oaks, Libertyville, Mundelein & Vernon Hills Chamber of Commerce	Round Lake Area Chamber of Commerce	Women of Worth Advisory Committee
Grayslake Chamber of Commerce	The Greater Lincolnshire Area Chamber of Commerce	Youthbuild of Lake County Board
Highland Park Chamber of Commerce	Wauconda Chamber of Commerce	United Way Community Engagement Committee
Highwood Chamber of Commerce	Winthrop Harbor Chamber of Commerce	Lake County "One-Stop" Committee
Illinois Womens Chamber of Commerce	Zion Chamber of Commerce	Lake County Area Planning Council
Lake County Chamber of Commerce	Waukegan Chamber of Commerce	Workforce Investment Board
Hispanic Chamber of Commerce	Gurnee Chamber of Commerce	Coalition to Reduce Recidivism
Black Chamber of Commerce	Lake County Workforce Investment Board	Council of Member Institutions Board at the University Center
CLC Library Technical Assistant Program Advisory Committee	Council of Academic and Research Libraries in Illinois	Network of Illinois Learning Resources Centers
North Suburban Library System's Advisory Council	University of Wisconsin Madison, School of Library & Information Studies	Waukegan Mainstreet Board of Directors

Source: Educational Affairs

3P5 Determining new student and stakeholder groups

As a college committed to serving the diverse needs of the community, the College of Lake County routinely engages in environmental scanning, community outreach, and data/demographic collection and analysis. The college can determine new student or stakeholder groups in several ways. First, through a coordinated and purposeful effort, the college maintains a network of advisory committees and participates in local committees (outlined in 3P4) in order to obtain insight into the changing needs and stakeholder groups. Secondly, through the Office of Institutional Effectiveness, Planning and Research (IEPR), the college routinely collects and analyzes demographic and institutional data to determine new programs and services as well as trends for particular demographics. For example, recent census data and projections detailed the growth of the Hispanic population in Lake County. As a result, the college increased the number of ESL and ESL-supported programs it offers. Also, one of CLC's AQIP action project related to increasing the number of English language learners transitioning into "college-level" programs.

The college also collects data from businesses, employers and other community members through surveys. Examples include the College of Lake County Survey of Lake County Employers conducted in 2005 and the Community Image Survey conducted in 2002. More recently the college has conducted several employer surveys targeted to specific industries such as Transportation and Logistics Employer Survey in 2008, Dental Hygiene Employer Survey in 2008, and Construction Management Employer Survey in 2007. The information from these data points can help determine new stakeholder groups.

The college leverages relationships within the community to determine new programs, services and stakeholder groups. The following departments serve as valuable links to the community:

President's Office: Through active environmental scanning, analysis of IEPR reports and data, and regular community engagement activities, the president's office routinely fields requests for new programs and new student populations. Often, these requests are then disseminated to the appropriate vice president for review and analysis.

College of Lake County Foundation: Foundation members continually ask and receive input from both internal and external constituents. For example, the Foundation is in constant communication with the Financial Aid office regarding scholarship offerings and other needs. The Foundation board is always available to listen to requests for financial support which often target new student populations or stakeholders.

Workforce & Professional Development Institute (WPDI): WPDI often serves as the primary entry point in engaging the business community about new programs and services. Through customized training activities, small business consulting, procurement assistance, and chamber of commerce memberships, representatives from the Business and Industry Services office are in daily contact with the business community.

Adult and Community Education: The Adult and Community Education department serves as the primary entry point for individuals not seeking credit, certificate, or degree programs. Often, through requests from constituents, surveys, and community activities, representatives from Adult and Community Education learn of new student needs and programming. Additionally, the department often serves as a "test-bed" to pilot new programs and to build new student populations.

3P6 Collecting complaints, analyzing feedback, & communicating actions

All departments and divisions in the college are encouraged to address student and stakeholder complaints expeditiously. The following provides an overview of the formal processes and entry points regarding student and stakeholder concerns.

