

**CATEGORY 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS**

**INTRODUCTION**

Processes associated with Understanding Students’ and Other Stakeholders’ Needs are characterized by differing maturity levels. Those related to understanding students’ needs (3P1) are mostly aligned. The College has identified and uses multiple mechanisms to identify students’ needs, and many of these have a direct connection with specific areas of Student Services. In fact, the College has a great deal of data that effectively communicates students’ needs. Yet the processes are not systematic in that drawing a direct connection between data and the annual planning and budget process is sometimes difficult. To become integrated in this area, the College needs to forge direct links between data and subsequent actions.

The College’s Data Review Team is positioned to play a key role in this effort. A sub-group of the Academic Assessment Team, the Data Review Team membership represents Academic Services, Student Services, and Institutional Planning and Improvement. The group is charged with analyzing data such as that emerging from administrations of the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement. Subsequent communications from this group can strengthen alignment or even integrate processes related to understanding student needs.

The processes regarding building and maintaining relationships with students (3P2) are reactive. The College has identified the need for a more complete understanding of how students enter, learn, and graduate from LLCC. Recognizing this need, an Enrollment Management team was created under the College’s new Shared Governance Structure. This group has established a conceptual framework that aligns an emerging enrollment plan with specific goals of the College’s strategic plan. The team has prioritized items from the enrollment plan and is establishing benchmarks for those identified for more immediate action. Creating an integrated process for understanding how LLCC students move from initial contact to graduation will better position the College to appropriately target student needs with relevant services and associated initiatives.

The College engages in intentional, ongoing dialogue with key stakeholders in the District. As a result, processes associated with analyzing the changing needs of key stakeholder groups (3P3, 3P4) are “reactive to systematic.” The College lacks a systematic ways to directly measure the relationships built with key stakeholder groups. The College’s current measures are primarily indirect and do not position the College to anticipate future needs. As a result, LLCC requests feedback on developing processes and measures that can lead to analysis of the changing needs of stakeholder groups.

*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 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS**

*Understanding Students’ and Other Stakeholders’ Needs examines how your organization works actively to understand student and other stakeholder needs.*

**PROCESSES**

**3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?**

The changing needs of various student groups are determined through regular collection of data related to student engagement, satisfaction, persistence, and completion; the Academic Program Review process; targeted focus groups; and consultation with advisory committees. These mechanisms are outlined in Figure 3.1 and detailed throughout the remaining process questions.

**Figure 3.1 – Mechanisms to Determine Student Need**

Source	Reason for Use
Community College Survey of Student Engagement (CCSSE)	Improve student learning, retention and attainment using self-reported behavioral patterns that correlate with academic success
Noel-Levitz Student Satisfaction Inventory (SSI)	Improve student learning, retention, and attainment using students’ satisfaction ratings regarding the college experience
Focus Groups	Identify needed changes based on student experiences with the service
Placement Testing	Identify college readiness or developmental needs of entering students
Persistence Rates	Recognize the broad picture of continued enrollment
Completion Rates	Recognize the broad picture of degree attainment
Licensure Pass Rates	Assess need to change academic preparation of CTE students
Follow-Up Surveys	Understand satisfaction with program and ability to gain employment in area of study
Environmental Scan	Identify labor market changes and demographic shifts
Academic Program Review	Identify need for revision, expansion, elimination, or creation
Program Advisory Committees	Identify needed changes based on skills needed in the field, content and subject matter, nature of work, employers’ ability to fill vacancies
ESA Advisory Committees	Identify employers’ needs and their ability to staff vacancies for a given geographic area of the District

The College’s environmental scan is also informative regarding the changing needs of students. This web-based tool provides a means of understanding the College’s external and internal environment. It is assembled primarily by LLCC’s Institutional Research office using contributions from other functional areas. Topics covered in both the external and the internal portions of the document include demographics; regulatory issues; economic development and employment information; education data from kindergarten through higher education; industry and workforce data and trends; and socio/cultural information. The internal environment information includes LLCC’s student profile, financial aid information, enrollment trends, and student and employee survey outcomes. The environmental scan is conducted periodically, with the latest update occurring in 2011 prior to the annual review of the College’s strategic plan. When merged with measures of the College’s vision, mission, core values, strengths, and weaknesses, the environmental analysis supports and informs the formulation of strategic direction and plans.

