

## CATEGORY 1: HELPING STUDENTS LEARN

### INTRODUCTION

The Helping Students Learn processes demonstrate a range of maturity levels. Processes related to General Education Student Learning Outcomes (SLOs) (1P1, 1P17, 1P18) and assessment of General Education SLOs are systematic. Development or refinement of these processes was facilitated by the College's participation in the Higher Learning Commission's Assessment Academy.

Processes for determining and assessing student learning outcomes (SLOs) at the program level (1P2, 1P17, 1P18) are systematic due primarily to the Course Assessment Summary (CAS) and Program Assessment Summary (PAS) reports used by the faculty. Each report includes the associated SLOs, when the SLOs were measured, the assessment method used, a reflection on the results, changes that will be made as a result of reviewing the data, and any budgetary implications. However, it is difficult to report SLOs at an aggregate level for the College. Additionally, Program Advisory Committees do not survey the employers who hire their program graduates with a formal instrument on a consistent basis. The latter two situations contribute to program level assessment of SLOs that remains more reactive in nature. In an effort to become more mature and integrated in assessing SLOs, the College launched an action project focusing on the use of electronic portfolios as a possible means to document learning at both the program and general education level. Upon completion of this action project, the faculty will determine the viability of having students document their learning through electronic portfolios. In addition to the electronic portfolio project, the College is reviewing commercial employer survey instruments that can be adopted for use by LLCC's Program Advisory Committees.

LLCC's course delivery system (1P12) and processes for academic program and course development (1P3, 1P13, 1P14) are primarily aligned. Annual student feedback is not used to build the course schedule. Conducting a meta-analysis could provide evidence as to where in these processes the College could become better integrated. The College's Academic Program Review process is mostly systematic. It includes a five-year cycle of program review with an abbreviated review carried out on an annual basis. The annual review was

implemented to keep faculty focused on improvements emerging from the five-year cycle, and it ensures that any financial needs are considered in the College's annual planning and budgeting process. In reality, all the components for an aligned and integrated Academic Program Review process are present, yet the progression does not always provide evidence-based documentation from the department level request through to implementation. LLCC's Academic Program Review process is undergoing a review, and subsequent recommendations may move the process towards integration.

Processes related to appropriately placing students (1P5, 1P6, 1P7, 1P8) and meeting the needs of student subgroups (1P10) are mostly systematic. An action project team has been formed to explore the use of multiple measures in the academic placement of students. The current process for identifying student learning styles (1P9) is reactive. Learning styles assessments are only administered upon request of faculty or individual student.

LLCC welcomes feedback on how to align and integrate assessment of co-curricular programming with the College's student learning outcomes. Presently, LLCC's co-curricular programs utilize the Council for the Advancement of Standards (CAS) to establish goals related to achievement and improvement. Consequently, a one-for-one alignment of co-curricular goals with the College's general education SLOs is difficult to make. LLCC is especially interested in aligning co-curricular programming offered through the Student Life office. Furthermore, the College would welcome suggestions on how to move Helping Students Learn processes from primarily "reactive and systematic" to more of an "aligned and integrated" response in successive Systems Portfolios.

*Reader's Note for Process Questions:* The College's responses to the Criteria for Accreditation are denoted by a notation that references a specific core component subcategory. For example, [crit.1A3] alerts the reader that the preceding text is included in the Systems Portfolio in response to Criteria One, Core Component 1A, Subcategory 3.

**CATEGORY 1: HELPING STUDENTS LEARN**

*Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your organization’s credit and non-credit programs and courses and on the processes required to support them.*

**PROCESSES**

**1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?**

The College’s general education philosophy is “Lincoln Land Community College is dedicated to providing educational and cultural opportunities for the citizens of the District. The general education curriculum provides students with a broad knowledge base; develops skills necessary to function effectively in society; and demonstrates the value of lifelong learning” ([Catalog](#), p. 17). This general education philosophy is grounded in strategic planning theory and emerges from the College’s [mission](#) statement, [vision](#) statement, core [values](#), and [goals](#). [crit.3B1, crit.3B2] This philosophy guided development of the College’s six general education student learning outcomes (SLOs): Critical Thinking, Cultural and Global Awareness, Information Fluency, Communication, Quantitative and Scientific Reasoning, and Technology Competency. Each general education SLO is defined as follows.

*Critical Thinking.* Students will be able to demonstrate their analytical reasoning abilities to interpret, evaluate, and synthesize information across disciplines.

*Cultural and Global Awareness.* Students will develop and establish an awareness of the responsibilities of contributing individuals in a diverse society. Students will demonstrate a critical appreciation of the visual and performing arts throughout history and across cultures, and will be able to formulate responses to a variety of aesthetic experiences.

*Information Fluency.* Students will be able to identify, locate, evaluate, and effectively use information from various print and electronic sources. An information-fluent student understands the economic, legal, and social issues surrounding the use of information, and can access and use information ethically and legally.

*Communication.* Students will be able to read, write, speak, and listen effectively as individuals and in teams.

*Quantitative and Scientific Reasoning.* Students will be

able to utilize the scientific method and quantitative mathematical reasoning skills to solve problems across disciplines.

*Technology Competency.* Students will be able to identify, compare, and utilize appropriate technological applications. [crit.3B2]

The general education philosophy and SLOs were developed by the Assessment Committee (now known as the Academic Assessment Team) in the fall of 2007. The faculty reviewed and approved the philosophy statement and SLOs later that same semester. [crit.3B2]

The College utilizes CurricUNET to ensure that degree programs contribute to the general education SLOs. Within CurricUNET, course and program outcomes are linked to at least one of the general education SLOs. For example, Composition 111 and 112 align with the Communication and Information Fluency general education SLO. Such an alignment ensures that all degree-seeking students are engaged in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills adaptable to changing environments; and recognizing the human and cultural diversity of the world in which they live and work. [crit.3B3, crit.3B4]

**1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?**

Faculty discipline groups, under the guidance of their Academic Deans and Departmental Assessment Coordinators, propose program learning objectives or SLOs. When developing program outcome statements, faculty consider the course outcomes for existing program courses as well as course and program objectives at senior institutions in the region. Additional considerations may include requirements of accreditation bodies and other externally imposed regulations or Program Advisory Committee recommendations.

Linkages between course and program outcomes are identified and entered into CurricUNET. These proposals go through a standard approval process which

includes review by the CELT Director, the Departmental Assessment Coordinator, discipline faculty, the Academic Dean, and the Academic Services Coordinator. The proposal is then forwarded to the Curriculum Team for final approval. After gaining Curriculum Team approval, the stated outcomes are reviewed by the Vice President of Academic Services and forwarded to the Illinois Community College Board (ICCB) for approval at the state level.

There is an expectation that every academic program at LLCC has defined learning outcomes and a structure to ensure these exist. An initiative to review existing program-level learning outcomes was launched during LLCC's participation in the Assessment Academy.

These reviews take place during the regular five-year Academic Program Review cycle. At times, the review process has revealed that some programs lacked learning outcomes. In such instances, the faculty created program-level learning outcomes as part of this verification process. The College is entering the final year of this comprehensive review.

Program SLOs are reviewed as part of the regular Academic Program Review process. The Academic Services Coordinator meets with all Departmental Review Teams (DRTs) to complete an annual review form. Completing the rubric noted in Figure 1.1 is a part of this process. This rubric allows departments to assess

**Figure 1.1 – Rubric for Assessing the Academic Program Review Process**

	Initial	Introduced	Emphasized	Highly Developed Full Circle Assessment
Program Outcomes (PO)	No defined PO in CurricUNET.	Vague POs or with questionable measurability.	Learning outcomes measurable.	Learning outcomes thorough and measurable and within recommended number.
Curriculum/ Program Mapping	No program mapping listed for courses or program outcomes.	Program mapping started to show links to course outcomes (COs).	Courses listed and appropriately linked to POs; clear levels of learning defined for most COs.	Clearly defined program map with levels designated.
Methods/ Measures	No methods or measures defined.	Measures listed, but vague and linked to only indirect measures used (self reports, or primarily surveys).	Multiple measures used and linked to specific POs. Assessment only at one level of learning. Indirect/Direct methods used.	Measures explained and linked to specific outcomes. Assessment performed at all levels. Assessment based on real-life experience with direct and indirect methods used.
Assessment Infrastructure	Assessment assigned to individual faculty member or administratively managed and mandated.	Core working group of faculty emerging. Possible uses for technology identified.	Identified faculty committee actively communicating with program faculty. Administrative support present.	Faculty functioning within program, working with dept review team, connected to college and institutional assessment efforts and goals.
Findings	No findings.	Vague and unspecific findings.	Findings explained, collected, linked to POs as planned.	Findings for several years explained, patterns and trends identified
Use of Findings	No use of findings.	Brief discussion of findings among faculty.	Findings discussed among faculty, identification of issues discovered, pedagogy reviewed, recommendations made for program improvement.	Findings discussed among faculty, pedagogy reviewed and revised based on assessment data, changes made if warranted for program improvement. Data is stored virtually or hard copy.

their progress in LLCC’s Academic Program Review process. Beginning in fiscal year 2014, Departmental Assessment Coordinators will meet with DRTs prior to the annual Academic Program Review meeting to determine the appropriate stage for each academic program.

In Workforce Development, members of industry and subject matter experts, including LLCC instructors with close ties to industry, determine the knowledge and basic, soft, and technical skills needed to perform a particular job. Competitor curricula are also reviewed. In Adult Education, learning objectives are defined by outside organizations such as the ICCB. Several Workforce directors also play leadership roles in organizations that inform statewide learning objectives. This provides the College a direct voice in the development of state-wide policies, ensuring that each reflects local constituency needs.

In addition to providing a level of academic program oversight, the ICCB defines a state-wide General Education Core Curriculum differentiated by the degree awarded. Consequently, LLCC’s degrees are classified as one of three types: transfer, career-technical and general purpose ([Catalog](#), p. 70). Transfer degree programs include the Associate in Arts (AA), Associate in Science (AS), Associate in Engineering Science (AES), Associate in Fine Arts (AFA), and Associate of Arts in Teaching (AAT) (Board Policy 4.6). The College’s career-technical degree program is an Associate in Applied Science (AAS). The general purpose degree program is an Associate in General Education (AGE). The General Education Core Curriculum semester hours ([Catalog](#), p. 78) within each degree type are as follows:

Type of Degree Program	AA	AS	AES	AFA	AAS	AGE
Minimum General Education Hours	38	41	48	32	15	21
Total Credit Hours	60	60	65	62+	60+	60

[crit.3B3, crit.3B4]

**1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?**

The need for a new program or course is identified by any stakeholder and communicated to the appropriate Academic Dean. If analysis supports the need, the Academic Dean then works with the faculty who have

the most expertise in the program area to develop a proposal. A new program proposal includes researching potential student demand, the market demand for graduates, transferability, staffing potential, facility needs, the offerings of other organizations, and the optimal curricular design. In addition, CTE programs consult with their Program Advisory Committees as part of the proposal process. If the program requires new faculty, this staffing need is moved into the annual planning and budgeting process.

Completed program proposals are entered into CurricUNET and routed through an approval process that includes review by the CELT Director, the Departmental Assessment Coordinator, the Departmental Review Team, the Academic Dean, and the Curriculum Team. Any associated program admissions requirements are approved by the Academic and Admissions Standards Team. Proposals needing external approval are then forwarded to the ICCB and IBHE.

Faculty propose and develop courses which they are qualified to teach. New course proposals usually originate from the faculty but can also arise from the Academic Program Review process or the request of an Academic Dean or the Program Advisory Committee. Often, courses are offered first as a Special Topics course. When and if that proves successful, the courses are later submitted for listing in the Catalog. The College will contract with a consultant to develop new courses when a subject-matter expert does not exist within the current faculty (i.e., developing a new academic program). In all instances, course proposals are entered into CurricUNET and then routed through the same standard approval process outlined for new program proposals.

In Workforce Development, the leadership and staff design programs that target the specific needs of adult students. These needs include the potential for finding employment with a self-sustaining salary and satisfying a local gap identified through industry partner feedback. New programs should emulate the best practices of competitors. Sought-after design features of programs include an optimal mix of theory and hands-on activity, guest speakers who work in the field, field trips to work sites, and opportunities to perform real work for non-profit and municipal organizations.