Academic Concerns: The College of Lake County is committed to providing students with a process to address concerns that they have during their academic pursuits at the college. This procedure, which is outlined below, can be found in the CLC Catalog and is also stated in Board Policy 426.

1. *Within 6 months from when action occurred:*
 - *Student speaks with instructor.*
 - *If not resolved and student wishes to pursue with the Dean, student provides Dean with a written statement of the concern and student's position.*
2. *At student's request, Dean meets with instructor and student.*
 - *After this meeting, the Dean reviews the concern (may involve consulting with other staff members appropriate to the situation, such as the Vice President of Student Development, counselors, the student's other instructors, the Learning Assistance Center staff, or other Deans).*
 - *The Dean has the instructor write a statement of instructor's position, including supporting rationale.*
 - *Within 15 days of meeting with the student, the Dean renders a decision, which includes Dean's rationale for the decision.*
 - *The Dean sends final decision to the student in writing with a copy to the Vice President for Educational Affairs.*
3. *If the student wishes to appeal the Dean's decision:*
 - *Student submits a written statement indicating student's concern, the desired outcome and the rationale, and supporting documentation to the Vice President for Educational Affairs.*
 - *Upon receipt of the student's concern, the Vice President for Educational Affairs will collect necessary documentation including instructor's statement from the appropriate Dean. The Vice President for Educational Affairs will analyze the supporting documentation and develop his/her final decision.*

- *The Vice President for Educational Affairs will have 15 days to review the concern and respond to the student in writing.*

President's Office: The president's office often serves as a clearinghouse for complaints from both stakeholders and students. The majority of the complaints are "first-time" complaints that are logged by the President's Office with the student's name, type of complaint and date. After the complaint is logged it is referred to the appropriate division to address. Once the issue is resolved the resolution is communicated and noted in the file. On rare occasions, a complaint is an issue that was unresolved at a lower level within the college and has been referred to the President who resolves the issue.

Student Development Office The Student Development Office handles issues regarding student discipline. To ensure that all students are treated fairly, the College of Lake County has developed policies governing student life:

Student Rights and Responsibilities (CLC Catalog)

Students are entitled to enjoy the rights protected by the United States and Illinois Constitutions and laws, subject to legally recognized restraints that may be imposed because of the college's role and function. Students should exercise these rights reasonably and avoid violating the rights of others. Following is a non-exhaustive list of students' rights:

A. To participate through the Student Government Association in the formulation and review of college regulations and policies directly affecting them.

B. To learn in an environment that is free from discrimination and harassment based on race, color, religion, sex, national origin, age, marital status, sexual orientation, or disability. Students may report discrimination or harassment as explained in the Discrimination and Harassment Complaint Procedure. Students may report concerns about academic adjustments or modifications as explained in the college catalog Services for Students with Disabilities section.

C. To learn in an environment that is free of physical abuse or threats thereof. Students may report physical abuse or threats as explained in this policy.

D. To the rights granted by the Family Educational Rights and Privacy Act (FERPA), including the right to inspect one's educational records and challenge inaccurate or misleading records. Students may challenge the accuracy of their educational records as explained in the Notification of Rights under FERPA for Postsecondary Institutions published in the college catalog.

E. To address academic concerns. Students may address academic concerns as explained in the Addressing Student's Academic Concerns guidance in the college catalog. Students who have been suspended for not meeting the academic grade point average requirement may appeal their suspension as explained in the Academic Appeal Procedure. (Refer to Board Policy 426 – Addressing Students' Academic Concerns)

F. To the freedom of speech and the freedom of assembly.

In addition to these rights, each student assumes an obligation to conduct himself/herself in a manner compatible with the college's function as an educational institution. If this obligation is not fulfilled by the student, the college must meet its obligations to the larger academic community by taking appropriate disciplinary action.