The processes and methodologies used to collect and analyze data about student retention, persistence, and completion align with those established at the state and national levels. The Illinois Community College Board (ICCB) coordinates the majority of IPEDS submissions for state community colleges. Therefore, LLCC conforms to IPEDS guidelines in calculating certain measures such as completers (150% of “normal” time), graduation rates (GRS), full-time equivalent (FTE) enrollments, and student-to-faculty ratios. However, IPEDS does not collect student performance data at intermediate stages of completion, such as course, semester to semester, and Fall to Fall retention. Here, LLCC aligns practice with the standards outlined by the National Community College Benchmarking Project (NCCBP). For example, the College uses NCCBP’s guidelines to define student “success” in course. LLCC officially joined the NCCBP in the Fall of 2011 but had begun using their guidelines and definitions prior to officially joining. NCCBP provides a nation-wide, standardized benchmark reporting process. Consequently, in analysis of data, NCCBP subscription

allows LLCC to respond to demands for comparisons with peer institutions. [crit.4C4]

As prescribed by the ICCB, the LLCC's Institutional Research office systematically collects data related to student retention, persistence, and program completion. Compiled student persistence data include course retention rates, semester to semester retention, Fall to Fall retention, transfer rates, and GRS rates. Completion data include annual completers by academic program. In compliance with the Higher Education Opportunity Act of 2008 (HEOA), these rates are publicized through the College's [Fact Book](#). Additionally, the Institutional Research office prepares [enrollment trend reports](#) depicting five-year student retention and success rates by instructional method, course location, program classification, and student demographics. [crit4C2]

LLCC has Key Performance Indicators (KPIs) for student persistence and completion which are monitored via the College's dashboard (see Figure 8.2). The President's Cabinet established goals for each indicator that are ambitious yet appropriate to LLCC's mission, student populations, and educational programs. Goals related to student persistence are provided in 8R2. In addition, an Enrollment Management task force emerged with the College's newly created Shared Governance Council in 2010. They began work in the Fall of 2011, creating clustered priorities in five areas: post-secondary transition, introduction to college, persistence/progression, graduation/completion/transition, and institutional support. The task force has created a conceptual framework that aligns the emerging enrollment management plan with goal one (Student Success and Access) and goal six (Operational Strength) of the College's strategic plan. Items from the enrollment plan have been prioritized and are being further explored, including establishing benchmarks for the items that are selected for action. [crit.4C1]

While the Enrollment Management task force is examining data at an aggregate level, the College's five-year and annual Academic Program Review processes already use such data to inform decision making. The Institutional Research office provides each academic program review team with student enrollments, term retention by course (tenth day head count and end of term head count), and completions/graduates by degree or major as an initial step in the Academic Program Review process. The academic program review team

then summarizes their interpretation of the data and documents considerations to be addressed. [crit.4C3]

Data and information derived from the large scale methods of data collection are used to inform the College's strategic planning. For example, one of LLCC's six strategic goals is Student Access and Success. The CCSSE and Noel-Levitz SSI are metrics which inform the Student Access and Success key performance indicators. Specifically, results from previous administrations of CCSSE and SSI raised concerns about student engagement and persistence. In part, this data informed the College's decision to complete the Foundations of Excellence (FoE) self-study.