**1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?**

The College adheres to a variety of practices to ensure academic programming is current and responsive to the needs of students and the realities of the employment market. Currency and responsiveness begins with faculty who, under the auspices of their Academic Dean, generally initiate course and program proposals or revisions. When this involves a CTE program or course, faculty commonly utilize their Program Advisory Committee. Program Advisory Committees aid in ensuring both currency and appropriateness by consulting on matters such as the skills needed to work in the field, content and subject matter, nature of work experience, the employers' ability to staff vacancies, and the performance of graduates in the field. Similarly, transfer program faculty meet with other colleges and universities faculties with an emphasis on creating articulation/transfer agreements. [crit.3A1]

In addition to using Program Advisory Committees and faculties at other higher education institutions, other mechanisms exist to ensure courses and programs are current and appropriate, meeting students' career needs and employment market demands. First, LLCC maintains an Academic Program Review process. As detailed in 1P13, all degree programs engage in this process on an annual and five-year basis. Second, the College demonstrates state-wide alignment in many of our processes. The admission process adheres to the minimum program admissions requirements set forth in Public Act 86-0954 ([Catalog](#), p. 26), an act that aligns minimum admissions requirements across public college and universities in Illinois. Many courses are articulated through the Illinois Articulation Initiative (IAI). Consequently, those courses are considered equivalent across the state. In addition, the College's degrees follow model degree requirements as well as IAI General Education Core Curriculum (GECC) requirements. Illinois' participation in the Common Core further enhances alignment between secondary and post-secondary. Third, the College's degrees are all approved by the Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE). Fourth, faculty are encouraged to stay current in their fields of study by participating in local, state-wide, and national organizations related to their teaching disciplines. [crit.3A1]

Fifth, faculty maintain control of all academic content under the auspices of their Academic Dean. At a broad level, both the Curriculum and the Academic and Admissions Standards teams are faculty-led. The latter reviews any courses which include department-determined course prerequisites ([Board Policy 5.12](#), [Catalog](#) p. 27-28) while the Curriculum Team provides oversight for new curriculum proposals and revisions ([Board Policy 4.1](#)). During this process of proposal and revision, faculty members maintain responsibility for curriculum design and delivery. This oversight includes establishing course objectives and student learning outcomes, selecting textbooks and other instructional materials, reviewing and updating instructional materials ([Board Policy 4.2](#)), and creating the course syllabi ([Board Policy 4.3](#)) such as course policies, grading system, and evaluation methods (in accordance with [Board Policy 4.8](#)). [crit.4A4]

Sixth, the College adheres to recommendations established by the Council on Postsecondary Accreditation (COPA) and supported by the American Association of College Registrars and Admissions Officers (AACRAO) to ensure that courses accepted for transfer credit are of the same standard as those taken at LLCC ([Board Policy 4.9](#)). In accordance, LLCC only transcribes credit earned at colleges and universities accredited by any of the six regional accrediting associations. Conditions under which transfer credit is evaluated are denoted in the [Catalog](#) (p. 52). Credit awarded by examination adheres to guidelines established by the American Council on Education (ACE) and includes both the CLEP and AP programs ([Board Policy 4.10](#), [Catalog](#) p. 53). Applicable credit for military training also follows ACE guidelines and equivalency is determined through use of the Army/American Council on Education Registry Transcript System (AARTS) and Sailor/Marine American Council on Education Registry System (SMART) ([Catalog](#), p. 56). The College also transcribes credit in recognition of passage of certain state or national exams ([Catalog](#), p. 54-6). In accordance with [Board Policy 4.7](#), degrees and certificates are awarded only to individuals who, upon evaluation, meet the necessary graduation requirements ([Catalog](#) p. 75-77). [crit.4A2, 4A3]

**1P5. How do you determine the preparation required of students for a specific curricula, programs, courses, and learning they will pursue?**

The preparation necessary for specific curricula, programs, courses, and learning are determined by faculty after considering course and program outcomes, articulation requirements, and the prerequisites listed for similar courses and programs at senior institutions. At times, regulations from accrediting bodies, industry, and other external entities must also be considered.

Once established, the required preparation is then implemented through program admissions requirements, course prerequisites and advisories, and placement testing. Mathematics, reading, and composition courses require minimum test scores for course placement, and developmental coursework is required for students not achieving those minima. Prerequisites and advisories, as identified by faculty within the respective programs, are established through the College's curriculum development process. The established ACT/placement testing cut scores and admissions requirements for select academic programs are approved by the Academic and Admissions Standards Team.

WDCE has also developed entrance requirements for some programming. Potential students must complete pre-screening that may include mathematics and reading assessment, examination of past experience that would predict future success, a discussion regarding interest and suitability, and drug screening. In Adult Education, each course is aligned with a range of test scores utilizing specific assessment tools such as the Test of Adult Basic Education (TABE). Students are then referred to programs appropriate to their performance on the assessment tool.

**1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support and registration services aid in this process?**

The College presents itself clearly and completely to its students and the public through publications which include but are not limited to the LLCC website, Catalog, *Forward* magazine, and program-specific publications. A starting point for details on programs, requirements, faculty and staff, costs to students, and accreditation relationships is the [College Information](#) page of the LLCC's website. Here, students and the general public are connected to various information sources through a listing of hyperlinks. [crit.2B]

The required preparation for specific programs, courses, and degrees are communicated to students via print materials, the College's website, and face-to-face sessions. Course prerequisites, co-requisites, and advisories for specific programs, courses, and degrees are communicated to students through Catalog course descriptions, the *Forward* (i.e., the College's published schedule), and individual sessions with counselors and/or academic advisors. Academic advising is required for degree and certificate seeking students who are new to LLCC. Certain student groups (i.e., students with special needs, student athletes, probationary students, and those seeking reinstatement from suspension) must see an academic advisor prior to each semester of enrollment.

A student's standing with course and program prerequisites are discussed during the initial academic advising session. This session commonly involves a discussion of the student's high school and college transcripts when applicable; ACT, SAT, and/or placement scores; and the course paradigm (i.e., curricula for a program of study) related to the educational goal. For students planning to complete a selective admissions program, requirements are discussed during mandatory [information sessions](#) held by directors of the Health Profession programs. In addition, the Program Records Specialists in Admissions and Records assists in tracking and communicating student eligibility for selective-admissions Health Professions programs.

The Catalog provides current and prospective students considerable program-specific information including contact information, descriptions of the program of study/career, the required and recommended courses, the recommended course sequence, and individual course descriptions. In addition, the College's student management system (i.e., Datatel) verifies that a student has met the required course prerequisite or advisory during the registration process. Registration Services maintains the prerequisites (i.e., course, test score) for each course in Datatel. WebAdvisor, the students' online registration system, then alerts students when a registration is blocked due to not meeting the course prerequisite or advisory requirement.

The College communicates admissions requirements using multiple media. The general admission process is outlined in the Catalog (p. 24). The steps required to complete the general admission process are detailed on

the College's [website](#), in brochures, in the *Forward*, and on [YouTube](#). For students who must complete additional steps (e.g., Health Professions, international students, and special admissions) or different steps (e.g., ESL, adult education, or GED) in the admissions process, the Admissions and Records office provides online guidance through different [admissions profiles](#). These profiles connect students to the appropriate resources. For example, the Radiography hyperlink takes the potential student to the LLCC Radiography webpage. There, potential students see information regarding pre-application activities, admission requirements, upcoming dates for prospective student information meetings, and the required course sequence. The Catalog (p. 24-26) also communicates these steps to admission. [crit.2B]

The College communicates graduation requirements through similar media. Graduation requirements are published both [online](#) and in the Catalog (p. 75-77). Graduation requirements vary by type of degree, and those credit requirements are outlined for students in the Catalog (p. 70-75). Academic advisors and student development professionals (i.e., counselors) utilize Degree Audit in their sessions with students to communicate progress towards meeting the stated graduation requirements. Students also have access to Degree Audit through WebAdvisor and can therefore check progress towards degree completion via Internet at any time. In addition, the Student Records Evaluators in Admissions and Records communicate progress towards degree completion upon request (e.g., when a graduation application is received). [crit.2B]

The cost to attend LLCC is communicated to students in the *Forward* and on the College's website. [Tuition and fees](#) are published for the current academic year. The [Net Price Calculator](#) is made available to students through the Financial Aid webpage. The College's full-time faculty and staff are listed in the [Catalog](#). This faculty listing includes date of hire, position at the College, and education. The staff listing communicates, at a minimum, the date of hire and position at the College. LLCC accreditation and external programmatic accreditations are communicated via LLCC's [website](#) and Catalog (p. 2-3). Information regarding the College's governance and control is also found both [online](#) and in the Catalog (p. 15). [crit.2B]

Course-specific expectations for learning are identified through student learning outcome statements for each course. These SLOs are found in the course

documentation in CurricUNET and generally communicated to students via syllabi. General education SLOs are published in the Catalog. Similarly, program SLOs are documented in CurricUNET but no systematic method of communicating these to students exists.

The College has processes designed to ensure that the information communicated to current and potential students is current and accurate. The Academic Services Coordinator oversees the annual process of updating the Catalog. Members of the President's Cabinet identify the faculty and staff responsible for verifying the content of the current Catalog, and proofs are emailed to those individuals. Any needed changes are communicated back to the Academic Services Coordinator. Prior to printing, final proofs are made available for all who requested changes. Two separate processes ensure that the most up-to-date information is available on the LLCC webpage. Content that has a natural home, such as the [admissions process](#) outlined on the Admissions and Records page, is updated by the respective department staff. Pages with general content, such as hyperlinks on the [College Information](#) webpage, are maintained by the Project and Web Service Manager. [crit.2B]

#### **1P7. How do you help students select programs of study that match their needs, interests, and abilities?**

LLCC's academic advisors provide currently enrolled and prospective students an array of services related to declaring an academic program of study, selecting courses, and transferring smoothly. All degree- and certificate-seeking students new to LLCC must meet with an academic advisor prior to enrolling. On a daily basis, academic advisors interpret placement scores; assist with selection of courses and completion of the registration process; and discuss career goals, academic progress, and difficulties that may impact academic success. Specialized advising is available for specific academic programs (e.g., Health Professions) or groups of students (e.g., athletes, students with special needs, veterans, and recent GED completers) due to special admissions or other intricacies. For distance education students, advising is available electronically (i.e., email) or by phone. [crit.3D3]

In addition to academic advisors, the College employs student development professionals, or counselors, trained in career development theory. The student development professionals, along with the staff in Career Development Services, utilize a variety of career

inventories (e.g., O-Net, the Myers-Briggs, Career Cruising) to help students select a career path and corresponding program of study. [crit.3D1]

Academic advising is not a contractual duty of LLCC faculty. Hence, there is no formal process in place for faculty advising of students to occur. However, faculty do routinely address career and course advising issues both in the classroom and in private meetings with students. This is especially true of, but not limited to, the CTE faculty.

Many Workforce Development programs target special populations, including women, minorities, dislocated and underemployed workers, adults formerly incarcerated, and other underserved populations. These programs are marketed through social service agencies, community and faith-based organizations, as well as the general public. Interested students attend information sessions to better understand fit for the program. When the program is not an appropriate fit, the staff explores with the potential student other options in Workforce Development or career programming.

#### **1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?**

Entering students demonstrate readiness for academic programs and courses through ACT/SAT scores, placement testing scores, or previously-completed coursework ([Board Policy](#) 5.12, [Catalog](#) p. 27). Academic preparedness must be demonstrated before enrolling in any credit-bearing mathematics or composition course. Degree-seeking students who are underprepared for college-level coursework (i.e., demonstrating mathematics, reading, and/or writing deficiencies) are directed to the appropriate developmental course(s) during their academic advising session. LLCC's developmental education program is designed to build discipline-specific competency and a student's academic confidence.

Once enrolled in a course, some discipline faculty further evaluate the students' readiness. Reading faculty administer the Nelson-Denny assessment to all enrolled students during the first week of class. This additional information helps the reading faculty understand whether a student's initial placement is too low or too high. The faculty member then works with the Academic Dean and the Registration Services Coordinator as needed to correct the student's initial course placement.

When a student is apparently placed appropriately yet is still struggling with the course material, assistance is provided by the faculty member or a referral is made to the Learning Lab. The Learning Lab provides Study Skills Specialists, one-on-one tutoring, and peer tutoring. The Learning Lab also houses the College's Dennis Beveridge Math Center, a Writing Center, and a Science Center staffed by faculty. Supplemental learning programs have been implemented to assist students in some of LLCC's more difficult general education courses. The College is also designing and implementing an early alert system for faculty use in these situations, an initiative that emerged from the Foundations of Excellence (FoE) self-study and First Year Experience action project.

All students enrolling in a speech class are required to take an online speech survey (PRCA-24) before registering. The survey screens for the student's anticipated anxiety level. Students with a higher-than-average level of anxiety may elect to enroll in smaller sections of speech. These speech sections feature lesson components designed to help students successfully manage their fear of speaking before large groups.

As noted in 1P6, some of LLCC's academic programs have special admissions criteria. These special admissions programs have requirements (e.g., specific courses, performance on a standardized test, and/or holding certifications such as CNA) that must be satisfied before a student is admitted to that academic program. The admissions requirements are established so that the students have the foundational knowledge needed to be successful in the academic program. Those lacking the necessary knowledge are directed to the needed coursework during the program information sessions and/or their academic advising sessions.

#### **1P9. How do you detect and address differences in students' learning styles?**

The College lacks a systematic process for identifying the learning styles of enrolled students. However, the College does offer learning style assessments as a component of the Learning Lab services. For example, learning styles is one topic covered in the elective course College Success Skills. Study Skills Specialists administer various learning styles assessments (i.e., LASSI, VARK, and the Learning Style Inventory) upon student request, at the suggestion of staff/tutors/faculty, to entire classes of students, to all suspended students

seeking reinstatement, and to some probationary students.

