



College of Lake County  
**Systems Portfolio**

**AQIP Category SIX:  
Supporting Institutional Operations**

## AQIP Category SIX: Supporting Institutional Operations

### Context for Analysis (C)

#### 6C1 Key student & administrative processes & associated needs of students/stakeholders

In an effort to support student learning and stakeholder needs, the College of Lake County provides student and stakeholder support services across six major service or functional areas. These six functional areas are organized across three separate operational divisions: Educational Affairs, Administrative Affairs, and Office of Student Development (See Figures 6.1, 6.2, and 6.3 at the end of Category Six.) The six major service areas are outlined in Table 6.1:

Table 6.1 Major Service Areas and Responsibilities	
Major Service Areas	Primary Functions and Responsibilities
Enrollment Services	<ul style="list-style-type: none"> <li>■ Recruitment ■ Admissions and Records ■ Student Registration Process ■ Transcripts and Student Records ■ Student Advising and Counseling ■ Orientation ■ Transfer Information ■ Financial Aid Assistance and Scholarships</li> </ul>
Student Services	<ul style="list-style-type: none"> <li>■ Student Activities ■ Student Government ■ Clubs and Organizations ■ Athletics ■ Child Care Center ■ Health Center ■ Career Planning and Development ■ Cooperative Education and Internships</li> </ul>
Learning Services	<ul style="list-style-type: none"> <li>■ Learning Resource Center ■ Learning Assistance Center ■ Testing Center ■ Office of Students with Disability Services ■ Writing Center ■ Math Center</li> </ul>
Administrative and Campus Services	<ul style="list-style-type: none"> <li>■ Facilities ■ Security ■ Food Service ■ Business Services ■ Bookstore ■ College Foundation ■ Resource Development and Legislative Affairs ■ Human Resources ■ Institutional Effectiveness, Planning and Research</li> </ul>
Technology Services	<ul style="list-style-type: none"> <li>■ Academic Technology and User Services ■ Network and Technical Services ■ Enterprise Application Services</li> </ul>
Community Services	<ul style="list-style-type: none"> <li>■ Adult and Community Education ■ Business and Industry Services ■ James Lumber Center for the Performing Arts ■ Public Relations ■ Alumni Relations</li> </ul>

#### 6C2 How support services reinforce Category One & Two processes

Enrollment Services Enrollment services support student learning by providing intake, records, and program planning assistance. The enrollment services process is comprised of entry-level functions such as Recruitment, Admissions, Counseling, and Financial Assistance. Services provided include registration, records, and transcripts. This process is designed to provide support to potential, current, and former students as they work on achieving their academic goals.

Student Services Student services support student learning by providing extracurricular and socializing activities to enhance classroom instruction and encourage student retention. The student services process provides a variety of activities and services that contribute to helping students learn, and to creating an inclusive and welcoming environment. Various student activities provide opportunities for interaction outside of the classroom. The Student Government Association provides students with a voice in campus operations and instructional programs. Clubs and organizations allow students to develop teamwork and leadership skills. Athletic programs provide both athletic opportunities and college pride. The Child Care Center supports students with children and reduces the childcare barriers often associated with retention issues. The Health Center provides programs and services to support the good health of students. The Career and Placement Services Office provides students with the opportunity to gain valuable work experience through work study, cooperative education and internships that support in-class instruction. This office provides programs and services to help students gain employment, including resume and interviewing assistance, free career counseling, job fairs, and position postings.

Learning Services: Learning services support student learning by providing additional instructional support and specialized assistance to help students in their various programs. The learning services process is comprised of the Learning Resource Center, the Learning Assistance Center, the Testing Center, and the Office for Students with Disabilities. This process is designed to provide the academic support that plays a vital role in the academic success of students and stakeholders. For example, the

college library provides open lab space, resource/research materials, books, and periodicals that directly support academic and career programs. Additionally, library staff are available to support both students and instructors in using library resources. Likewise, through various programs and services such as the Writing Center and the Math Center, students can receive one-on-one support and tutoring services. Finally, the Office of Students with Disabilities provides services to support students with physical challenges and learning disabilities.