The College began the FoE self-study in the fall of 2009. A significant amount of student persistence and completion data were weighed in this process. By analyzing student data against FoE performance indicators, the College identified six improvement projects as top priorities. Two of the College's improvement projects – designing a common new student experience (an initial LLCC action project) and a program of systematic early intervention – emerged from the FoE self-study. At the recommendation of the new student experience action project team, the Director of Retention and Student Success position was created to oversee implementation of current as well as future initiatives designed to improve student persistence and completion. [crit.4C3]

### **3P2. How do you build and maintain a relationship with your students?**

Building student relationships begins with the recruitment process. Two recruiters (a) visit with prospective students at approximately 75% of the District high schools at least twice per year and (b) coordinate with assistant directors at the ESAs to schedule visits to the other high schools. Once on campus, the recruiters and trained student workers lead prospective students on customized tours of campus, answering questions and developing relationships along the way. "Getting Started" sessions for prospective students and families are conducted several times each semester. The Public Relations and Marketing (PRM) office conducts LLCC Days and Open Houses five times per year, attracting hundreds of prospective students and families who attend information sessions, meet with faculty and staff, and take campus tours. Additional outreach to prospective students is gained through

partnership with the Regional Office of Career and Technical Education and its annual “ROCTE Fair.” LLCC recruiters participate in large, multi-college recruitment events such as the Illinois College Exposition (ICE). Information gathered from prospective students through online information requests, ACT reports, and information cards filled out at high schools, campus tours, and recruitment events is stored in the EMAS software program and monitored by the recruiters. Students in this database receive regular print and email communications from the recruiters. The PRM office also uses Facebook, Twitter and the College website for student outreach.

**Figure 3.2 –Mechanisms for Building Relationships with Students**

Building Student Relationships
High School Visits
Campus Tours
Getting Started Sessions
LLCC Days
Open Houses
Participation in ROCTE Fair
Participation in Illinois College Exposition
Direct Mail
Information Sessions - Special Admission Programs
Social Media
Interaction with Academic Advising
Interaction with Faculty

Once students are on campus, academic advising plays an early role in furthering the College’s relationship with them. Academic advisors and student development professionals facilitate the initial development of educational plans, interpret placement testing results, and assist in course selection for the first semester of enrollment. After the initial academic advising session, students are connected with the College and other students through participation in LLCC’s New Student Orientation. During orientation, students meet current and other incoming LLCC students, experience the services available, and discover valuable information about becoming a successful college student.

Once students are enrolled, faculty play a central role in building and maintaining relationships. Student relationships are developed and maintained through active and collaborative learning, a challenging academic curriculum, student-faculty interaction inside

and outside the classroom, and support for learning. Engagement built initially in the classroom can be further strengthened through involvement with one of the numerous student clubs and organizations under the Student Life office.

The Student Life office fosters student engagement through the Student Government Association; student clubs/organizations; leadership development activities; and social, cultural, recreational, and educational programming. The College’s Red and Blue Crew program was created as a strategy to encourage attendance and participation in events throughout campus. Events are held on the Springfield campus as well as at the educational service areas.

**Figure 3.3 – Mechanisms for Maintaining Student Relationships**

Maintaining Student Relationships
Interaction with Faculty
Student Government Association
Student Clubs/Organizations
Intercollegiate Athletic Teams
Cultural, Recreational, and Educational Programming
Red and Blue Crew
Student Leadership/Development Opportunities
Social Space for Students
Alumni Association

Furthermore, the College encourages student participation in decision-making through student membership on the Shared Governance Council, the Shared Governance teams, the AQIP Steering Team, and the Board of Trustees, with a Student Trustee member. The award-winning student newspaper, *The Lamp*, provides news and information about college events and happenings. Additionally, the College recently completed construction of a new student facility, the A. Lincoln Commons, to provide social space for students including a designated game room.

Once students have graduated, their relationships with College continue through the Alumni Association. The Alumni Association, operating through the LLCC Foundation, plans events throughout the year targeting LLCC Alumni. Each year, an Outstanding Alumnus/a Award is presented at the spring commencement ceremony.

### 3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Key stakeholder groups include employers from local business, industry, and government as well as members of the District community at large. The changing needs of key stakeholders are understood primarily through listening to specific stakeholders, existing groups and/or organizations; surveying end-users or specific groups/organizations; and analyzing information from the College's environmental scanning process.