The College is also committed to delivering curriculum in different formats (see 1P12) which can begin to accommodate the multiplicity of individual learning styles. For example, developmental mathematics courses are offered in the traditional lecture-based format as well as in sections featuring adaptive, online formats that individualize learning in an open-response environment (see 1P18). Yet, in general, instructors do not attempt to identify each student's specific learning style and restructure class time or specific lessons around a particular student's needs. Rather, instruction is carried out as if all learning styles are present in any given course, and instructors attempt to address multiple learning styles throughout the semester.

#### **1P10. How do you address the special needs of student subgroups?**

Student diversity maintains a level of attention at LLCC due in part to its inclusion in the College's goals, core values, and general education SLOs. Consequently, the College faculty and staff make efforts to weave diversity into everyday practice. This acknowledgement of differences among people is evident in how relevant educational processes and programming exist for student groups with differing needs such as students with disabilities, student athletes, non-graduates from high school, GED completers, non-native English speakers, senior citizens, and other underserved populations. [crit.1C2]

Students who self-identify as having a special need obtain accommodations through the Special Needs office. A student must follow established procedures for documenting disabilities to obtain accommodations. A student may (a) hand-deliver the needed documentation or (b) complete a consent form to have the documentation sent directly to the Special Needs office. The documentation has to be current (i.e., within the past three years), identify the disability, and describe how it may impact academic performance (see [Procedures and Guidelines Handbook](#)). The diagnosis must be made by a qualified professional with the demonstrated experience and credentials to diagnose the disability. Once identified as qualifying for services, a Special Needs office staff member works with the student to determine the appropriate accommodation. The services provided vary by student. Accommodations may include but are not limited to one or more of the following: sign

language interpreting, note taking, reading assistance, tutoring, extended time on tests, and adaptive equipment loan. Once the accommodation has been approved for the student, an accommodations form is given to the appropriate faculty members. In addition to accommodations in the classroom, these students are afforded priority registration and encouraged to work closely with the academic advisor specializing in students with special needs.

Student athletes comprise another subgroup of students with differing needs. The student athletes have a separate orientation process that includes both academic and NJCAA athletic eligibility components. Like the students with special needs, the student athletes are afforded priority registration and have an assigned academic advisor. This academic advisor assists with monitoring each student athlete's academic progress through regular grade checks with faculty. At the beginning of every semester, the student athletes meet with each of their faculty members and enter into academic-athletic contracts regarding class time and exams which will be missed due to athletic commitments. During the 6<sup>th</sup> and 11<sup>th</sup> weeks of the semester, faculty receive a grade check form for each student athlete enrolled in their course. Completed forms are filed in the Athletic office with copies forwarded to the respective coaches. Student athletes who receive a grade of D or F are expected to contact the Learning Lab for assistance. Student athletes enrolled in developmental courses are strongly encouraged to sign in at the Math Center, the Writing Center, or with a Study Skills Professional for at least one hour each week. In addition, all student athletes are required to attend study table for at least one hour each day.

Other student groups with special needs are served by the Workforce Development and Community Education (WDCE) division. For example, the Adult Education department offers literacy tutoring, ESL and citizenship programming for non-native speakers, and GED preparation for high school non-completers (both classroom and on-line). When clusters of the District's population warrant it, these courses are taken to various community or employer sites. The College is also currently working to support these individuals in their transitions to credit-bearing coursework through bridge programs, currently offered in CNA, Child Care, Automotive Technology, and manufacturing-related programming. Workforce Development has designed programming such as HireEducation for underserved

populations including women, minorities, formerly incarcerated, and other underserved populations, which prepares individuals for entrance into trade union apprenticeship programs. Seniors in the District are served through the LLCC's Academy of Lifelong Learning (ALL) as well as tuition and activity fee waivers (for those 65 years of age and older).

Efforts to strengthen cultural competency in a diverse and global society among faculty, staff and students at LLCC are monitored through key performance indicators related to goal 5 – Diversity and Cultural Competency. Through goal 5, the College (a) strives to advance the knowledge of different cultural practices and worldviews, (b) increase awareness of one's own cultural worldview, (c) foster an understanding of cultural differences, and (d) enhance cross-cultural skills. In support of this goal, faculty and staff are encouraged to create experiences that enrich individual lives and improve the College's curricular and extra-curricular offerings. [crit.1C1] The existence of certain student organizations and groups at LLCC provides evidence of progress towards this goal. Such student organizations include the Black Student Union, Emancipation, Feminist Activist Coalition, Gay-Straight Alliance, International Club, Muslim Student Association, and Students Set Free for Christ.

The College's commitment to diversity is further exemplified in its Shared Governance structure. When designing the new structure, the Shared Governance Council (SGC) created a Cultural Awareness Team. This team exists to broaden cultural awareness and acceptance at the College and assure optimal student access to programs and services. The team's three primary functions include (a) assessing the current LLCC climate regarding diversity; (b) implementing training/education college-wide based on the LLCC Diversity Statement and Diversity and Cultural Competency goal; and (c) ensuring a culture of respect and civility across the college-wide community. In essence, the Cultural Awareness Team will provide a level of oversight related to initiatives that demonstrate the potential to contribute to goal 5 – Diversity and Cultural Competency performance indicators in the College's strategic plan. [crit.1C1]

**1P11. How do you define, document, and communicate across your institution your expectations for effective teaching and learning?**

The essential functions and duties of a full-time faculty member at LLCC are defined through the collective bargaining process and documented in Article VIII, section 8.1 of the Collective Bargaining Agreement, which states a faculty member shall:

*Deliver Instruction and Maintain Curriculum*

- Teach/conduct assigned classes, labs, clinicals, studio, and internships
- Prepare lessons and provide course syllabus for courses taught
- Create a learning environment that fosters student success
- Develop, integrate, evaluate, or review student learning outcomes in support of the College's ongoing accreditation
- Participate in developing and reviewing curricula and instructional methods and with the articulation of courses as necessary
- Consult with advisory committee(s) if appropriate for program/curriculum

*Evaluate and Assist Students*

- Keep accurate records of student performance including following grading procedures as outlined in the relevant course syllabus
- Provide students with timely feedback
- Maintain office hours consistent with the Collective Bargaining Agreement
- Comply with registration/records procedures

*Participate in Professional Development*

- Remain current in one's discipline
- Participate in professional growth activities

*Participate in Departmental/Institutional Operations*

- Contribute to a collegial and collaborative work environment
- Participate in program review

The expectations of faculty are communicated through a variety of mechanisms. A to Z Resources, an intranet site on the Academic Services portal, serves as the LLCC faculty handbook. The College also has an orientation process and formal mentoring program for new faculty. Finally, the Academic Deans and Vice President of Academic Services utilize the faculty performance evaluation process detailed in 4P10 to encourage the responsible performance of assignments.

The expectations for adjunct faculty differ somewhat. For example, there is not an expectation that adjunct faculty maintain office hours. Expectations for effective teaching and learning are initially communicated to adjunct faculty during the orientation process. Certain expectations are documented in the contract offered on a semester-by-semester basis to adjunct faculty. These expectations include:

*Timely compliance with institutional procedures:*

- Verifying student enrollment at mid-term
- Reporting of student attendance
- Conducting student evaluation of instruction
- Awarding and submission of final grades

*Meet classes in accordance with the College calendar:*

- Classes must be conducted 50 minutes per course contact hour
- When an absence is necessary, notification and arrangements for a substitute instructor must be made with the Academic Dean or ESA administrator

*Maintain academic standards required of all faculty with regard to:*

- Student evaluation of instruction
- Administrative classroom evaluations and conferences
- Attendance at staff development activities
- Examinations
- Use of course syllabus
- Required student readings from course textbook

These expectations for effective teaching and learning are then restated and discussed with the discipline program coordinators during the evaluation process.

An expectation of faculty librarians is to guide students in the ethical use of information resources through the library's information fluency program. Here, the faculty librarians instruct students toward outcomes that include identifying relevant information; evaluating sources and discerning credible information; understanding the economic, legal, and social issues involved with information access and distribution; and applying ethical and legal standards when using information. The program promotes critical thinking skills, plagiarism awareness, and proper citation skills and is delivered through writing, speech, and subject-oriented classes. [crit.3E2]

Given the mission of community colleges, conducting original research and publishing is not a faculty-negotiated expectation. Rather, much of the research conducted by LLCC faculty is considered action research. Nevertheless, an Institutional Review Board (IRB) process exists which is utilized primarily by individuals from outside LLCC who wish to conduct research at LLCC. To protect students from any potential harm that may result from the data collection process, such requests are routed through the Planning and Institutional Improvement office and reviewed by the President's Cabinet. [crit.2E1]

Faculty play a central role in promoting high academic standards by teaching and enforcing the College's academic honesty policy ([Board Policy](#) 4.13). The Student Code of Conduct establishes integrity and honesty as a behavioral expectation of LLCC students ([Catalog](#), p. 66) with the Vice President of Student Services overseeing due process for students. This policy is communicated to students in the [Catalog](#) (p. 49), the Student Planner, and course syllabi. The following items, which are not all inclusive, represent unacceptable actions and violations of the College's academic integrity policy:

- intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise, including placement, proficiency and CLEP tests;
- intentionally falsifying or inventing information (or citations) in an academic exercise;
- intentionally or knowingly helping or attempting to help another to commit any act of academic dishonesty;
- committing plagiarism by intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes undocumented direct quotation or paraphrased and/or unacknowledged borrowed facts or information;
- bribing or attempting to bribe, promising favors to or making threats against any person, with the intention of affecting a grade or an evaluation of academic performance;
- taking an exam for someone else;
- stealing, destroying, or tampering with another student's work;
- falsifying College records, forms or other documents;

- accessing College computer systems or files when not authorized; and
- other items determined to be inconsistent with College policy and philosophy.

The procedure for enforcing the College's academic honesty policy is outlined in Board Policy 4.13 and may include suspension or dismissal through the Student Judicial Process. All students are guaranteed a right of appeal under the provisions of the Student Grievance and Appeal Procedure outlined in Procedure 5.40. [crit.2E3]

Faculty and students benefit from freedom of expression and the pursuit of truth in teaching and learning at LLCC. For faculty, this commitment is detailed in Article XII, Section 12.1 of the Collective Bargaining Agreement. For students, this commitment includes but is not limited to freedom of expression, freedom of association, and freedom of assembly ([Board Policy 5.4](#), Catalog, p. 66). This commitment is inclusive of student publications. For example, [Board Policy 5.38](#) stipulates that the student newspaper and other student publications operate in accordance with the rights guaranteed by the First Amendment to the United States Constitution and be subject to such responsibilities as are imposed by law or by prevailing journalistic standards. [crit.2D]

**1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?**

LLCC varies its course offerings by time, modality, and location, allowing students to find classes that fit their personal needs while working within institutional capacity. Day, evening, and weekend courses are scheduled. The course length varies from shorter time frames (6 or 8 weeks) to the more traditional semester length (12 or 16 weeks). A limited number of flexible-start courses are offered during the traditional semesters. Courses are delivered face-to-face, online, and through hybrid formats. The location varies from the main campus to one of six sites throughout the LLCC District (e.g., the Educational Service Areas, Aviation Center, or Capital Area Training Center). Dual credit courses are also offered at the majority of the District's high schools.

The mix of sections delivered in the various modalities at the different locations is planned and developed by the Academic Deans in collaboration with the faculty, Executive Directors of the Educational Service Area (ESAs), the District Learning Resources Dean, and the

Instructional Technology and Distance Education (ITDE) staff. ESA Executive Directors and faculty course coordinators collaborate with the Academic Deans to develop course schedules. ITDE works with the Academic Deans and faculty to develop and schedule online, hybrid, and distance delivery. District Learning Resources works with Educational Service Areas, high school administrators and faculty, and Academic Deans to determine dual credit offerings.

The student learning outcomes for both associate degree and certificate programs are articulated in CurricUNET and apply regardless of how (face-to-face, online, hybrid) and where (main campus, education service area, [dual credit](#)) the degree and certificate coursework is delivered. An exception to this involves credits delivered via contractual agreements. Here, the College reviews its contractual agreements on a regular basis (before any are removed). Because such agreements involve credit bearing programming, the programs/courses are also incorporated into the appropriate five-year and annual Academic Program Review process. [crit.3A3] [crit.3A2]

**1P13. How do you ensure that your programs and courses are up-to-date and effective?**

All the College's academic programs undergo systematic review that prescribes an in-depth examination of various quality indicators (i.e. enrollment, retention/persistence, course/program completion rates, length of time to complete, licensure examination pass rates, direct instructional expenditure per student credit hour, faculty/student ratios, program assessment) every five years. [Academic Program Review](#) is conducted by teams comprised of the division dean and program faculty. This practice adheres to the ICCB's [five-year cycle](#) of program review. Additionally, an abbreviated program review is carried out on an annual basis. This [annual program review](#) is intended to keep faculty focused on improvements emerging from the prescribed five-year review and tying Academic Program Review to the annual planning and [budgeting process](#). Regular Academic Program Review ensures that particular financial needs are considered in the College's annual planning and budgeting process. [crit.4A1]

In addition to regular Academic Program Review, some programs seek and maintain programmatic accreditation from their respective agencies. The College holds external programmatic accreditation in Nursing, Radiography, Electroneurodiagnostic Technology,

Occupational Therapy Assistant, Respiratory Care, Surgical Technology, Airframe and Powerplant Mechanics, and Welding ([Catalog](#) p. 2-3). Maintaining these programmatic accreditations ensures (a) alignment of program outcomes with criteria for professional certification and licensure as well as (b) quality standards in preparing graduates for work in the respective fields. Such programmatic accreditations align with [Board Policy 4.11](#), guaranteeing that graduates of certificate/applied science degree programs have the needed technical skills to meet entry level job requirements in areas directly related to their certificate/degree (when meeting the College's conditions for awarding the degree). [crit.4A5]

The College also examines the success of its graduates for feedback on the currency and effectiveness of programs and courses. Career and Technical Education (CTE) students are tracked into the workforce via the CTE [Follow-up Study](#). Conducted annually, this survey instrument gathers data that inform the College's Academic Program Review process for CTE programs. Data collected include educational status, employment status, salary, employment start-ups, geographic location of employment, and satisfaction with employment as well as components of the completed educational program. In addition to success in attaining employment, the College monitors the licensure and certification [pass rates](#) of its graduates completing programs of study that require state or national licensure for employment. [crit.4A6]

Workforce Development and Community Education (WDCE) solicits regular feedback from industry representatives who provide guidance to programs. In particular, WDCE solicits feedback from unions and companies that employ LLCC students.