Administrative and Campus Services: Administrative and campus services support student learning by providing a clean, safe, and educationally supportive environment. Food services on campus provide students with convenient access to healthy and nutritious foods. Financial and business operations support the efficient usage of college resources to ensure that adequate and consistent revenue streams are available to meet student and stakeholder needs. The college bookstore provides cost-effective textbook programs and instructional materials to support student learning. The College Foundation seeks out financial support from individuals and corporations to support student learning and success. The Office of Institutional Effectiveness, Planning and Research is primarily responsible for collecting, analyzing, and distributing data that are relevant for planning, decision-making, and policy formulation. The Office of Resource and Legislative Affairs identifies and develops grant opportunities, and nurtures relationships with locally elected officials. Overall, this process provides the structural and financial support that is critical to the academic and social successes of students and stakeholders.

Technology Services Technology services support student learning by providing students with supportive instructional technologies in an efficient and easy-to-use environment. The technology services process is comprised of User Support Services, Network Services, and Application Services. This process provides the technological support that has become increasingly more relevant to the success of students and stakeholders who are provided with state-of-the art technologies that support instruction, communications, and administrative operations.

Community Services Community services support the non-traditional educational and community development needs of students and stakeholders. Through the Adult and Community Education Division (described in 2R3), the college provides GED, ABE, ESL, literacy, continuing professional education, court-ordered training programs (traffic and divorce), and a variety of continuing education programs. The Business and Industry Services department (described in 2R3) provides support to small businesses and develops customized training programs for local corporations. The James Lumber Center for the Performing Arts provides theatrical, musical, and cultural arts programming to support both student and community appreciation for the arts. The Public Relations Office provides publications and media relations to inform and educate the community and potential students about all of the programs and services provided by the college. Finally, the Alumni Relations Office develops and maintains relationships with graduates of the college.

## **Processes (P)**

### **6P1 Identifying student support service needs**

In an effort to make informed decisions regarding needs for improvement, CLC uses several different methods to identify student needs including surveys, benchmarking, and department and program reviews. Data collected from these measures is used by all departments to form strategic activities to support college goals and objectives. Below are some methods used to identify student support needs:

- Department Review Process
- Program Review Process
- ACT Opinion Survey
- Periodic Student Surveys
- Student Government Association
- Student Focus Groups and Pilot Tests

Each non-academic department in the college undergoes a Department Review Process every five years. This process follows the Continuous Improvement model in which departments identify their strengths and opportunities for improvements by using several different measures that reflect key processes of the department. As part of this process, departments undergoing review are required to collect data on student and stakeholder needs. Table 6.2 provides a schedule of the review cycle:

**Table 6.2 Department Review Schedule**

2005	2006	2007	2008	2009
<ul style="list-style-type: none"> <li>• Adult and Community Education</li> <li>• Admissions and Records</li> <li>• Facilities</li> <li>• Institutional Effectiveness, Planning and Research</li> <li>• Southlake</li> <li>• Social Science Division</li> </ul>	<ul style="list-style-type: none"> <li>• Biological and Health Sciences Division</li> <li>• Resource Development and Legislative Affairs</li> <li>• Information Systems</li> <li>• Student Activities</li> <li>• Counseling</li> <li>• Food Service</li> <li>• Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics and Physical Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Public Relations</li> <li>• Career Placement Services</li> <li>• Educational Affairs</li> <li>• Lakeshore Campus</li> <li>• Performing Arts Building</li> <li>• Business Services - Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Health Center</li> <li>• Student Financial Aid</li> <li>• Art Gallery</li> <li>• College Foundation</li> <li>• Services for Students with Disabilities</li> <li>• Student Recruitment</li> <li>• Bookstore</li> <li>• Engineering, Math, &amp; Physical Science Division</li> </ul>

Academic Departments have a Program Review every five years, which looks at the teaching and learning process as well as identifies student needs within each specific program. Programs undergoing review are provided with data from the Office of Institutional Effectiveness, Planning and Research regarding enrollment trends, retention, and graduates. Programs are asked to provide plans to overcome any challenges or weaknesses identified during the review. Additionally, programs are encouraged to collect data from students and graduates regarding service needs. All program review reports are sent to the Illinois Community College Board for review and comment.