When a need is identified for further study, LLCC utilizes pre-existing groups or assembles a group with a targeted membership. Pre-existing groups include local Chambers of Commerce, economic development groups, professional organizations, community groups, governmental organizations, labor unions, public and private K-12 school districts, and social service agencies. Targeted or *ad hoc* groups pull together members from several of these pre-existing groups. At times, the College may analyze stakeholder needs by utilizing one of its existing advisory committees: Program Advisory Committees (explained in 1P4) and Educational Service Area (ESA) Advisory Committees (defined in Figure 3.1). The College then uses (a) feedback from both surveying and listening to the pre-existing groups and/or advisory committees with (b) information from the environmental scan to understand the changes needs of stakeholder groups.

For example, an *ad hoc* group of community, educational, labor, social service, and governmental organizations meets regularly to devise strategies to best serve formerly incarcerated local residents. Two other *ad hoc* groups were formed to address the severe unemployment of African American men and the shortage of health care workers. The activities of these groups vary but typically include discussions, community presentations, establishment of advisory committees, action to ameliorate components of these complex problems, referral of individuals for assistance, or completion of grant applications for funding. The College then determines what role if any will be assumed in addressing these larger but specifically local issues.

The process for developing new academic programs provides another example of how environmental scanning, surveying, and listening to/consulting with advisory committees and existing groups intertwine to

analyze needs and select a course of action. The College's new Surgical Technology program was created based on information gathered from stakeholders in the local health system and scanning employment related data for surgical technologists in central Illinois. The Surgical Technology Program Advisory Committee continually informs LLCC's faculty about evolving needs related to the industry. That information is then coupled with data from Academic Program Review, employer surveys, and projected district growth/decline for employment by industry to guide program expansion, revision, or elimination.

The LLCC Foundation, the fundraising arm of the College, works in similar ways with key stakeholders. The Foundation conducts an annual Board retreat; surveys alums; and acts on feedback received from the LEAGUE Campaign (annual faculty and staff giving campaign) and LEAGUE Committee (comprised of faculty and staff) to understand the needs of these groups. The Foundation sets strategic goals, objectives, action plans, and annual benchmarks for monitoring progress using feedback from these groups.

Lastly, the President and Board of Trustees each play a listening role regarding stakeholder need. The President maintains numerous professional and civic affiliations, such as with the Greater Springfield Chamber of Commerce and the Springfield Mid-Illinois Medical District, positioning the College to respond to local needs. Such affiliations facilitate ongoing dialogue regarding the regional business climate and local economic development efforts. The College has responded to these needs with programming such as the HIRE Education program, an innovative partnership with the local labor unions and the Illinois Department of Transportation. Here, the College's training is helping to expand the local labor union membership to traditionally underrepresented populations. [crit.1D3] The Board also listens to stakeholders, fulfilling its obligation to serve a broader public rather than solely the institution. Board of Trustee members are called to "put the good of society and the college District above all else" while fulfilling their duties of office ([Board Policy 2.2](#)). This public obligation is apparent in a review of Board of Trustees meeting agendas and minutes. For example, hearing from citizens is a regular part of the Board agenda, and [Board Policy 2.7](#) outlines how a District resident requests a matter be placed upon the agenda for Board consideration. [crit.1D1]

**3P4. How do you build and maintain relationships with your key stakeholders?**

LLCC builds and maintains relationships with key stakeholders through marketing efforts that include press releases and announcements on the College website. Public Relations and Marketing also produces the Annual Report which is distributed to numerous stakeholders throughout the District and is available on the LLCC website. The Board of Trustees makes the meeting dates/times, agendas, and minutes available publicly on the website.

College employees serve as members or on the boards of committees and organizations within the District, including local Chambers of Commerce, the United Way, and Rotary International. These affiliations position the College to build relationships, hear from stakeholders, and identify needs within the community. Conversely, College employees share information regarding services currently available and how these services may match an unmet or rising need.