#### **1P14. How do you change or discontinue programs and courses?**

The decision to change or discontinue a course or program emerges from the Academic Program Review process with consultation from the Program Advisory Committees (where applicable). The faculty and Academic Dean confer with Program Advisory Committees regarding the need and relevancy of the CTE programs. When warranted, faculty generally initiate the course/program change or deletion proposal through the Academic Dean. Proposals enter the formal approval process through CurricUNET. Here, proposals are approved by the Academic Dean, the Vice President

of Academic Services, and the Curriculum Team membership. Once routed through the Curriculum Team approval process, the Academic Services Coordinator notifies the ICCB of the change or discontinuation. Workforce Development and Community Education monitors non-credit course enrollment patterns and course evaluations. Curriculum revisions are made as needed. Courses or programs are discontinued when there is a lack of relevance or interest. When this involves an ICCB-approved vocational course, changes are routed to the ICCB through LLCC's Curriculum Team approval process.

#### **1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc) of your students and faculty in your student learning, development, and assessment processes?**

Learning and support needs of students are identified in the following ways.

- It is presumed that students new to LLCC are in need of extra support, so academic advising and new student orientation is required for degree- or certificate-seeking students.
- Scores from the ACT/SAT and/or placement testing are used to identify academic deficiencies in reading, writing, and mathematics.
- Students transitioning from the Adult Education and Literacy Program are identified as in need of assistance in transitioning into the credit-bearing curriculum.
- Students who have received accommodation services at a previous school and who have an individual education plan (IEP) may meet with the Special Needs Coordinator for testing, learning resources, and accommodation services.
- Students may self-identify and request services.
- Faculty, staff, and outside professionals may refer students. An early-alert program to facilitate the faculty referral process is under development.
- The College has a process for identifying and supporting students not making satisfactory academic progress ([Board Policy 5.43](#)).

Students are introduced to the services that support learning needs through the College's New Student Orientation. During orientation, students tour the campus and hear short presentations from staff in departments such as the Learning Lab. This connects students with the location of the service as well as the staff who deliver it. At other times, students are referred to a

specific learning support service by a staff member (i.e., an academic advisor) or a faculty member based on a conversation with the student or an experience in the classroom.

The learning support needs of LLCC students are addressed in a number of ways. Career Development Services offers an assortment of career and job-related services including career counseling and career inventories to assist students in career exploration and planning; job search assistance; and a cooperative education program that enables students to earn wages and college credit while gaining work experience related to their major. Counseling services are available to assist students with personal adjustment, relationship concerns, career/life planning and balancing school with work, family and social life. The College's Child Development Center provides services for children ages two through five. To support students who are also parents, blocks of time are available to LLCC students when the College is in session. [crit.3D1]

The College's Learning Lab provides a range of academic-support services for enrolled students ([Catalog](#), p. 43). Support centers are provided in three discipline areas: Writing Center, Science Center, and Math Center. Faculty and academic professionals from the respective disciplines staff the Centers, responding to student questions, working sample problems, assisting with writing problems, or guiding students to additional resources. Students with disabilities are also supported in their learning. Those with documented disabilities are provided appropriate accommodations such as note takers, extended testing time, tutors, and e-texts. In addition, the College employs a staff of study skills specialists; operates peer tutoring and supplemental instruction programs; contracts for online tutoring services; enhances online support through study skills videos on YouTube; and offers a two-credit College Success Skills course. [crit.3D2]

The College has established prerequisites, co-requisites, and advisories for the courses it offers. Each is designed to ensure that students have the academic skills and knowledge necessary to be successful in the course. Entering students demonstrate readiness through ACT and SAT scores, placement testing scores, or previous completion of coursework ([Board Policy](#) 5.12, [Catalog](#) p. 27). For those not prepared for college-level mathematics, reading, and/or writing, the College maintains a developmental education program intended to build discipline-specific competency and a student's

academic confidence. Course prerequisites, co-requisites, and advisories are communicated to students through the College's catalog course descriptions, the *Forward* (the College's published schedule), and individual sessions with counselors and/or academic advisors. [crit.3D2]

The College's academic advising program provides currently enrolled and prospective students an array of services. Specifically, academic advisors interpret placement scores; assist with selection of courses and completion of registration forms; and discuss career goals, academic progress, and difficulties that are impacting or may impact academic success. Due to special admissions or other intricacies, specialized advising is available for specific academic programs (i.e. Health Professions) or groups of students (i.e. athletes, students with special needs, veterans, and recent GED completers). Students who fail to make satisfactory academic progress are required to see an academic advisor prior to registering for another term ([Board Policy](#) 5.43). Meeting with students who have been placed on academic probation facilitates a conversation regarding the steps needed to have a successful semester. For distance students, advising is available electronically (i.e. email) or by phone. [crit.3D3]

The library supports students' use of research and information by providing resources and materials. Collection development and resource selection is driven by the college's curriculum, LLCC class offerings, discussions with teaching faculty, and student research needs as demonstrated through reference interactions. The librarians select materials relevant to subject disciplines and appropriate to the level of study. The librarians aim to illustrate, through the library's collection, quality resources available for students to use. [crit.3D5] The LLCC library owns more than 67,500 items, including more than 62,500 books and 2,500 serials. Through membership in the Consortium of Academic and Research Libraries in Illinois (CARLI), the library provides access via direct request and delivery to an additional 32 million items. The library subscribes to over 25 heavily used databases, many via CARLI's fully- or partially-subsidized offerings, which provide immediate, direct access to over 54,000 full-text items. [crit.3D4]

LLCC identifies the support needs of faculty through (a) faculty-initiated requests made to their deans; (b) dean-initiated inquiry to faculty regarding their needs; (c) a

formalized Academic Program Review process; and (d) the annual planning and budgeting process. Deans take action to meet their faculty needs and have budget lines specifically dedicated to addressing various needs. The College further supports effective teaching and learning by investing in infrastructure and resources. The College's latest building projects included a new Workforce Careers Center, a new classroom building in the Taylorville education service area, and remodeling at the Jacksonville education service area. The Workforce Careers Center features lab spaces for select Business and Technology/Workforce Development programs: Automotive Technology, Auto Body Repair, Welding, Construction Trades, Agricultural Mechanics, Heating Ventilation and Air Conditioning, Renewable Energies, Mechatronics, and Culinary Arts. The Automotive Technology area now includes a gas engine lab as well as a transmission lab. The Culinary Arts area features four labs – pastry/bakery, food production, practical cooking and practical dining – to support student application of skill and knowledge. [crit.3D4]

The College's Health Professions programs are also sufficiently supported with needed resources. Students in the nursing program benefit from working with up-to-date technology such as patient simulators. All Health Professions students have ample opportunity to apply their skills at clinical sites. The College follows requirements or guidelines set forth by external programmatic accrediting agencies, the Department of Public Health, or the Department of Financial and Professional Regulation when establishing clinical sites. Availability of slots for clinical work is considered during any program development and when establishing student enrollment caps. For example, Surgical Technology was the latest program added to the Health Professions area. Developing this program required renovating an existing area of Montgomery Hall to teach these students as well as entering into partnerships with local hospitals to ensure an adequate number of sites for completing clinical hours.

College investments that support practical application of skills and knowledge have not been limited to programs in Business and Technology, Workforce Development, and the Health Professions. In the transfer disciplines, improving science labs was an integral part of the new building and renovation projects at the education service areas. In the renovation of Sangamon Hall, 12 stations equipped with fume hoods were added to the College's chemistry lab. The College also has separate labs for

physics and biological science instruction. While there are sufficient recital and practice rooms for music students, theater students lack a dedicated performance area at the College. Community partnerships within the District have been formed to provide performance opportunities for theater students, and a practice area at the College is in the planning stage.

The College also invests in technology to support effective teaching and learning. All classrooms are equipped with a projector and computer with DVD. Forty six rooms have StarBoard/Smart Boards and/or a document camera, projectors, and a DVD/VCR combination to assist in instructional delivery. The College maintains computer labs for student use while also providing students wireless access throughout nearly all campus buildings. Online students benefit from the College's investment in Blackboard, its learning management software. [crit.3D4]

The Instructional Technology and Distance Education (ITDE) staff provides faculty support and training in online course design and development, classroom technology, multimedia equipment, and multimedia development/production (e.g., podcasts, videotaping, video editing, digital image editing, and stored media production). ITDE has an open computer lab for faculty, equipped to support online & multimedia academic projects and courses. The open lab includes:

- a digital video production station, VCR, connections for video cameras, an audio cassette player, and DVD burners;
- Windows & Mac OS workstations (scans photos, slides, and negatives);
- scanning (photos, slides, negatives);
- color and grayscale printing; and
- software that includes Acrobat, Camtasia, DVD Studio Pro, Final Cut Pro, iMovie, Omnipage Pro, and Photoshop.

Any faculty identified and approved to teach via distance education delivery are required to complete ITDE's New Online Faculty Program before being assigned such a course. Faculty who have been teaching for LLCC via distance education delivery previous to development of the online training program are able to take a refresher course on distance education concepts and teaching methods. General workshops on the integration of technology into instruction are offered regularly throughout the academic year for faculty. These workshops are offered in a face-to-face format as well as online and hybrid. In addition to presenter-led sessions, ITDE offers on-demand

training videos on the use of LLCC's learning management system via the department's YouTube channel. ITDE conducts an annual survey of faculty instructional technology training needs and desires and uses the collected information to design the programming for the next year.

**1P16. How do you align your co-curricular development goals with your curricular learning objectives?**

The College's educational environment is enriched through its co-curricular programs in Student Life and Intercollegiate Athletics. Both programs support LLCC's [mission](#), contribute to the educational experiences of students, and further student development. Student Life accomplishes this in part through club membership and activities that extend learning outside the classroom. The [clubs](#) at LLCC are organized around the diverse interests of students such as Model Illinois Government, *The Lamp* (student newspaper), Animal Evaluation Club, Black Student Union, Student Radiographers Association, and the Feminist Activist Coalition. The College's NJCAA Division II membership provides competitive opportunities in men's soccer, women's volleyball, men's and women's basketball, men's baseball, and women's softball. [crit.3E]

Student Life uses the Council for the Advancement of Standards (CAS) to establish department-level goals related to achievement and improvement. The Campus Activities Programs guide is used to conduct a full program review every five years. In this review, each criterion is measured against quantitative and qualitative evidence, resulting in a post self-assessment action plan that identifies strengths as well as weaknesses. This process results in a comprehensive action plan for implementing program changes, identifying the needed resources, and establishing dates for completion. Beginning with the 2014 review schedule, Student Life will add to their program review process the CAS for Multicultural Student Programs and Services.

Progress is being made towards strategically aligning co-curricular goals with the College's General Education Student Learning Outcomes (SLOs). LLCC students drive club creation and activity programming at the College. So while a one-for-one alignment with the General Education SLOs does not currently exist, Student Life is moving student programming decisions towards a process that embraces curriculum infusion. As an initial step in this change, the Logger (Student

Activities Board is reviewing learning outcomes for activities prior to booking college speakers and events. These learning outcomes can then be communicated to the faculty who individually determine any linkage to the learning outcomes of their courses or program.

Faculty or academic departments design programming that extends learning beyond the classroom (e.g., theater productions; recital series; art gallery shows; public readings from banned books; publishing the *Lincoln Land Review*, a collection of student-produced essays, poetry, fiction and creative non-fiction and artworks). The College has also structured ways for students to be involved in leading the College. Eighteen students comprise LLCC's Student Government Association (SGA), the governing council of the student body. One of these SGA members serves as the Student Trustee. The Shared Governance Council and the AQIP Steering Team both have a student member. Six of the seven Shared Governance Teams also feature student members drawn from the SGA membership.