Graduates of the College of Lake County are surveyed on a yearly basis as part of the Graduate Follow-up Survey (See 3R1). This survey is used to identify the satisfaction of graduates and to determine if their education at CLC helped them to achieve their goals of further education or employment. In addition to the Graduate Follow-up Survey, the ACT Opinion Survey and CCSSE Surveys are conducted once every two years. These surveys include student satisfaction of various services such as advising, job placement, and child care.

One of the primary methods for determining student support needs is through the Student Government Association. The SGA consists of a four-member Executive Board and a 15-member Student Senate. The Executive Board, consisting of the president, vice president, treasurer, and chief of staff, is responsible for the following functions in support of student services:

- Serve as the official spokesperson of the student body;
- Establish priorities and goals for the academic year in cooperation with the Student Senate;
- Present appointments to fill vacant senate seats or executive positions, and appoint Chief of Staff;
- Oversee all external committees and commissions which may include college search committees or pilot test groups;
- Chair the fundraising committee and the student activity fee budget committee.

The Student Senate is responsible for the following functions in support of student services:

- Fairly represent all students enrolled at CLC during their term of office;
- Approve distribution of the student activity fee to clubs and organizations;
- Initiate legislation to address student-related issues and affairs;
- Inform students of issues relating to local, state, and national governance.

In addition to the SGA, periodically, students are asked to serve on focus groups, or to pilot-test new services or systems. One example of soliciting student input includes the development of the college's web registration system. Throughout the process, students were asked to test the system and provide feedback. Additionally, a recent redesign of the college website was tested and reviewed by students prior to its implementation.

### **6P2 Identifying administrative and key stakeholder support service needs**

Administrative support service needs at the College of Lake County are identified through both external and internal means. Externally, needs are defined by ICCB regulations, state, and federal government requirements. Internally, administrative support needs are identified through CLC's governance system; departmental reviews; monthly administrative/professional meetings; the creation of institutional goals,

objectives, and activities; and meetings and other communications with faculty and staff. In addition, individual academic divisions routinely survey both the full- and part-time faculty regarding support services needs.

One of the primary mechanisms for determining faculty, staff and administrative support needs is through the college governance system. The Governance System at the College of Lake County is a communication structure that follows a model that encourages participation of employees and students in formulating, implementing, and reviewing college goals, policies, and procedures (See Section 5C1).

### ***6P3 Managing support service processes on a day-to-day basis***

All key student and administrative support service processes are handled on a day-to-day basis by the vice president for administrative affairs, the vice president for student development, or the vice president for educational affairs. Each of these vice presidents supervises a key network of deans or directors who assist in providing vital information needed to make well-informed decisions. Organizational charts are included at the end of Categories Five and Six (See Figure 5.1 and Figures 6.1, 6.2, and 6.3.)

Each vice president makes decisions based on any or all of the four strategic goals that are the foundation of the College of Lake County. In addition to the vice presidents, employees from all segments of the college and students are involved in the Governance System (described in 6P2), and in special commissions, or committees, that function to ensure that the needs of all students and stakeholders are addressed. These include Curriculum Commission, Campus Environment & Operations Commission, Health and Safety Committee, Information Technology Commission, Professional Growth Commission, Training and Development Advisory Committee, and Teaching and Learning Center Advisory Committee.

Frequent knowledge sharing, documentation, and empowerment are encouraged by several methods. First, the college holds a Monthly Administrative Meeting to discuss special initiatives and institutional priorities, and to provide an avenue for administrative units to share best practices and operational activities. Second, the college maintains both print and electronic copies of policies and procedures for performing key institutional functions. Finally, given that the college's main priority is helping students learn, the Educational Affairs Council, made up of all the academic division deans, meets once each week to discuss issues related to student success and institutional operations. In an effort to maintain open lines of communication, the Educational Affairs Council has monthly standing updates and discussions with the following service areas, Student Services, Institutional Effectiveness, Planning and Research and Technology Services. In addition, the council receives updates and reports on special initiatives and projects from various departments and program providers.