Representatives from local business also serve on LLCC Program Advisory Committees and the ESA Advisory Committees. Faculty typically meet with their Program Advisory Committees once each year. Program Advisory Committees consult with faculty on matters such as the skills needed to work in the field, content and subject matter, nature of the work experience, the employers' ability to staff vacancies, and the performance of graduates in the field. ESA Advisory Committees typically meet once each semester. The Executive Directors engage members with questions, updates, information about changes at the College or a specific focus, etc. ESA committee members are interested in learning about enrollment numbers and other information so that they can respond to constituents questions regarding the College's operations.

Much effort is made to connect with high school personnel. LLCC sponsors annual events such as the high school counselors/principals breakfast and articulation meetings with faculty/school counselors. These events are designed to facilitate two-way communication, create greater awareness about college programs and services, and develop ways to assist transitioning students.

The Community Education department offers opportunities for adults and families to get involved at

LLCC, including the College for Kids program, Super Kids Saturday, and the Academy of Lifelong Learning, which aims to provide services for retired adults within the college District. Workforce Development builds and maintains relationships with community-based organizations; other educational institutions; labor, social service, and governmental organizations; local Chambers of Commerce; economic development groups; professional organizations; and local business and industry by inviting them to work on LLCC projects and serve on their committees to address larger community and economic issues.

Lastly, the LLCC Foundation enhances relationships with key stakeholders through its annual stewardship plan which includes, but is not limited to, acknowledgement letters within a 48 hour turn-around timeframe; personal visits with donors; donor, faculty and staff birthday cards, sympathy cards, get well notes, etc.; *Circle of Friends* newsletter; monthly Alumni e-blasts; an annual scholarship donor appreciation event; Thanksgiving cards to donors; and regular correspondence with scholarship recipients/donors. Ultimately, the Foundation strives to build a philanthropic culture throughout the College's District that promotes the support of annual, major, capital and planned gifts.

The Foundation supports the LLCC community by:

- raising money to fund scholarships for students who might not otherwise be able to afford books and tuition;
- equipping and furnishing state-of-the-art classrooms and learning facilities such as at LLCC-Taylorville;
- providing support to assist with the greatest needs of the college through avenues such as the annual Gala;
- enriching and perpetuating bonds that benefit alumni, friends, students and Lincoln Land Community College;
- planning an annual faculty and staff giving campaign to encourage employees to support scholarships and special initiatives; and
- administering the Trutter Museum which promotes discovery, education and an appreciation of a world heritage collection that honors cultural diversity.

**3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?**

Any decision to target new student and stakeholder groups with educational offerings or services is viewed first and foremost through the lens of whether it supports the College's mission. LLCC's mission is "to provide district residents with quality educational programs and services that are accessible, affordable, and responsive to individual and community needs" (College [website](#), Catalog p. 16). This mission focuses the College on designing educational offerings and services that target the local public or specifically the residents of Community College District 526. [crit.1D1]

The College's strategic [goals](#) help keep the mission at the forefront of decisions related to new services, programming, and/or student groups. For example, Goal One addresses "Student Access and Success," committing LLCC to promote academic access and success as well as personal development for all its students. In determining whether an educational offering or service actually enhances "student access and/or success" for a new student group, the College would consider how it:

- preserves access for all students;
- increases focus on student success;
- establishes a clear educational pathway;
- enhances a quality program;
- narrows the achievement gap; or
- addresses the Common Core Standards. [crit.1D2]

The College would also consider whether targeting the new service, program, and/or student group would meet a learning, cultural, social, or recreational need of the community. If so, this would further the College's goal regarding "community engagement." In addition, the College would consider costs versus benefits as part of its commitment to "fiscal responsibility" and "stewardship." Such action supports Goal Two - Financial Strength – which calls for programmatic accountability. [crit.1D2]

Lastly, the College would consider whether the new educational programs and services are "responsive to individual and community needs." This part of the College mission demonstrates a commitment to engaging with external constituents. The College demonstrates its responsiveness to external constituents in a many ways. For example, the Dean of District Learning Resources, along with staff at the College's four Educational Service Areas, works with the local high schools interested in offering dual credit

coursework. Collaborating with the College's K-12 districts has led to academic programs such as [JumpStart](#), First Semester, and Higher Education Academic Transfer ([HEAT](#)). [crit.1D3]