**1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?**

LLCC courses are developed with specific student learning outcomes (SLOs). Course outcomes are documented in CurricUNET, the course syllabus, and Course Assessment Summary (CAS) reports (see Figure 1.2). Students demonstrate achievement and mastery of course outcomes through tests, papers, projects, experiments, and a wide range of other classroom-based assessments of student learning. Therefore, faculty assess whether students have met LLCC's learning and development expectations through evaluation of student learning objectives at the course level.

Overall student achievement of program level SLOs is reviewed during the Academic Program Review process. As described in 1P18, faculty annually submit course and program assessment reports to their respective Department Assessment Coordinators for review. Achievement of general education SLOs is examined at the aggregate level using CAAP and GEAR rubrics. This process is detailed in 1P18 with results given in Figures 1.4 and 1.5.

The Admissions and Records office staff ensures that students awarded degrees and certificates have met the stated course requirements. The graduation check at LLCC includes verifying the following: the required

courses have been passed and meet any established minimum grade; the residency requirement of having earned at least 1/3 of the hours for a certificate and at least 20 hours for a degree is met; and the student has earned at least a 2.00 GPA in courses completed at LLCC; the student has achieved an overall GPA of 2.00 or better (see Catalog, p. 76).

Other measures provide indirect evidence that LLCC students are meeting the stated learning outcomes. The GPA's of LLCC students transferring to baccalaureate schools regularly exceed the GPA's of native students (see Figure 1.13). Graduates of LLCC's CTE programs experience great success on licensure exams (see Figure 1.10). Finally, students report satisfaction with their CTE programs of study (see Figure 1.11).

### **1P18. How do you design your processes for assessing student learning?**

The Academic Assessment Team is the primary vehicle for designing the processes associated with course, program, and general education assessment at the College. The eighteen-member team reports to the Vice President of Academic Services and is comprised of a chair elected from the faculty at large, the five Department Assessment Coordinators, five faculty members, two Academic Deans, the Assistant to the President for Planning and Institutional Improvement, the Academic Services Coordinator, a representative from Student Services, a student, and the Director of the Center for Excellence in Learning and Teaching (CELT). The CELT Director provides leadership in assessment within the Academic Assessment Team. Each academic department then has a faculty Department Assessment Coordinator working with release time. These Department Assessment Coordinators assist faculty with developing course and program outcomes, designing and implementing assessment for those outcomes, and reporting results and changes based on the results.

LLCC participated in the HLC Assessment Academy from 2007 to 2011. During those five years, the Academy Team (the VP of Academic Services and five faculty – the CELT Director, an Assessment Committee co-chair, two Department Assessment Coordinators, and an Assessment Team member) proposed annual projects that created new assessment processes or refined existing processes. Once the projects were designed, the Academic Assessment Team and Department Assessment Coordinators conducted each. It was the

Academy Team's work with HLC mentors, participation in workshops, and interaction with other academy team participants that shaped much of the College's current program for ongoing assessment of student learning. A [map](#) for LLCC's assessment program is included on the CELT website.

Redefining the General Education student learning outcomes (SLOs) was one project completed as part of the HLC Assessment Academy. LLCC's General Education SLOs include six areas: Critical Thinking, Cultural and Global Awareness, Information Fluency, Communication, Quantitative and Scientific Reasoning, and Technology Competency (Catalog, p. 17-8, [CELT](#)). These outcomes support the College's [philosophy](#) of general education and were established by the faculty. The General Education SLOs are linked at the course level through CurricUNET, an electronic Internet source available to Illinois community colleges for documenting and approving course and program documentation. In addition to the stated general SLOs, each degree and certificate program identifies SLOs appropriate for that program of study. These SLOs are also documented and linked at the course and program level through CurricUNET, a linkage that facilitates assessment. [crit.4B1]

The College has used three processes to assess its general education SLOs: tagging, general education assessment by rubrics (GEAR), and standardized testing. The tagging process involved faculty identifying and submitting assessment data through Blackboard. It was the College's early effort at assessing general education SLOs, with data collected over multiple semesters. Tagging was initiated to increase faculty involvement in the assessment of general education SLOs, and from that perspective tagging was successful. At the recommendation of the Assessment Academy team, however, tagging was suspended when the GEAR project was launched.

The [rubrics](#) for GEAR were designed and approved by the Academic Assessment team. The GEAR project is in an early stage of data collection. A GEAR data collection cycle starts by designating one or two outcomes for the semester. Faculty are recruited for participation through the use of CurricUNET where the general education SLOs are linked at the course level. Faculty submit student work from all students in a section for an assignment they believe is appropriate to be scored using that particular general education rubric.

Other faculty are then recruited to score the student work. Results are reported back to the faculty who are asked subsequently to report any changes to be made based on the feedback. Hence, three semesters are needed to obtain results for each outcome. [crit.4B2]

The Collegiate Assessment of Academic Proficiency (CAAP) was selected by discipline-specific faculty as the College's standardized testing instrument. Three CAAP modules (critical thinking, mathematics, and reading) are used to sample students enrolled in 200-level course sections. Testing is completed in the Spring on a three year rotation. The College now has data from two CAAP administrations. [crit.4B2]

A sub-team of Academic Assessment has been examining data collected in evaluation of our General Education SLOs. However, because LLCC is in such an early stage of data collection (i.e. the College conducted its second CAAP administration in the Spring of 2012, completing first cycle with GEAR), the aggregate data are not at a level sufficient to highlight trends and pinpoint areas in need of improvement. [crit.4B3]

Student portfolios have been used at LLCC in a variety of formats over the past several years. Faculty gained some experience with paper-based portfolios during this period, and more recent approaches have utilized electronic portfolios. These efforts led the Academic Assessment Team to recommend a systematic, across-college pilot project to determine the efficacy of electronic portfolios for assessing student learning. Consequently, the College launched the E-folio action project in the fall of 2012. This action project team is piloting a commercial e-portfolio process to assess student learning at the course and program level.

Assessment of course and program outcomes is evidenced through faculty completing Course Assessment Summary (CAS) and Program Assessment Summary (PAS) reports on an annual cycle. Such reports include the student learning outcomes, when the student learning outcomes were measured, the assessment method used, a reflection on the results, changes that will be made as a result of reviewing the data, and any budgetary implications. The CAS excerpt in Figure 1.2 illustrates one way in which course,

**Figure 1.2 – Excerpt from a Course Assessment Summary Report for Biology 111**

List All Course Outcomes	Related To Program Outcome #	Related To General Education Outcome #	When Outcome is Measured Semester/Year	Assessment Methods Used
List the ascending levels of biological organization and classification as compared to non-living organisms.	2	I,V	Each time taught	20 question objective test
Analyze problems using scientific method.	1	I,V	Each time taught	20 question objective test
Discuss the unique properties of water.	2,4	I,V	Each time taught	20 question objective test
Analyze structure and functions of the major groups of organic macro molecules, based on biological significance.	2,5	I,V	Each time taught	20 question objective test
Cite significant events in the emergence of the cell theory.	2,3	I,V	Each time taught	20 question objective test
Compare and contrast the structural and functional differences between various cell types.	2,3,4	I,V	Each time taught	20 question objective test
Describe the intracellular and extracellular movement mechanisms for substance based on phospholipid bilayer structure.	2,4	I,V	Each time taught	20 question objective test
Compare and contrast the different types of photosynthesis and cellular respiration.	2,3,4	I,V	Each time taught	20 question objective test

program, and general education outcomes are linked and assessed. The findings of this assessment feed back into course development and design. Completed CAS/PAS reports are submitted to the respective Department Assessment Coordinator who then creates a summary report containing identified changes and budgetary requests for all department faculty members. These summary reports are subsequently submitted to the CELT Director and Academic Deans for consideration in planning and development of the annual budget. [crit.4B2]

The ongoing work of the Mathematics faculty is a continuous improvement effort that demonstrates the College's commitment to improving student learning outcomes. Concerned with the attrition and learning of students in developmental mathematics courses, the Mathematics Redesign project has been an ongoing effort that began with discussion about improving student persistence in two courses – Beginning Algebra (MAT 091) and Intermediate Algebra (MAT 095). In the fall of 2006, these courses were modularized. While the curriculum remained the same, each course was divided into two, eight-week modules. This change was made to address student progress. Before the change, a student lost substantial time if not successful in the first few weeks of MAT 091 or MAT 095. With modularization, the unsuccessful student could re-enroll in the first eight weeks without waiting for the next semester to start. This reduced the time students were not enrolled and pursuing completion of developmental mathematics coursework. [crit.4B3]

The Mathematics faculty continued to explore other innovations that demonstrated potential for improving student persistence and learning. One option involved computer-based delivery of the curriculum. Early in this exploration of computer-based delivery, some Mathematics faculty members integrated ALEKS (Assessment and LEarning in Knowledge Spaces) into their curriculum. ALEKS was used for a few years with some evidence of success. [crit.4B3]

Still not satisfied with the student outcomes, in fall 2010 the Academic Dean and some of the Mathematics faculty attended the National Center for Academic Transformation conference. There, they learned of a curriculum delivery that earned the Bellwether Award for innovation. This spurred the next implementation of LLCC's Math Redesign project, changing the curriculum delivery in some sections of Beginning

Algebra and Intermediate Algebra. The four key features of the curriculum change included modularization, technology delivery replacing faculty lectures, an individualized pace for students, and demonstration of mastery of material before advancing in the curriculum. These changes required a reallocation of space and furniture as well as budget support. As with all curriculum modification, the Mathematics faculty continue to monitor student outcomes associated with the redesign and study the related impact on student persistence. [crit.4B3]

For Career and Technical Education programs holding external programmatic accreditation, program learning outcomes align with standards outlined by the respective accrediting agency. See Figure 1.10 for a listing of these LLCC programs and the national licensure exams taken by LLCC students in these programs of study. In other programs, informal assessments may be designed in conjunction with the Program Advisory Committee. Faculty in the Health Professions have adopted yet another approach.

Each academic program in the Health Professions division collects clinical assessment measures to evaluate program learning outcomes. Here, clinical evaluation forms are linked directly to the course and program outcomes to determine whether students are meeting cognitive, affective, and psychomotor types of learning outcomes. Some of the Health Professions programs (e.g., nursing) also have standardized exams for ongoing progressions and exit program assessment. For example, after first semester, which is considered primarily fundamentals, students are required to complete an Assessment Technologies Institute (ATI) exam. Nursing students also complete ATI exams at the end of instructional units on specific content areas. This provides data on measures for areas such as OB and mental health. Other Health Professions programs have some progression and exit testing although not as specific as nursing.

The College's co-curricular programs utilize the Council for the Advancement of Standards or CAS to establish goals related to achievement and improvement. Student Life uses the CAS guidelines to conduct a full program review every five years. In this review, each criterion is measured against quantitative and qualitative evidence, resulting in a post self-assessment action plan that

**Figure 1.3 –Measures of Student Learning and Development**

Measure	Student Group	How Results Are Used	Frequency	Reviews Results
GEAR	All Students	Assess the six general education student learning outcomes	Each semester; three-year cycle for each rubric	Individual Faculty who are GEAR participants; Data Review Team
CAAP	All Students	Assess general education student learning outcomes	Every three years	Data Review Team
Persistence Rates	All Students	Monitor enrollment patterns of students to ensure needs are being met	Each semester and annually	President's Cabinet; Faculty at the program level; Enrollment Management Task force; Student Services work groups
Course Success Rates	Transfer, CTE, Developmental, Online	Monitor enrollment patterns of students to ensure needs are being met	Annually	President's Cabinet; Faculty at the program level; Enrollment Management Task force; Student Services work groups
Completion Rates (150% time)	All Students	Monitor completion patterns of students to ensure needs are being met	Annually	President's Cabinet; Faculty at the program level; Enrollment Management Task force; Student Services work groups
Employment Rate	CTE Graduates	Ensure program completers possess the skills employers require	Annually	CTE faculty as part of Academic Program Review
Licensure and certification exams	CTE Graduates in select programs of study	Ensure program completers secure the required licensure or certification needed to be employed in field	Annually	Discipline faculty as part of Academic Program Review
Scale Rates on Noel-Levitz SSI	All Students	Monitor student satisfaction level for services such as library, tutoring, advising, etc.	Every three years	President's Cabinet; Data Review Team; Student Services
Satisfaction with Program of Study	CTE Graduates	Ensure program completers acquired the needed skills to work in field of study	Annually	CTE faculty as part of Academic Program Review
Transfer Rates	Baccalaureate Transfer	Monitor success of students after transfer to ensure needs are being met	Inconsistent measurement	President's Cabinet; Faculty

identifies strengths as well as weaknesses. The CAS process culminates with a comprehensive action plan for implementing program changes, identifying the needed resources, and establishing dates for completion. [crit.4B2]

The College's processes and methodologies for assessing student learning align with effective practice identified by the National Institute for Learning Outcomes Assessment (NILOA) and researchers such as James Nichols and Trudy Banta. Participation in the Higher Learning Commission's Academy for

Assessment of Student Learning has coordinated and advanced the documentation and reporting of assessment efforts at LLCC. [crit.4B4]

## RESULTS

### **1R1. What measures of your students' learning and development do you collect and analyze regularly?**

Multiple student performance measures are collected and analyzed to better understand the learning and development of LLCC students. These performance measures are summarized in Figure 1.3 with the specific results displayed throughout the remaining Results questions.