A student may be subject to disciplinary action whenever he or she commits, attempts to commit, or contributes to any act of misconduct on a campus or extension site of the college or elsewhere, if there is a direct relationship between such act and the college. Such misconduct or attempted misconduct may occur during class, or at an activity, function, or event sponsored by the college.

Discrimination and Harassment Complaint Procedures (CLC Catalog)**Discrimination and Harassment Policy**

The College, in its commitment to equal rights, will ensure that students may work, learn, and study in an environment that is free of illegal harassment. Harassment infringes upon mutual respect in work and academic relationships and causes serious harm to students in the pursuit of their future careers and success. In accordance with the statutory provisions included in Title VII of the Civil Rights Act, Title IX of the 1972 Education Amendments, and all other applicable federal and state laws, it is the policy of the College of Lake County not to discriminate on the basis of a person's race, color, religion, sex, national origin, age, marital status, sexual orientation, or disability in any of its educational programs, activities, or employment policies.

The College seeks to prevent harassment from occurring. College policies and procedures have been established for the investigation and resolution of complaints. Findings of harassment may result in discipline, including suspension or dismissal.

Prohibited Harassment

The College prohibits harassment and discrimination on the basis of age, disability, national origin, ancestry, race, color, religion, creed, sex, or marital status, or in retaliation for having made a prior discrimination or harassment complaint. Harassment is unwanted behavior directed toward an individual based on one or more of the foregoing designated characteristics.

Discrimination and Harassment Complaint Procedure

Any student who believes that he or she has been discriminated against or harassed may follow either an informal or formal procedure without fear of recrimination. A prompt and confidential investigation will be provided, to the extent possible.

Complaints submitted through the President's office or Student Support Division is categorized based on the categories listed below in Table 3.3.

Table 3.3 Student Complaint Categories		
1. Academic Appeal	9. Discrimination - Race	17. Students w/Disabilities
2. Academic Dishonesty	10. Sexual Harassment	18. Request to Transfer
3. Admissions Office	11. Disorderly Conduct	19. Suspicious Activity
4. Assault	12. Disruptive Behavior	20. Threats
5. Athletics	13. Financial Aid	21. Traffic Violations
6. Counseling	14. International Students	22. Lakeshore Campus
7. Discrimination	15. Refund Request	23. Southlake Campus
8. Dishonesty/Theft/Steal	16. Student Activities	24. Other

A complete step-by-step process for student academic concerns is published in the college catalog and is available in the Student Activities Office or in the Vice President of Student Development Office. In addition to the formal complaints received, all departments are encouraged to address and resolve any informal complaints received directly through their offices.

3P7 Determining, measuring, & analyzing student & other stakeholder satisfaction

The College of Lake County strives to stay connected to students and key stakeholders through maintaining on-going dialogue and communication. Through this on-going dialogue, the college is able to gather anecdotal evidence of student and stakeholder satisfaction. However, beyond maintaining "face-time" and communicating on a regular basis, the college collects and measures data to ensure that it is meeting stakeholders' needs. Table 3.4 provides examples of the processes the college has in place to gauge satisfaction:

Table 3.4 Measuring Stakeholder Satisfaction	
Stakeholder Group:	Processes:
Students & Graduates	■ Course evaluations (Student Rating of Instruction) ■ Graduate Follow-up Survey ■ Community College Survey of Student Engagement (CCSSE) ■ Program Review Follow-up Survey ■ Accreditation Surveys ■ ACT Opinion Survey ■ Foundations of Excellence First-Year Student Survey
Employees	■ Department Review Process and Surveys ■ Employee Evaluation Process ■ Foundations of Excellence Faculty & Staff Survey
Employers	■ Career Advisory Committees ■ Evaluations Workforce Training Classes ■ Small business research focus groups ■ Various Employer Surveys
Board of Trustees	■ Monthly meeting participation ■ Policy Development and Review ■ Weekly reports ■ Staff reports ■ Special event participation
Accreditation & Federal & State Government Agencies and Legislators	■ Compliance with ICCB, IPEDS and IBHE reporting requirements ■ Feedback from AQIP Reports ■ Accreditation Status ■ Support for key legislation ■ Grant funding support and assistance ■ One-on one conversations
Community Members	■ Community Image Survey (includes parents and employer survey) ■ Survey of attendees of events in James Lumber Center for the Performing Arts ■ Survey of participants of special events ■ Survey of continuing education participants
Foundation Board	■ Foundation events ■ Scholarships awarded ■ Funds raised
Transfer Institutions	■ Articulation agreements / Joint agreements ■ CLC student performance in transfer universities ■ Transfer rates ■ Transfer institution's acceptance of new or modified courses