**3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?**

Complaint information is collected and analyzed in a variety of ways. The College has established policy and procedure to handle formal complaints from students. A policy for student grievances and appeals, a student code of conduct, and a policy addressing harassment are included in the Board Policy manual and further distributed on the College website and in the student planner. Low level complaints are received and resolved at the departmental level. Complaints are received via email, phone, and in-person at the department level. Complaints that cannot be resolved at the departmental level and higher-order complaints are handled by the appropriate administrator as outlined in Board Policy. Complaints are also received through student evaluations of instructors. Those evaluations are reviewed by the relevant Dean and discussed with the appropriate faculty member. The Student Government Association (SGA) also receives complaints and concerns from students. The SGA reviews the complaint, seeks information, and provides feedback and/or resources to the student(s) making the complaint.

The Board of Trustees structures an opportunity to hear from stakeholders or residents of the District at each monthly Board meeting with a designated slot for the hearing of citizens. During this time, individuals can share thoughts, concerns, and questions. The existence of Program Advisory Committees and ESA Advisory Committees provides additional opportunities to hear from stakeholders.

Two areas of the College exist to assist with student-to-student complaints. The Director of Student Rights and Responsibilities responds to issues of student behavior such as disruptiveness and incivility. The LLCC Police Department comprises police officers and community service officers charged with providing law enforcement and security services on campus. Officers are on duty 24 hours per day, seven days per week. They enforce state and federal statutes and LLCC rules and regulations, as

well as providing many services for the campus community.

**RESULTS**

**3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?**

The College’s primary source of understanding students satisfaction is survey instruments. LLCC administers on a rotating basis the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI). Each administration is examined by the Data Review Team (a subgroup of the Academic Assessment Team) and the President’s Cabinet. These data inform the performance metrics related to student satisfaction in the College’s Strategic Planning and Key Performance Indicators Dashboard. Student satisfaction is likewise measured in the annual CTE Graduate Survey. This report provides information on the effectiveness of student experiences at LLCC. The standardized survey instrument addresses attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Data gathered from these surveys inform the College’s Academic Program Review process, providing feedback about the satisfactory employment and compensation of CTE graduates.

**3R2. What are your performance results for student satisfaction?**

The Noel-Levitz Student Satisfaction Inventory (SSI) items or questions can be examined individually or collectively in one of 12 scales. Of the 12, the Instructional Effectiveness scale (see Figure 3.4) was ranked as the most important by LLCC students surveyed during the latest administration. The Instructional Effectiveness scale measures students’ academic experiences, the curriculum, and the campus’s commitment to academic excellence. The overall trend shows that students surveyed are on average “somewhat satisfied” with instructional effectiveness at LLCC (1 = not satisfied at all; 5 = somewhat satisfied; 7 = very satisfied).

**Figure 3.4 – Instructional Effectiveness Scale Items**

Item	2000	2003	2006	2009	2012
Faculty care about me as an individual.	5.18	5.38	5.45	5.41	5.57
The quality of instruction I receive in most of my classes is excellent.	5.52	5.62	5.60	5.59	5.80
Faculty are understanding of students’ unique life circumstances.	5.04	5.18	5.19	5.18	5.52
Faculty are fair and unbiased in their treatment of individual students.	5.21	5.40	5.38	5.45	5.71
Faculty take into consideration student differences as they teach a course.	5.06	5.30	5.16	5.28	5.44
Faculty provide timely feedback about student progress in a course.	5.15	5.24	5.36	5.22	5.45
Faculty are interested in my academic problems.	4.98	5.16	5.16	5.15	5.40
Nearly all of the faculty are knowledgeable in their fields.	5.63	5.69	5.75	5.70	5.93
Faculty are usually available after class and during office hrs.	5.57	5.66	5.63	5.65	5.89
Nearly all classes deal with practical experiences and applications.	5.22	5.37	5.41	5.32	5.61
Students are notified early in the term if they are doing poorly in class.	4.62	4.70	4.78	4.64	4.90
Program requirements are clear and reasonable.	5.30	5.46	5.50	5.40	5.73
There is a good variety of courses provided on this campus.	5.55	5.52	5.56	5.60	5.92
I am able to experience intellectual growth here.	5.55	5.56	5.65	5.63	5.94