**1R2. What are your performance results for your common student learning and development objectives?**

The College’s performance results regarding students’ achievement of common student and learning development objectives include GEAR and CAAP. GEAR data collection began in the fall of 2009 with student work related to the Cultural and Global Awareness rubric. An additional general education SLO and rubric were added with each subsequent semester. Over the three-year cycle, faculty collected and scored assignments each fall and spring semester. Course assignments for the final rubric were evaluated in the fall of 2012. Results for the three-year cycle of data collection are displayed in Figure 1.4.

**Figure 1.4 – GEAR Results, General Education SLOs**

General Education Student Learning Outcome	Assignments Collected	# of Assignments	# of Faculty	% Meeting or Exceeded Standard	% Not Meeting Standards
Cultural and Global Awareness	Fall 2009	408	22	11% - 70%	30% - 89%
Critical Thinking	Spring 2010	165	24	67% - 89%	11% - 33%
Information Fluency	Fall 2010	246	21	0% - 91%	8% - 33%
Technology Competency	Spring 2011	132	26	67% - 100%	0% - 33%
Communication	Fall 2011	384	28	56% - 92%	8% - 44%
Quantitative & Scientific Reasoning	Spring 2012	195	30	38% - 88%	12% - 62%

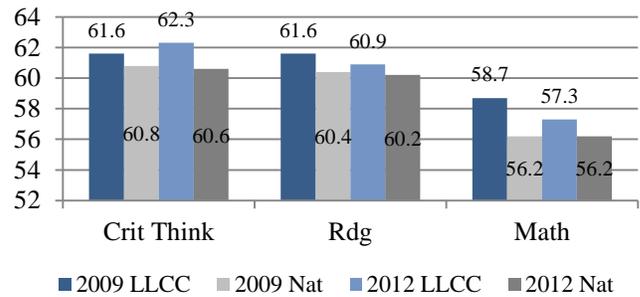
Source: LLCC’s Center for Excellence in Learning and Teaching

The results suggest a wide range of LLCC students are meeting or exceeding the standards in the different areas of the General Education Outcomes as a whole or within the range of each SLO. Collectively, the results of the GEAR project, as a course embedded assessment (e.g., test, project, paper), correspond to LLCC’s six General Education Outcomes. This project has examined more than 1,300 assessments of student work since inception.

The CAAP is administered to LLCC students nearing completion of their program of study. Data from the first

two CAAP administrations is depicted in Figure 1.5. LLCC students performed at levels slightly above the national average for community college students in all three areas.

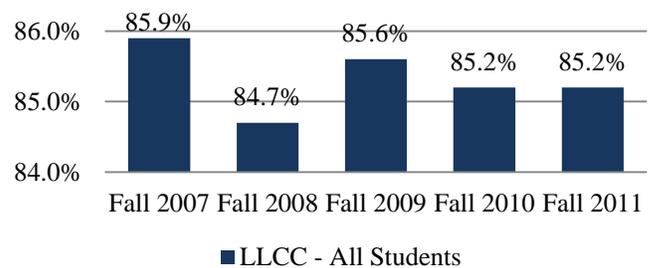
**Figure 1.5 – CAAP Results for the Critical Thinking, Reading, and Mathematics Tests**



Source: LLCC CAAP Institutional Summary Report, 2009 & 2012

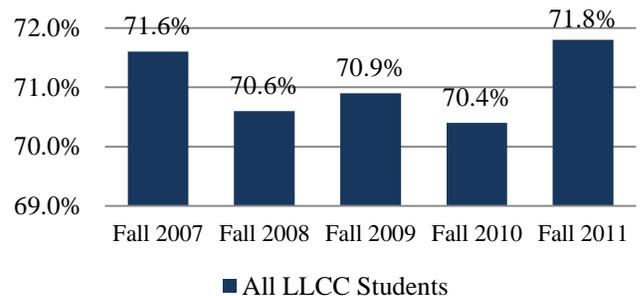
LLCC’s within-term course persistence rate, displayed in Figure 1.6, is consistently in the mid-eighties for all courses. Course success, defined as earning a grade of C or higher, is consistently in the low seventies (see Figure 1.7).

**Figure 1.6 – Within Term Course Persistence**



Source: Institutional Research, Colleague Administrative Database

**Figure 1.7 – Course Success Rate**

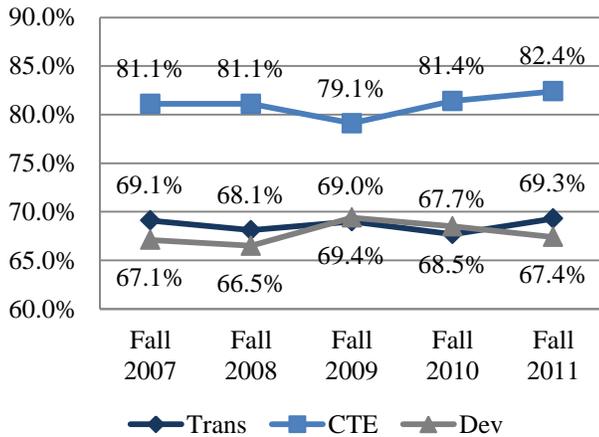


\*Success is defined as earning a grade of C or higher, or in the case of pass/fail courses, passing the course

Source: Institutional Research, Colleague Administrative Database

Course success is examined through a variety of lenses. It is monitored by course delivery (i.e., face-to-face, online, and open entry), course location (i.e., main campus or ESA/off campus) and course classification (i.e., transfer, CTE, or developmental). As depicted in Figure 1.8, over the past five years LLCC students have displayed a higher mean course success rate in CTE courses (x = 81.0%) than in transfer (x = 68.6%) and developmental (x = 67.8%) courses.

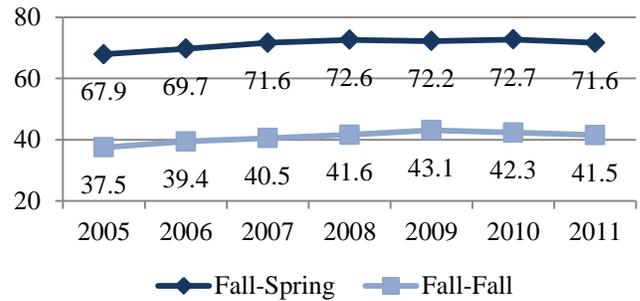
**Figure 1.8 – Course Success Rate by Type – Transfer, CTE, and Developmental**



Source: Institutional Research, Colleague Administrative Database

Persistence rates are an early indicator of student success and progress towards goal attainment. Consequently, student persistence is monitored for all students in two ways – enrollment from fall to the following spring semester and enrollment from fall to the following fall semester. As depicted in Figure 1.9, fall-to-spring retention has risen slightly over the last seven years, with rates peaking at 72% in 2008, 2009, and 2010. Fall-to-fall persistence rates have followed a similar pattern, with a low of 37.5% in 2005 to holding steady at a rate above 40% for the years 2008, 2009, 2010, and 2011.

**Figure 1.9 – Fall-to-Spring and Fall-to-Fall Persistence Rates for All Students**



Source: Institutional Research, Persistence Rates for All Students

**1R3. What are your performance results for specific program learning objectives?**

Performance on state and national certification or licensing exams is one measure used to ensure that students are meeting program level SLOs. Figure 1.10 contains the institutional pass rates for Health Professions programs over the past five years. Results indicate that graduates of LLCC Health Professions programs maintain a success rate at or above 80% on national and state exams.

**Figure 1.10 – Institutional Licensure/Certification Pass Rate by Program of Study**

	Exam	2008	2009	2010	2011	2012
RN	NCLEX RN	95%	89%	81%	80%	93%
LPN	NCLEX PN	100%	96%	100%	95%	90%
RAD	ARRT	100%	100%	86%	100%	100%
OTA	NBCOT	100%	100%	100%	100%	100%
EMT	EMT-B State of IL	86%	50%	92%	87%	87%
	EMT-I State of IL	100%	79%	81%	89%	100%
Culinary	FSSCM State of IL	96%	96%	86%	90%	91%
Truck Driver	Class A CDL State of IL	98%	100%	100%	100%	96%

Source: Institutional Research, CTE areas, and Academic Program Review

Student performance on certificate and licensure exams in other LLCC programs of study is also highly competitive. Truck Driver Training has averaged a 98.8% pass rate over the past five years while culinary

students achieve an average pass rate of 91.8% on the Food Service Sanitation Certification Manager exam.

Program-level outcomes assessment is conducted on an annual basis by faculty within disciplines. Results are reported annually to the CELT Director via the PASR (Program Assessment Summary Report) form. This in turn is tied to the annual review process. Results from Academic Program Review demonstrate student achievement of the program learning outcomes. Reports summarizing Academic Program Review are found on the Academic Services site of the College’s portal.

**1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)?**

For LLCC’s Career and Technical Education programs, evidence that students have acquired the knowledge and skills required by employers or other educational institutions is monitored through follow-up surveys. Students are surveyed regarding their current situation (employed or continuing with education) and level of satisfaction with the program completed at LLCC. Over the past four years, the number of students who report being employed has held at 80% or above (see Figure 1.11). Student satisfaction with the program completed has averaged 3.59 (on a 5-point Likert scale where 5 is very satisfied and 1 is very dissatisfied).

**Figure 1.11 – Summary Results from Follow-Up Study of Career and Technical Education Graduates**

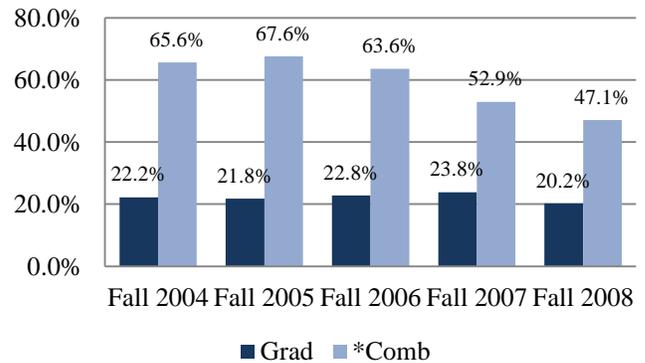
	FY08	FY09	FY10	FY11
Number Surveyed	997	1066	978	1199
Number Responding	386	361	499	397
Response Rate	38.7%	33.7%	45.9%	33.1%
Employed	88.3%	87.1%	85.1%	80.2%
Continued w/ Education	34.4%	24.6%	35.5%	41.9%
Satisfaction w/ Program*	3.59	3.58	3.60	3.57

\*Note: Based on a scale of 1-5; 1 - Very Dissatisfied, 5 - Very Satisfied  
 Source: LLCC Career and Technical Education Follow-Up Study of 2010, 2009, 2008 and 2007 Graduates, Prepared by LLCC Institutional Research office

One national standard measure for student success is graduation. Consequently, data are collected and analyzed for students entering LLCC as full-time, first-

time, degree/certificate-seeking in a particular year (cohort). Five such cohorts are depicted in Figure 1.12. The percentage completing their program within three years or 150 percent of “normal” time averaged 22.2%. The percentage who graduated, transferred to other institutions, or are still enrolled after three years or 150% of normal time has been as high as 67.6% and as low as 47.1% over that same time period.

**Figure 1.12 – GRS Rates for First-Time, Full-Time Degree/Certificate-Seeking Students**

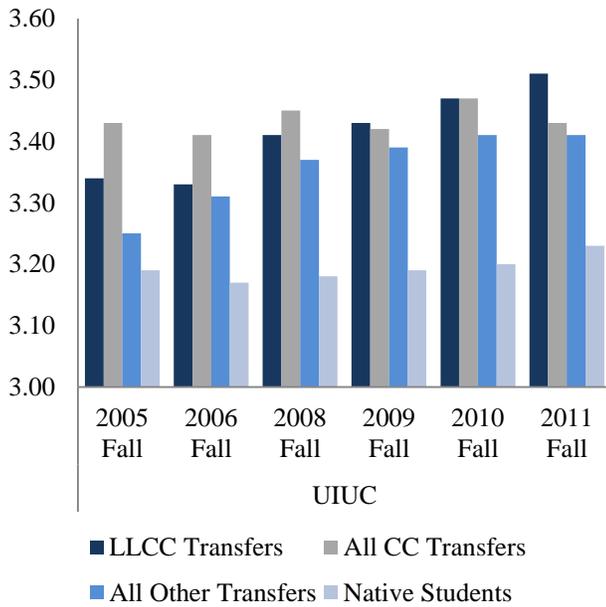


\*Combined is defined as graduated + still enrolled + transferred within three years  
 Source: IPEDS: GRS Rates for LLCC

Understanding whether LLCC transfers have acquired the knowledge and skills required by the receiving educational institutions is more difficult in Illinois. Illinois lacks a systematic way of tracking within-state transfers. The design and development of the state-wide Illinois Longitudinal Data System (ILDS) will begin to address this need. Until then, the picture of student transfer in Illinois is incomplete. Tracking baccalaureate degree completion is possible through the IBHE Shared Degree file. This database identifies students who have completed both an associate degree from LLCC and a baccalaureate degree from a public, Illinois four-year higher education institution. While this file sheds light on completion, the data lack student GPA information to better understand preparedness upon transfer.