Results

3R1 Student satisfaction results

CLC measures student satisfaction continually through a variety of methods. Some are direct questionnaires (Student Rating of Instruction, Graduate Follow-Up Survey), and others are samples as part of national surveys (CCSSE, ACT Opinion Survey).

ACT Student Opinion Survey: The ACT Student Opinion Survey was conducted to determine the level of satisfaction with certain services and programs, as well as the overall college environment at the College of Lake County. This survey was chosen so that results for the College of Lake County could be compared to national user samples of two-year public, post-secondary institutions.

Areas where students' satisfaction at CLC was significantly higher than the national norm included:

1. Student health services (CLC mean=4.46 vs. National norm=4.04)
2. Parking facilities (CLC mean=3.57 vs. National norm=3.31)
3. General registration procedures (CLC mean=4.03 vs. National norm=3.82)
4. General admissions/entry procedures (CLC mean=4.00 vs. National norm=3.84)
5. Study areas (CLC mean=4.10 vs. National norm=3.95)
6. Billing and fee payment procedures (CLC mean=3.93 vs. National norm=3.79)
7. College catalog/admissions publications (CLC mean=4.10 vs. National norm=3.98)
8. General conditions of building & grounds (CLC mean=4.10 vs. National norm=3.98)
9. Personal security/safety at the college (CLC mean=3.97 vs. National norm=3.87)
10. Classroom facilities (CLC mean=4.02 vs. National norm=3.92)

Areas where students' satisfaction at CLC was significantly lower than the national norm included:

1. Personal counseling services (CLC mean=3.47 vs. National norm=3.96)
2. Vocational guidance/career planning (CLC mean=3.61 vs. National norm=3.95)
3. Cafeteria/food services (CLC mean=3.38 vs. National norm=3.67)
4. Cultural programs (CLC mean=3.84 vs. National norm=4.12)
5. Academic advising/course planning services (CLC mean=3.71 vs. National norm=3.89)

The results of this survey prompted the Student Advising AQIP Project during 2006-2007. The objective of this project was to conduct a comprehensive review of student advising and create a plan for improvement. As a result of the project a new Advising Center and structure has been implemented.

CCSSE: The Community College Survey of Student Engagement (CCSSE) is a national survey of community college students focusing on educational practices shown to be related to student success. In 2007, the survey sampled 310,013 students from 525 colleges in 48 states. At CLC, there were a total of 575 students who responded to the survey conducted in the spring 2007. Table 3.5 outlines student satisfaction with various services in 2005 and 2007. The table also shows comparisons with a CCSSE Peer group of colleges as well as all other CCSSE colleges.

Table 3.5 Satisfaction with Services						
Mean Satisfaction Score for Services (1=Not At All, 2=Somewhat, 3=Very)	2005 CLC	2005 Illinois Consortium	2005 CCSSE Peer	2007 CLC	2007 Illinois Consortium	2007 CCSSE Peer
Academic advising/planning	2.08	2.14	2.20	2.19	2.17	2.21
Career counseling	1.99	2.04	2.03	2.13	2.02	2.04
Job placement assistance	1.72	1.83	1.81	1.79	1.78	1.82
Peer or other tutoring	1.94*	2.08	2.12	2.15	2.13	2.14
Skill labs (writing, math, etc.)	2.14	2.18	2.24	2.33	2.25	2.25
Child care	1.69	1.73	1.73	1.89	1.73	1.76
Financial aid advising	1.93*	2.14	2.19	2.08	2.11	2.18
Computer lab	2.48	2.47	2.49	2.55	2.47	2.49
Student organizations	1.82	1.89	1.94	1.98	1.93	1.96
Transfer credit assistance	2.01	2.04	2.05	2.07	2.04	2.06
Services to students with disabilities	1.90	1.92	1.99	2.00	1.98	2.00