### ***6P4 Using information and results to improve services***

As departments complete departmental reviews, they implement action projects to address opportunities for improvement. Then, every year after process completion, departments are required to report to their vice president on progress meeting challenges for improvement.

ACT Opinion Survey data is used to identify strengths and weaknesses in various student support areas. Data collected is reviewed throughout the college, the Executive Staff, and the Board of Trustees. Data is compared with previously collected data to determine progress, or lack thereof.

### ***6P5 Measuring and analyzing student and administrative support service processes***

CLC uses numerous tools to collect and analyze student, stakeholder, and employee feedback on student and administrative support services. The ACT Opinion Survey is conducted every two years and is used to measure student satisfaction and importance ratings of various services and experiences at the college. The Community College Survey of Student Engagement (CCSSE) is also used to measure educational practices related to student success. CLC graduates are surveyed on a yearly basis to measure their satisfaction with their educational programs and their successes after graduating.

Additionally, each non-academic division in the college conducts surveys of its key stakeholders every 5 years as part of the Department Review process. This process follows the continuous improvement model with each department collecting data related to its key processes, analyzing that data, and then developing action projects based on the results.

## **Results (R)**

### **6R1 Results for student support services processes**

College of Lake County uses both the ACT Opinion Survey and the Community College Survey of Student Engagement (CCSSE) to evaluate the success and opportunities of educational and student support services offered (See 3R1.).

In the Spring 2007 the CCSSE survey was used to determine how frequently students used student services, how important various services were to the students, and how satisfied the students were with the services. Table 6.3 displays the results for CLC students.

**Table 6.3: CCSSE 2007 CLC Student Services Use, Satisfaction & Importance Rating**

<b>Student Services</b>	<b>Use</b> (1=rarely/never, 2= Sometimes, 3=Often)	<b>Satisfaction</b> (1=Not at All, 2= Somewhat, 3=Very)	<b>Importance</b> (1=Not at All, 2= Somewhat, 3=Very)
Academic Advising /planning	1.57	2.19	2.40
Career Counseling	1.43	2.13	2.26
Job placement assistance	1.20	1.79	1.90
Peer or other tutoring	1.35	2.15	2.04
Skills labs (writing, math, etc.)	1.60	2.33	2.18
Child care	1.18	1.89	1.72
Financial aid advising	1.58	2.08	2.14
Computer lab	2.04	2.55	2.39
Student Organizations	1.38	1.98	1.74
Transfer credit assistance	1.47	2.07	2.20
Services to students with disabilities	1.29	2.00	1.91

Source: 2007 CCSSE Means Summary

Accordingly, CLC students are most likely to use: computer labs, skills labs, academic advising and financial aid advising, while they are less likely to use child care and job placement assistance. Students that used the services were more likely to be satisfied with the computer lab, skills lab and academic advising. The services that were more likely to be important to students are academic advising, computer lab services, and career counseling.

### **6R2 Results of administrative support services processes**

As discussed in 2R1, the college has consistently received “unqualified” audits from external auditors and has been recognized for its comprehensive financial report. In addition, the college submits a balanced budget each year. Table 6.4 provides the audited financial breakdown of college revenues and expenditures:

**Table 6.4: FY 2008 Revenues, Expenses, and Net Assets** (in thousands)

	<b>2008</b>	<b>2007</b>	<b>2006</b>
Total Revenues	\$105,385	\$98,219	\$90,506
Total Expenses	\$101,842	\$94,921	\$86,515
Increase in Net Assets	\$3,543	\$3,298	\$3,991

Source: Comprehensive Annual Financial Report Fiscal Year Ended June 30, 2008

### 6R3 Results when compared to other community colleges

Table 6.5 shows the average satisfaction for CLC, Other Large Colleges and the CCSSE Cohort for 2007. Although none of the differences were statistically significant, the data still provides some insight on areas of improvement for the collage. Compared to all large community colleges participating in CCSSE, the average CLC students' satisfaction with student services was higher for all services except financial aid advising services which was lower. When comparing CLC to the CCSSE Cohort, CLC students' satisfaction with Academic Advising/Planning, Job Placement Assistance and Financial Aid Advising were a little lower than all Colleges.