Feedback reports provided to LLCC by select Illinois four-year higher education institutions are haphazard. The University of Illinois at Champaign-Urbana has been the most consistent provider of such information. Figure 1.13 compares the GPA of LLCC transfers with the GPA of other community college transfers and native students.

**Figure 1.13 – GPAs of Junior Students at UIUC**



Source: LLCC Institutional Research Office

**1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?**

The Noel-Levitz Student Satisfaction Inventory (SSI) is one performance measure for learning support processes at LLCC. The Noel-Levitz SSI is administered every three years to gauge students’ satisfaction with various aspects of their college experience. Four specific Noel-Levitz SSI scales inform the College of performance related to learning support process – Service Excellence, Academic Services, Campus Support Services, and Academic Advising. On each SSI scale, students reported satisfaction using a 7-point Likert scale where 1 = not satisfied at all; 2 = not very satisfied; 3 = somewhat dissatisfied; 4 = neutral; 5 = somewhat satisfied; 6 = satisfied; and 7 = very satisfied.

The Service Excellence scale consists of nine items noted in Figure 1.14. The twelve-year trend for the overall scale has been a gradual climb in the scale mean. The seven-item Academic Services scale shows a scale mean that held steady over a six-year period with a larger gain during the last three years (see Figure 1.15).

**Figure 1.14 – Service Excellence Scale Items**

Item	2000	2003	2006	2009	2012
The personnel involved in registration are helpful.	5.44	5.42	5.51	5.44	5.70
People on this campus respect and are supportive of each other.	4.90	5.22	5.18	5.21	5.52
Library staff are helpful and approachable.	5.32	5.49	5.41	5.62	5.82
The campus staff are caring and helpful.	5.26	5.40	5.43	5.52	5.79
I generally know what’s happening on campus.	4.63	4.81	4.92	5.11	5.43
Administrators are approachable to students.	4.93	5.10	5.26	5.29	5.61
Bookstore staff are helpful.	5.32	5.64	5.60	5.63	5.81
I seldom get the “run-around” when seeking information in this campus.	5.03	5.24	5.20	5.27	5.50
Channels for expressing student complaints are readily available.	4.61	4.86	4.90	4.90	5.22
Scale Mean	5.06	5.25	5.27	5.33	5.60

Note: Scale is 7-point Likert where 1 = not satisfied at all; 7 = very satisfied

Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

**Figure 1.15 – Academic Services Scale Items**

Item	2000	2003	2006	2009	2012
Library resources and services are adequate.	5.22	5.58	5.53	5.52	5.78
There are a sufficient number of study areas on campus.	5.24	5.47	5.38	5.37	5.79
Library staff are helpful and approachable.	5.32	5.49	5.41	5.62	5.82
Computer labs are adequate and accessible.	5.20	5.58	5.63	5.33	5.71
The equipment in the lab facilities is kept up to date.	5.30	5.48	5.46	5.55	5.73
Tutoring services are readily available.	5.30	5.37	5.48	5.54	5.66
Academic support services adequately meet the needs of students.	5.02	5.17	5.25	5.32	5.50
Scale Mean	5.23	5.45	5.45	5.46	5.71

Note: Scale is 7-point Likert where 1 = not satisfied at all; 7 = very satisfied

Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Student satisfaction with the College’s Campus Services items, as noted by the scale mean in Figure 1.16, has increased by .38 with the last two administrations.

**Figure 1.16 – Campus Support Services Scale Items**

Item	2000	2003	2006	2009	2012
Child care facilities are available on campus.	4.52	4.37	4.40	4.61	4.60
Personnel in the veterans' services program are helpful.	4.36	4.63	4.52	4.70	4.97
The campus provides effective support for services for displaced homemakers.	4.60	4.73	4.65	4.81	5.01
The career services office provides students with the help they need to get a job.	4.73	4.98	4.93	5.05	5.39
The student center is a comfortable place for students to spend their leisure time.	4.88	5.24	5.17	5.20	5.67
There are adequate services to help me decide upon a career.	4.92	4.99	5.13	5.10	5.37
New student orientation services help students adjust to college.	4.95	5.07	5.19	5.19	5.52
Scale Mean	4.74	4.90	4.89	4.98	5.27

Note: Scale is 7-point Likert where 1 = not satisfied at all; 7 = very satisfied  
 Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Advising and Counseling, the Learning Lab, and the Special Needs areas are evaluated formally every five years using the Council for Advancement of Standards (CAS) system. In addition, each department has implemented other processes to evaluate service to students. Advising and Counseling's student sign-in system tracks which advisor was seen and what service was provided. This allows Advising and Counseling to better understand student traffic flow and which services are utilized most often by LLCC students. Student satisfaction with academic advising is measured every three years through the Noel-Levitz Student Satisfaction Inventory (see Figure 1.17). All five items were rated higher by students surveyed during the 2012 administration, with the scale mean jumping from 5.10 to 5.46.

**Figure 1.17 – Academic Advising Scale Items**

Item	2000	2003	2006	2009	2012
My academic advisor is approachable.	5.04	5.06	5.27	5.33	5.58
My academic advisor helps me set goals to work towards.	4.59	4.81	4.85	4.91	5.27
My academic advisor is concerned about my success as an individual.	4.53	4.78	4.76	4.90	5.33
My academic advisor is knowledgeable about my program requirements.	4.87	5.08	5.08	5.22	5.59
My academic advisor is knowledgeable about the transfer requirements of other schools.	4.73	4.93	5.03	5.01	5.42
Scale Mean	4.80	4.98	5.06	5.10	5.46

Note: Scale is 7-point Likert where 1 = not satisfied at all; 7 = very satisfied  
 Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Usage of Learning Lab services (i.e., peer tutoring, study skills specialists, supplemental instruction, the Math Center, the Science Center, the Writing Center, special needs services) is tracked through a database and summarized annually. A student satisfaction survey regarding tutoring is administered daily, mid-term, and at the end of each semester. Students and faculty are surveyed on an annual basis regarding all Learning Lab services. Overall, students and faculty rank Learning Lab services as being highly effective and efficient. In addition to the annual data collection, the Noel-Levitz SSI measures general student satisfaction with tutoring services availability (see Figure 1.15). Students consistently rate tutoring services above the Academic Services national mean.

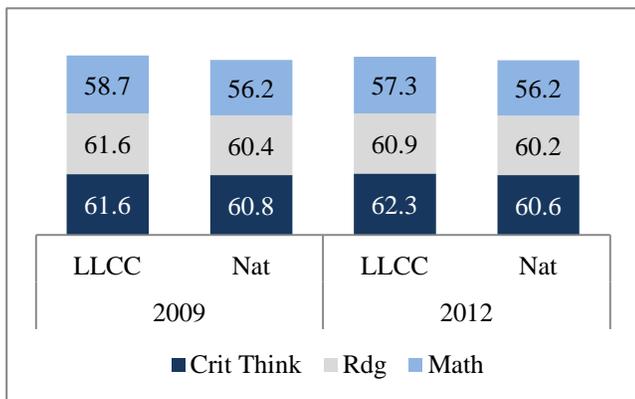
The Library conducts student surveys to determine how students use the Library and its information resources. Data is collected regarding reference and circulation interactions with students and headcounts for various areas within the Library to determine how students use its physical space. The Library averages over 22,000 in-person and digital visitors each month to its physical and digital spaces. An average of 3,000 people per month makes use of the library's physical space, and nearly 2,000 people per month utilize library computers. On a monthly basis, approximately 170 library users seek face-to-face assistance from one of the reference librarians.

The Library annually gathers and analyzes statistics on collection and usage, interlibrary loan, and database/electronic resource usage. Library users borrow an average of 36 items each day. The Library subscribes to 25 heavily used databases, many via CARLI’s fully or partially subsidized offerings, which provide immediate, direct access to over 54,000 full-text items. These resources have allowed users to download over 240,000 articles over the last three fiscal years. During the fall 2011 and spring 2012 semesters, librarians and staff members assisted people in the Library over 4,700 times based on a monthly representative sample. Of these interactions, nearly 55% were related to research, evaluation and information access questions. In addition to data collected on usage, two questions on the Noel-Levitz SSI relate directly to student satisfaction with Library services (see Figure 1.15). In 2009, students scored the Library above the national mean in both “resources and services” and “staff helpfulness and approachability.”

**1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside higher education?**

The performance of LLCC students on the CAAP is compared regularly with the performance of students at other community colleges. As demonstrated in Figure 1.18, the mean for all LLCC students was higher than the national mean on both the Spring 2009 and Spring 2012 administrations.

**Figure 1.18 – CAAP Benchmark: LLCC Students Compared to Students at other Community Colleges**



Source: LLCC CAAP Institutional Summary Report, 2009 & 2012

Results from LLCC’s annual administration of the Career and Technical Education Follow-Up Study of Fiscal Year Graduates are reported annually to the Illinois Community College Board (ICCB). The ICCB then compiles reports summarizing statewide results of the CTE Graduates Surveys. This allows for state-wide comparisons to be made. Figure 1.19 compares LLCC CTE graduate feedback with that of LLCC’s peer community college institutions in Illinois. The first three columns represent the student’s self-reported satisfaction with the completed program of study. Over the three years represented, LLCC consistently performed above the state average.

**Figure 1.19 – Benchmark for CTE Graduates Survey using Illinois Peer Group**

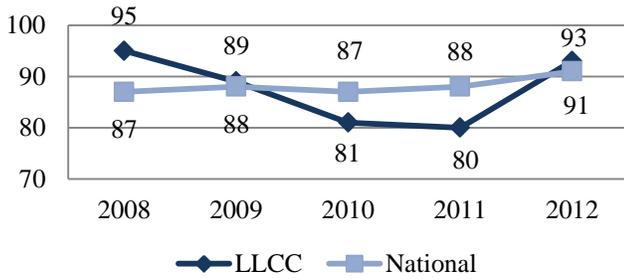
	Satisfaction			Employed		
	2008	2009	2010	2008	2009	2010
Inst A	4.14	4.59	4.08	94.2%	90.0%	70.4%
Inst B	4.35	4.89	3.71	88.9%	66.7%	83.3%
Inst C	4.10	4.49	4.25	88.3%	88.2%	73.7%
LLCC	4.54	4.73	4.44	89.0%	84.1%	82.9%
Inst D	4.32	4.58	4.37	87.5%	84.8%	76.2%
Inst E	4.32	4.19	4.29	100%	62.5%	80.0%
Inst F	4.23	4.28	4.30	81.0%	75.8%	85.7%
Inst G	4.64	4.49	4.27	77.0%	81.6%	77.6%
State	4.36	4.40	4.23	80.9%	75.3%	71.3%

Source: Follow Up Study of Career and Technical Education Completers, Fiscal Year 2009 and 2010, ICCB

The other three columns represent whether the students report being employed nine months after graduation. Similarly to the student satisfaction results, LLCC students reported being employed at a rate higher than the state average.

The certificate or licensure pass rates of LLCC Health Professions graduates are examined in light of the national pass rates. To demonstrate this level of monitoring, a comparison for LLCC graduates on the NCLEX-RN exam with the national pass rate over the past five years is displayed in Figure 1.20. LLCC graduates have performed at a rate higher than the national average for three of the five years depicted.

**Figure 1.20 – 5 Years of Pass Rates of LLCC Students on NCLEX-RN**

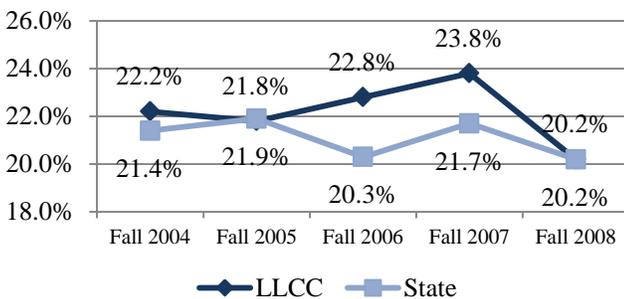


Source: Health Professions – NCLEX-RN Pass Rates for LLCC

LLCC’s ADN program has established a NCLEX-RN benchmark pass rate of “at or above” the national mean. Given the below-average student performance with 2010 NCLEX-RN, the Nursing faculty enacted multiple strategies to improve student performance. First, a revised selective admissions process, which had been designed but delayed by two years due the length the program waitlist, was enacted. Second, class sizes were decreased. Third, class durations were limited to a maximum of three hours. Fourth, the weekend program was terminated with the second student cohort due to below-standard student outcomes. With these program modifications, the 2012 NCLEX-RN pass rate was again above the national benchmark.

Graduation rates for first-time, full-time students who complete in 150% of the “normal” time are given in Figure 1.21. Over the last four years, LLCC students have completed degrees and certificates at a rate equal to or higher than students at other institutions in Illinois.