Source: CCSSE 2005 and 2007

*CLC Significantly lower than other colleges and CCSSE Cohort

Comparing the 2005 CLC results to the 2007 CLC results, the 2007 average score for satisfaction was higher for all services. The 2005 CLC average student satisfaction for financial aid advising and tutoring was significantly lower than the peer group in 2005. However, in 2007 there was no significant difference between CLC and the peer group.

FoE New Student Survey: The Foundations of Excellence (FoE) is a comprehensive self-study and improvement process developed by the Policy Center on the First Year of College. The FoE assessment and improvement process enhances an institution's ability to realize its goals for student learning, success, and persistence (See www.fyfoundations.org for more information).

As part of the FoE process the college conducted a New Student Survey in November 2007 in which 1,157 CLC students responded. The purpose of the survey was to provide evidence of how CLC is doing in several key factors that impact the first year student experience. The question topics ranged from student's transition to the quality of instruction. The respondents were asked scaled questions that rated CLC's performance in various factors (Scale of 1 to 5 with 5=Very High). CLC results are very favorable when compared to all the participating FoE colleges. CLC rated higher in all factors except two and the lower rating was not significantly significant. In addition, CLC compared their results to six colleges with similar size and demographics ("Select 6"). CLC rating is higher than the Select 6 for all factors and the

difference is statistically significant for all but one of the factors. Table 3.6 highlights how CLC scored in various factor:

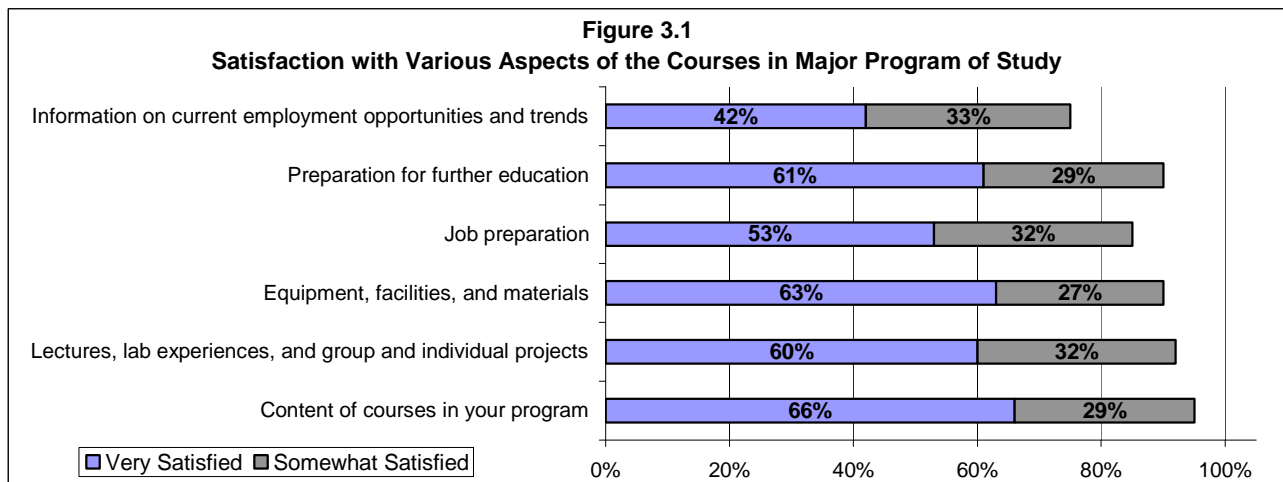
Table 3.6 First-Year Student Survey Results			
Factors	CLC	All FoE	Select 6
Organization: Institution	3.59	3.53	3.40
Transitions: Pre-enrollment	3.71	3.59	3.45
Transitions: Making Connections	2.88	2.90	2.72
Transitions: Academic Advising	3.39	3.35	3.20
Transitions: Standards of Behavior	3.94	3.87	3.81
All Students: Campus Environment	4.06	3.90	3.77
Learning: Quality of Instruction	4.12	3.94	3.82
Learning: Course Placement	3.30	3.28	3.22
Diversity: Exposure	2.93	2.87	2.84
Diversity: Interaction	3.33	3.18	3.07
Roles & Purposes: Motivation and Goals	3.43	3.39	3.23
Overall Evaluation: Academic Gains	3.65	3.66	3.45
Overall Evaluation: Transition Support	3.71	3.57	3.41
Overall Evaluation: First-Year Experience	4.08	3.91	3.78