**Table 6.5: CCSSE 2007 Student Services Satisfaction Rating**  
(Scale of 1 to 3 with 3=Very Satisfied and 1=Not at All Satisfied)

Student Services	CLC	Other Large Colleges	CCSSE Cohort
Academic Advising /planning	2.19	2.17	2.21
Career Counseling	2.13	2.02	2.04
Job placement assistance	1.79	1.78	1.82
Peer or other tutoring	2.15	2.13	2.14
Skills labs (writing, math, etc.)	2.33	2.25	2.25
Child care	1.89	1.73	1.76
Financial aid advising	2.08	2.11	2.18
Computer lab	2.55	2.47	2.49
Student Organizations	1.98	1.93	1.96
Transfer credit assistance	2.07	2.04	2.06
Services to students with disabilities	2.00	1.98	2.00

Source: 2007 CCSSE Means Summary

### Improvement (I)

#### 6I1 How CLC improves current processes & systems to support institutional operations

As demonstrated in all sections of Category 7, Measuring Effectiveness, the college collects a significant amount of data and evidence to provide avenues by which processes and systems can be evaluated. Based on this analysis and evaluation, the college prioritizes the initiatives, processes, and systems that are deemed to be underperforming. The Executive Staff, in cooperation with the appropriate departments and divisions, devises strategies to improve performance. In most situations, two major aspects of the improvement process include (1) developing a cross-functional team, and (2) identifying potential benchmarking institutions.

An example, of recent improvements made in this area of supporting institutional operations is the improvement made to Academic Advising as a result of low advising ratings received on student surveys (CCSSE, ACT), concerns reflected on faculty and staff surveys, and feedback in the AQIP systems appraisal report. The College of Lake County AQIP Advising Team was formed and carried out their charge to review the current system for advising students at CLC as well as review processes at other colleges. Recommendations for improvements to CLC's advising processes and systems were made based on focus group reports, benchmark research, as well as a consultant's recommendations.

The recommendations included creating a new student advising center, requiring mandatory orientation, and improving the communication with students about advising. The implementation began in the 2007-2008 academic year. A three-year "Advising Center Implementation Plan" was written with action plans and timelines covering areas such as: budget, location, staffing, new advising policies & procedures, communication plan, and programs.

Improvements/Accomplishments to date include:

- Hired a Director of Advising (Spring 2008 semester)
- Obtained appropriate space for the new advising center
- Hired and trained five Bachelor-level advisors
- Sent new advising staff to NACADA conference in fall of '08
- Created an extensive intake process to insure appropriate referrals to counselors versus advisors based on recommendations from AQIP and FOE.
- Created an overall assessment plan for academic advising in the Counseling, Advising and Transfer Center.
- Implemented mandatory advising for recent high school grads
- Planned intentional follow-up contact with new students.
- Began work on projects such as creating an advising website and student advising handbook and recruiting and training peer advisors.

Long-term goals include:

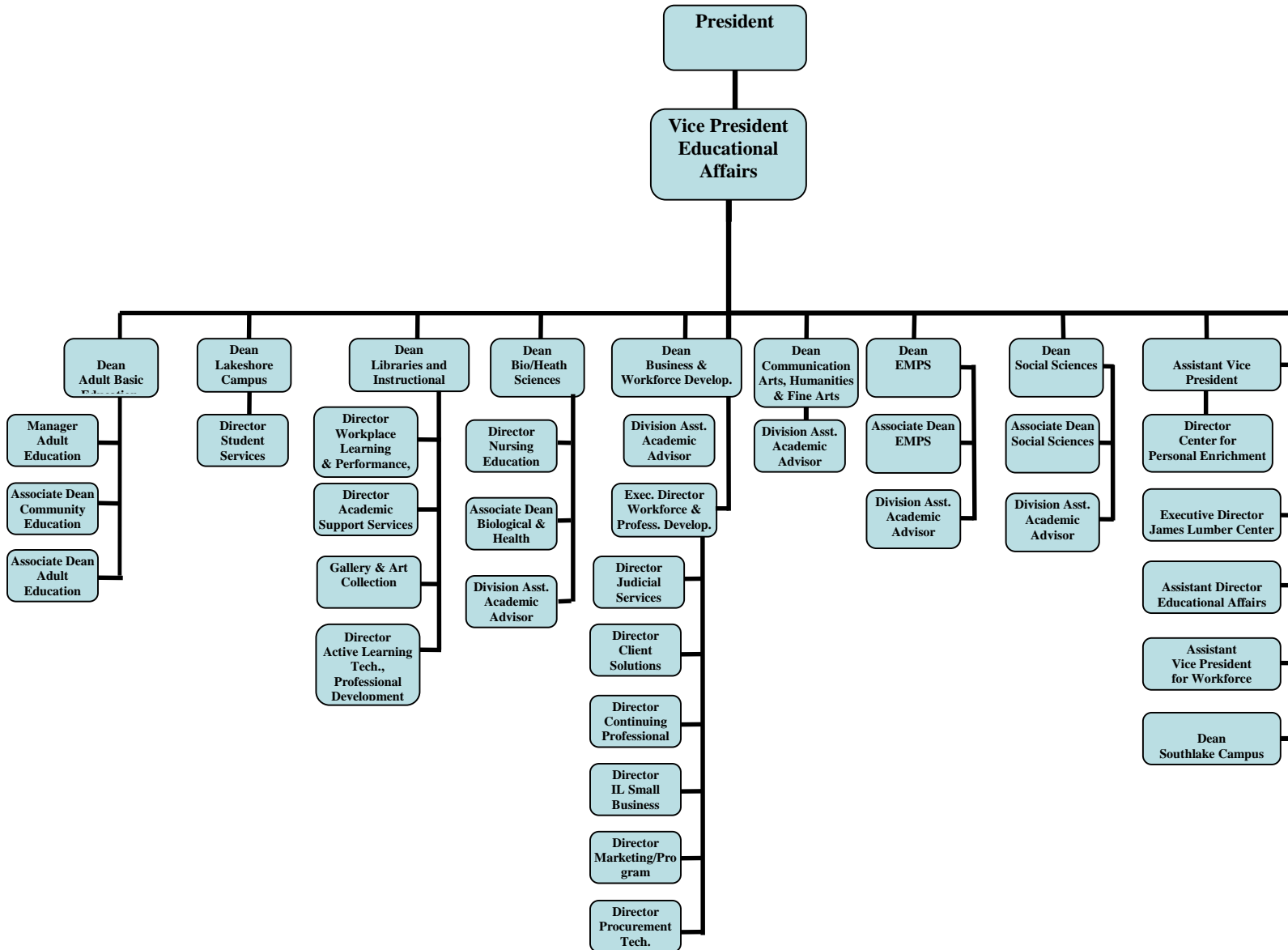
- Work toward mandatory advising for all new students
- Implement a new advising system and process for appropriate referrals