**Figure 1.21 – Benchmark: Graduation Rate for First Time, Full Time Degree/Certificate-Seeking Students**

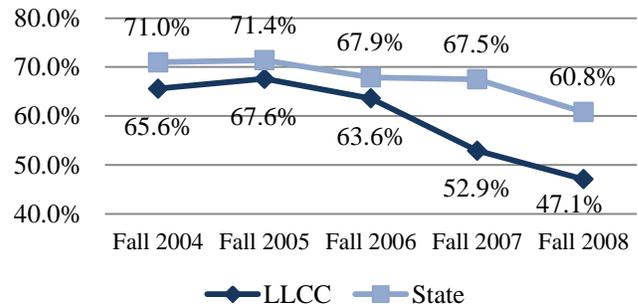


Source: IPEDS GRS Rates for LLCC

Figure 1.22 suggests a differing trend for LLCC students who have graduated, are still enrolled, or have transferred within three years. LLCC students have

consistently performed below the state average in this area with the gap widening over the last two years represented.

**Figure 1.22 – Benchmark: Combined\* Rate for First Time, Full Time Degree/Certificate Seeking Students**

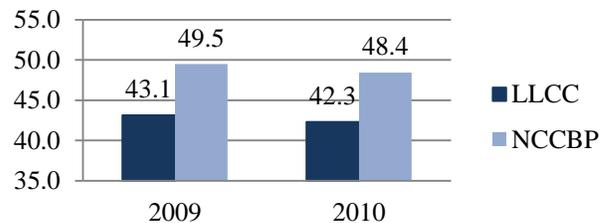


Source: IPEDS GRS Rates for LLCC

\*Defined as graduated + still enroll + transferred within three years

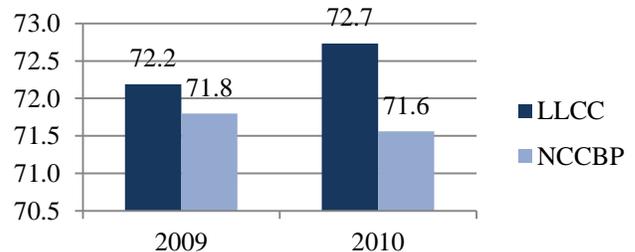
In 2010, LLCC joined the National Community College Benchmark Project (NCCBP). NCCBP membership will allow the College to begin comparing the LLCC student performance data with student performance at community colleges outside of Illinois. Given LLCC’s relatively new affiliation with NCCBP, only two years of national benchmarking data are available. Figures 1.23 and 1.24 represent fall-to-fall and next term persistence rates respectively.

**Figure 1.23 – Benchmark: Fall-to-Fall Persistence Rate**



Source: IPEDS Persistence Rate Survey and NCCBP Form 4

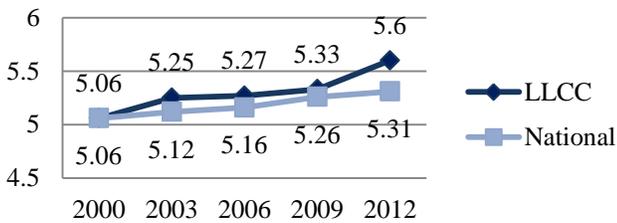
**Figure 1.24 – Benchmark: Next Term Persistence Rate**



Source: IPEDS Persistence Rate Survey and NCCBP Form 4

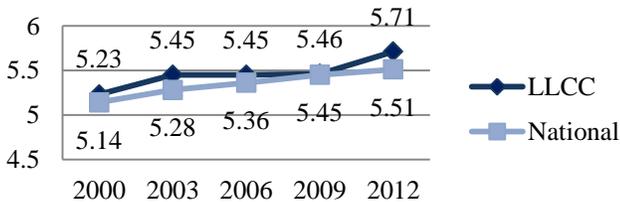
National comparisons can also be made for student satisfaction with LLCC support services. Figures 1.25, 1.26, and 1.27 display mean student satisfaction ratings from the Noel-Levitz SSI Service Excellence, Academic Services, and Academic Advising/Counseling scales respectively. Over the twelve-year period represented, LLCC students consistently demonstrate a level of satisfaction equal to or higher than students nationwide for areas under the Service Excellence and Academic Services scales. The last SSI administration suggests a strong increase in student satisfaction for both scales.

**Figure 1.25 – Benchmark: SSI Service Excellence Satisfaction Scale**



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

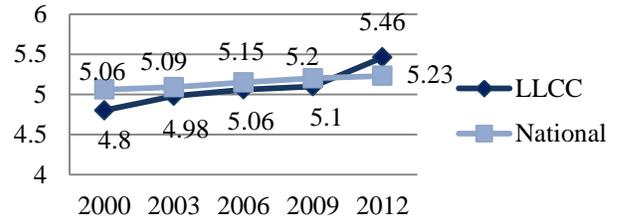
**Figure 1.26 – Benchmark: SSI Academic Services Satisfaction Scale**



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

The trend for Academic Advising and Counseling is upward or toward improvement over the same twelve-year period, climbing above the national mean for the first time with the latest administration.

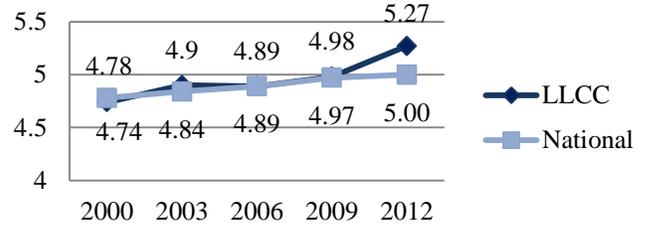
**Figure 1.27 – Benchmark: SSI Academic Advising and Counseling Satisfaction Scale**



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

Figure 1.28, representing the Campus Support Services scale, suggests a mean level of student satisfaction at LLCC that closely mirrors that of students across the nation until the large gain made with the 2012 administration.

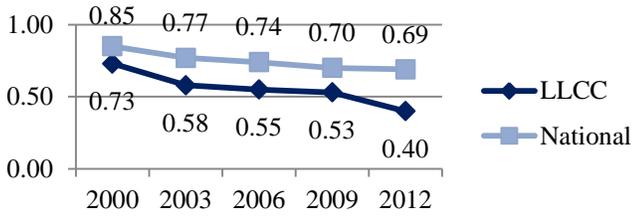
**Figure 1.28 – Benchmark: SSI Campus Support Services Satisfaction Scale**



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

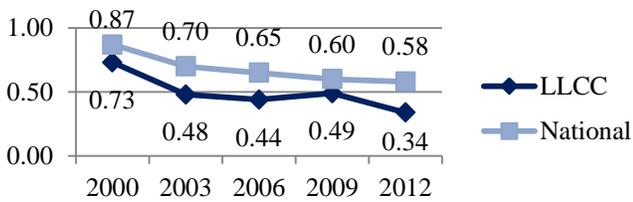
The College also monitors performance gap trends identified in SSI administrations. The performance gap score is the mean score difference between LLCC student-reported satisfaction and LLCC students' ranking of importance for each scale. The difference suggests an unmet expectation at the College, and a large performance gap score indicates a potential area in need of improvement. As noted in Figures 1.29, 1.30, 1.31, and 1.32, LLCC continues to narrow the performance gap on all four SSI scales reported in Helping Students Learn. In addition, LLCC's performance gap is smaller than the national benchmark for community colleges on all four scales.

**Figure 1.29 – Performance Gap: SSI Service Excellence Scale**



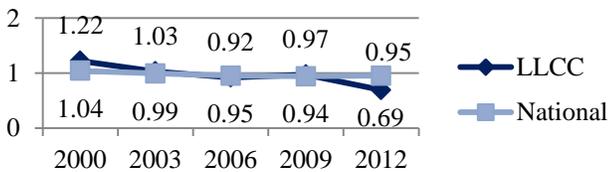
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

**Figure 1.30 – Performance Gap: SSI Academic Services Scale**



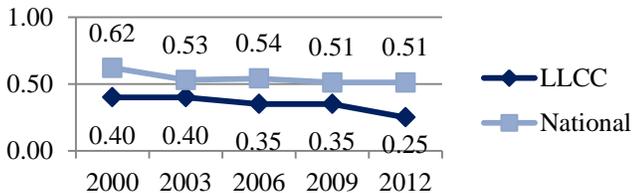
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

**Figure 1.31 – Performance Gap: SSI Academic Advising/Counseling Scale**



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

**Figure 1.32 – Performance Gap: SSI Campus Support Services Scale**



Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

**IMPROVEMENTS**

**1I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?**

Recent improvements related to Helping Students Learn include the following.

*Academic Assessment:* LLCC completed the Higher Learning Commission’s Assessment Academy during the 2010-2011 academic year. Participation led to the development of an explicit assessment cycle involving faculty in tagging, the completion of PASR and CASR forms to indicate budgetary needs, and the development of assessment instruments. General education SLOs were developed in 2007. CAAP administrations began in 2009 while rubrics for the general education SLOs were being developed as part of the GEAR project. GEAR has yielded results for faculty to consider when planning for their courses. For example, the Cultural and Global Awareness outcome was measured the least in our tagged courses, and this result has encouraged faculty to include this outcome in their assignments.

*Curriculum:* CurricUNET was adopted to provide a context for tracking and improving course development, in particular course and program outcome statements. Since the implementation of CurricUNET, much of the College’s curriculum has been revised to align outcomes with the new assessment standards.

*Student Persistence:* LLCC was accepted into the national Foundations of Excellence (FoE) program and completed an in-depth self-study process to review and enhance the “first-year experience” for new students. More than 100 faculty and staff participated in developing a comprehensive plan for improving academic success and retention of first-year students. The six top-priority action items were synthesized from the 119 ideas thus generated, and already numerous changes to improve new students’ experience have been implemented. For example, the comprehensive plan from the FoE self-study shaped one of the College’s initial action projects – “The LLCC New Student Experience: Stage 1 Designed/Ready for Implementation.” The work of this action project team led to the hiring of a Director of Retention and Student Success. This position is overseeing student retention initiatives such as redesigning the College’s new student orientation process and implementing an early alert system.

*Academic Programs:* New programs and courses have been developed, and old programs have been eliminated or enhanced based upon analysis of learner needs. LLCC now offers first- and second-year courses in five modern

languages (German, Spanish, French, Chinese, and Japanese). The Learning Lab's new Science Center offers free academic support for students enrolled in science classes.

*Classroom Refurbishment and Building Construction:* LLCC has carried out innovative classroom refurbishment across its facilities, with easily reconfigured classroom seating to accommodate varied class activities. A nearly 80,000-square-foot Workforce Careers Center was built to house many of the CTE programs belonging to Business and Technologies and Workforce Development. This addition has freed up rooms across campus for more and better-arranged instructional space. A new energy-efficient classroom facility at LLCC-Taylorville has replaced classrooms in modular structures, providing instructional space, offices, and conference and lounge areas. Interior improvements were also made at LLCC-Jacksonville that included a new science lab. And finally, the A. Lincoln Commons addition is providing needed space that is designated for student use. All of these improvements arose from stakeholder input.

The College's overall capacity for (a) process improvement and (b) supporting data-informed decision making relative to Helping Students Learn is rooted in the Academic Assessment team. The focus of the Academic Assessment Team is to develop, implement, and document the practices, procedures, and processes associated with the academic assessment at the College. Consequently, this team provides oversight for LLCC's academic assessment practices, continuously monitoring each for effectiveness and improvement. For example, this team directed the research, development, and deployment of processes related to general education SLOs assessment (i.e., GEAR, CAAP, and e-portfolio). It organized the first Data Review Team in 2010, charging this group with analyzing and disseminating results of recent CAAP, CCSSE, and tagging data. In the spring of 2013, this team recommended using the rubric in Figure 1.1 beginning with the 2014 Academic Program Review process. This rubric will focus discipline faculty on the current maturity level of their assessment practices while also communicating how to move their current practices to a higher level of maturity.

**112. How do your culture and infrastructure help you select specific processes to improve and to set targets for improved performance results for Helping Students Learn?**

The College's strategic plan establishes a focus on student access and success. Priorities include targeted initiatives related to preserving access for all students, focusing on student success, establishing clear educational pathways, enhancing quality programs, and aligning practice with the Common Core Standards.

The College has a human resource base that as a whole is truly concerned about student success. More than 100 faculty and staff stepped forward to work on Foundation of Excellence (FoE) dimension committees, suggesting a culture focused on the student and learning. An improvement plan with 119 action items emerged from the College's participation in the FoE. Six projects were identified from these action items, and these projects serve as the foundation for improvement initiatives related to students in the first year at LLCC.

The establishment and refinement of CQI and AQIP processes at LLCC is leading to structures by which stakeholders can initiate, lead, and/or be involved in cross-divisional improvement at the College. The CQI action project provided LLCC a professional development program to assist faculty and staff in the development of skills that will help advance improvement efforts related to Helping Student Learn. A cultural change is anticipated as additional faculty and staff complete the training and apply these principles within their division.

Seven shared governance teams drive improvement through proposed initiatives and change recommendations related to their defined purpose. Each team is empowered to create sub-groups to study specific issues or areas of concern. Furthermore, the composition of the teams – representatives from all employee classifications with some seats by position within the College and others elected at large – ensures a cross-divisional voice in recommendations arising from the teams.