Source: FOE Student Survey

Note: Scale 5=Very High, 1=Not at All

Note: Survey Methodology was not standardized across all institutions

Graduate Follow-up Report FY07: Of the 746 fiscal year 2007 graduates that rated their overall satisfaction with CLC, 569 (76%) were very satisfied, 170(23%) were somewhat satisfied with only 7 (1%) graduates not satisfied. Graduates were also asked to rate their academic program on a number of key elements. Figure 3.1 shows that 85-95% of the respondents reported being satisfied with the preparation for education, job preparation, equipment/ facilities/ materials, lectures/labs/projects, and content of courses. Fewer respondents were satisfied with information on current employment opportunities and trends (75%).



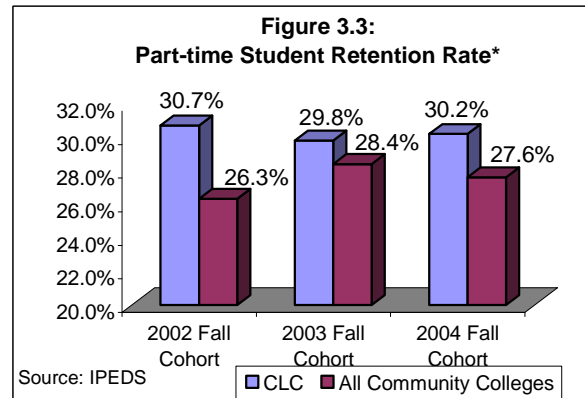
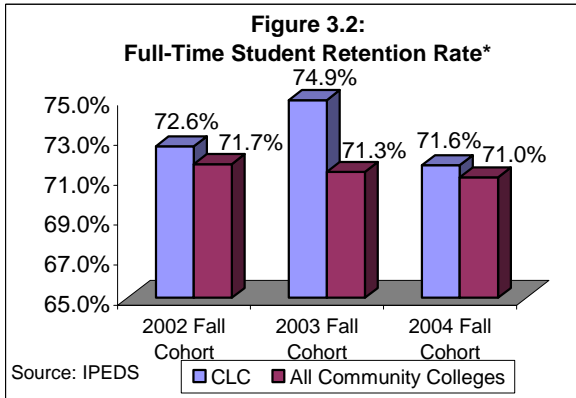
Source: FY2007 Graduate Follow-up Study

Student Ratings of Instruction: All faculty members administer a “Student Rating of Instruction” evaluation. New full-time and all part-time faculty administer the rating process for every class each semester. Tenured full-time faculty administer it to all of their classes in only one semester each year. (Any student may complete a rating form for an instructor even if the process is not formally administered.) Evaluations are administered anonymously, compiled by the Institutional Effectiveness

Research & Planning Office, and then reviewed only by the instructor, dean and peer committee (for non-tenured full-time faculty).