## **6I2 How CLC targets and communicates improvement priorities**

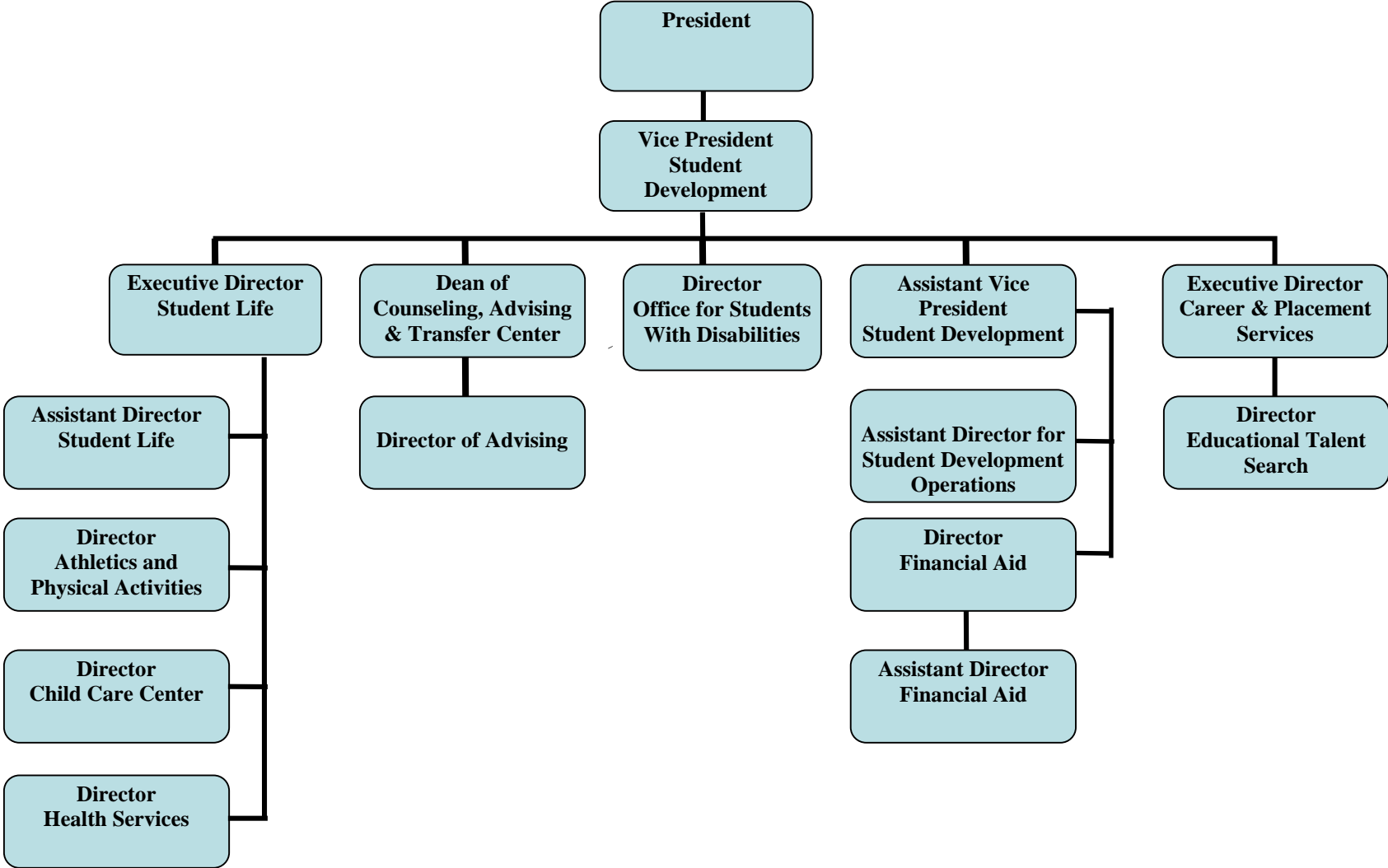
CLC initiatives related to support services are communicated utilizing a variety of methods which include in-person updates at senate meetings, email updates, brochures, information sessions, and updates posted to the intranet site. Initiatives such as the AQIP Advising initiative, would usually be presented at the senates and student government association, to solicit support. Once their support is received the initiative moves forward to the GCC and once the GCC endorses the project/ initiative, it is sent to the Board for Approval.

After a project is approved, communications continue with informational sessions during staff development week in the fall and spring sessions. Brochures and emails are sent out as needed. In addition, intranet sites and visits to the various senates are also used as a means to keep stakeholders informed about the progress of the initiatives.

Appendix 6A - Figure 6.1 College of Lake County Tables of Organization: Office of Educational Affairs



Appendix 6B - Figure 6.2 College of Lake County Tables of Organization: Office of Student Development



Appendix 6C - Figure 6.3 College of Lake County Tables of Organization: Office of Administrative Affairs