3R2 Student relationship-building results

The college's retention rate for full-time and part-time students for the 2002, 2003 and 2004 Fall Cohorts were all higher than the retention rate for all community colleges. Figure 3.2 and 3.3 shows the results:



*Retention Rate includes students that have graduated are still enrolled or transferred.

Also, 769 students completed surveys regarding New Student Orientation that was conducted in spring 2008. Ninety-eight percent of the students that completed the survey noted that they were very or somewhat satisfied with New Student Orientation. Also 96% of respondents agreed or strongly agreed that the counselor they met with was knowledgeable.

3R3 Stakeholder satisfaction results

Employers: The 2005 Survey of Lake County Employers of 403 Lake County employers demonstrated that CLC is well-known in Lake County and enjoys a favorable image. Eighty percent of the respondents would hire CLC graduates directly out of school. Participants rated CLC graduates as having good or excellent basic work habits, job performance, and technical knowledge. In 2008, Dental Hygiene employers were surveyed and of the seven dentist offices that responded, six noted that the CLC graduate they hired as a Dental Hygienist was well prepared while only one of the seven dentists said the CLC graduate was somewhat prepared.

Accreditation and Government Regulatory Agencies, and Local Legislators

- The last accreditation visit by the Higher Learning Commission was conducted in 1996 and at that time the college was awarded a 10-year approval.
- The college's programs are accredited by 12 professional accrediting agencies and there are no adverse actions from any of the accrediting agencies.
- The college routinely meets and exceeds report submission requirements from various state and federal oversight agencies.
- Since joining AQIP, the college has successfully completed nine action projects and the college has received outstanding reviews on all of its major action projects.
- Area legislators routinely support college grant applications and funding initiatives.

Community Members: In 2008 local news organizations were surveyed by the Public Relations department and asked to rate the usefulness of CLC's news releases. Of the 36 stakeholders surveyed 28 felt the news releases were good or excellent and 8 of the 36 felt the releases were average. No one rated the releases as poor or very poor.

Board of Trustees Board of Trustees: Board of Trustee members attend monthly meetings and are actively engaged in policy development as well as review of policy. Trustees are also engaged in actively supporting initiatives. During the 2006 AACCT National Legislative Summit, 7 of the 8 trustees met with

legislators in Washington D.C. Trustee members regularly attend Foundation events, student scholarship awards, and special events.

Foundation Board: The CLC Foundation Board is very active and engaged. The Foundation hosts a wide range of events including an Annual Formal Gala and Dinner Auction as well as an annual Golf Tournament. The Foundation Board has 39 members and includes some of Lake County's most influential and active community leaders. The Board is active in raising funds for student scholarships. During the last three years the Foundation has awarded the following:

Table 3.7 Foundations Awards		
	Number of Awards	Dollar Amount Expended
FY06	723	\$303,864
FY07	645	\$347,861
FY08	633	\$367,074

Source: Foundations Office

Transfer Institutions: CLC participates in the Illinois Articulation Initiative (IAI) which is a statewide agreement between many Illinois colleges and universities designed to help Illinois college students transfer credit as easily as possible.

- The college has received IAI approval for 182 major courses and 115 general education courses. (Some courses receive credit for both major and general.)
- The college has at least 16 active Transfer Agreements
- The college's website provides access to transfer planning guides for 66 colleges and university which account for 51 different majors.
- Information gathered from receiving universities at the various meetings indicates that transfer institutions are satisfied with our transfer process.
- Transfer Student Performance can be found in 1R2.

High Schools & Grade Schools: CLC sought to increase dual credit offerings with area high schools. The college met with high school superintendents to assess interest in dual credit and identify possible courses. As a result, CLC increased dual credit offerings from only two high schools in fall 2005 to six traditional high schools and one technology high school as of fall 2008. This effort resulted in an increase from 12 articulation agreement in 2005 to 70 in 2008 as well as an increase in students dually enrolled from 109 in 2005 to 791 as of fall 2008.

3R4 Stakeholder relationship-building results

CLC highly values building relationships within its community – local residents, federal agencies, state officials, higher education institutions, alumni, high schools, and employers. The essence of being a community college necessitates constant vigilance with ever-changing community needs for post-secondary education. The college participates in 23 local Chamber of Commerce and has representatives involved in numerous community groups which are both outline in Table 3.2. The college is also in compliance with reporting requirements of the state Illinois Community College Board and the federal National Center of Education Statistics. The results for building relationships are provided in 3R3 and in category nine, Building Collaborative Relationships.

3R5 Results comparisons

The comparisons are presented with the results in sections in 3R1, 3R2, and 3R3. The college makes all efforts to compare data with other community colleges. Examples include the National Community College Benchmark Project, the Community College Survey of Student Engagement (CCSSE), and the report from the Illinois Community College Board.

Improvement (I)

311 How CLC improves current processes and systems

Processes and systems are targeted for improvement after the analysis of data, or when anecdotal evidence is confirmed to be accurate. Often, areas of improvement are discussed and prioritized by the Executive Team in cooperation with administrative heads. Once a project or initiative has been identified, the administrator in charge seeks to build a cross-functional team to improve the process. In addition, the college offers process mapping training to departments that are going through department review. The training helps departments map their key process and look for areas in which the process can be improved. In fiscal year 2008 some of the processes analyzed included the curriculum development process, the budget process and the public relations project process.

312 How CLC identifies and communicates targets for improvement

The college is committed to understanding the needs of students and stakeholders. The college identifies targets for improvement by reviewing results from surveys, studies and reports. Based on feedback, new initiatives can be proposed by departments utilizing the strategic goals system. In addition, as mentioned in section 311, the Executive Team can also recommend projects for improvements based on results. Any major initiatives that relate to quality improvement and require cross-functional participation are recommended as an AQIP project.

The proposed AQIP projects are presented to the various councils and senates along with project objectives and planned outcomes. Input from the CLC councils and senates are obtained along with their endorsement of the AQIP projects. After the projects are endorsed, approval is obtained from the Governance Coordinating Council and the Board of Trustees. Once approval is obtained the college seeks to find participants by providing overview session of the projects during staff development week and soliciting employees that are interested in the project to complete an interest form. Those employees that are interested in participating are contacted to participate on the project.

Based on results from CCSSE, FoE, Noel Levitz Student Satisfaction Survey and the ACT Student Opinion Survey, the college has identified advising as an area of improvement. The problems with the Advising system were evident through low advising ratings on student surveys, concerns reflected on faculty and staff surveys, as well as feedback in the AQIP systems portfolio report which indicated that CLC needed to intervene with students earlier and be more proactive. Advising was an AQIP project in fiscal year 2007. The project included implementation of an advising center as well as hiring of a director of Advising for in spring 2008 semester and hiring several Bachelor-level advisors.

Additionally, the college identified New Student Orientation as an area of improvement, which was demonstrated by the FoE survey results (e.g. Transitions: Making Connections). The objectives of the New Student Orientation AQIP project are to implement mandatory orientation, expand orientation to make it more accessible to new students and enhance the orientation processes.

Another recommendation identified through the FoE process was to develop a new student philosophy which has resulted in an AQIP project that includes an objective to establish a new student philosophy.

Results and improvement priorities are communicated in the following four ways:

- **Electronic Communication:** E-mails and AQIP updates are provided to the college community on a regular basis.
- **Print Communication:** Printed brochures describing the AQIP Action Projects and current results are distributed to all full-time employees during both the fall and spring mandatory orientation events. In addition, three times a year the college goals, objectives, and activities progress and updates are distributed throughout the college and to the Board of Trustees.
- **Presentations:** AQIP updates are provided to the Board of Trustees, the Executive staff, the Governance Commission, the Educational Affairs Council, Faculty Senate, the Monthly Administrator Meeting, and to the college staff during Staff Development Week.