*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*

The Noel-Levitz SSI asks students to rate each item or question in two ways. First, the students are asked to rate how important an item is to them. Then, the students are asked to rate their level of satisfaction with the item. The College’s strengths lie in areas rated high in both importance and satisfaction. Figure 3.5 lists strengths ranked in the top 50% in importance and the top 25% in satisfaction by the students surveyed during the most recent administration.

**Figure 3.5 – Student Satisfaction Inventory: Strengths**

SSI Item
<ul style="list-style-type: none"> <li>• Classes are scheduled at times that are convenient for me.</li> <li>• The quality of instruction I receive in most of my classes is excellent.</li> <li>• Nearly all of the faculty are knowledgeable in their fields.</li> <li>• There is a good variety of courses provided on this campus.</li> <li>• The campus is safe and secure for all students.</li> <li>• I am able to experience intellectual growth here.</li> <li>• Program requirements are clear and reasonable.</li> <li>• Faculty are usually available after class and during office hours.</li> <li>• Admissions staff are knowledgeable.</li> <li>• Students are made to feel welcome on this campus.</li> <li>• On the whole, the campus is well-maintained.</li> <li>• Parking lots are well-lighted and secure.</li> <li>• The campus staff are caring and helpful.</li> <li>• The equipment in the lab facilities is kept up to date.</li> <li>• Library resources and services are adequate.</li> </ul>

Source: Noel-Levitz Student Satisfaction Inventory: 2012 LLCC Institutional Summary

In addition to examining student feedback on individual items, performance gaps are used to identify areas that may need attention. A performance gap exists when LLCC students rate an item as important yet overall reported satisfaction with that item is low or relatively low as compared to its rated importance. These are challenges to be examined by the College. Figure 3.6 lists items (a) ranked in the top 50% in importance by students yet with a large performance gap or (b) with a LLCC student satisfaction rating in the lowest 25%.

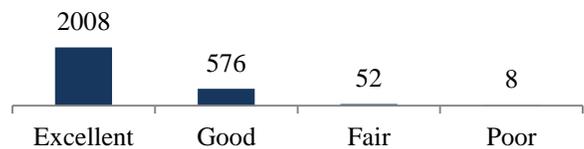
**Figure 3.6 – Student Satisfaction Inventory: Challenges**

SSI Item
<ul style="list-style-type: none"> <li>• My academic advisor is knowledgeable about my program requirements.</li> <li>• This school does whatever it can to help me reach my educational goals.</li> <li>• My academic advisor is knowledgeable about the transfer requirements of other schools.</li> <li>• The amount of student parking space on campus is adequate.</li> <li>• Faculty provide timely feedback about student progress in a course.</li> <li>• The college shows concern for students as individuals.</li> <li>• Counseling staff care about students as individuals.</li> <li>• Students are notified early in the term if they are doing poorly in a class.</li> <li>• Adequate financial aid is available for most students.</li> <li>• Faculty take into consideration student differences as they teach a course.</li> </ul>

Source: Noel-Levitz Student Satisfaction Inventory: 2012 LLCC Institutional Summary

Participant satisfaction within WDCE students is measured separately. Within WDCE programs, satisfaction measures are commonly industry or funding-source specific. This complicates how to systematically measure student satisfaction. Beginning in FY 2010, WDCE programs added one overall rating to each course assessment. This facilitated capturing a common measure of satisfaction across all division programs. Figure 3.7 represents two years of student satisfaction ratings from WDCE course completers.

**Figure 3.7 – Student Satisfaction in WDCE Courses**



Source: Workforce Development and Community Education

**3R3. What are your performance results for building relationships with your students?**

Two Noel-Levitz SSI scales provide a measure of relationships developed and maintained with LLCC students. Figure 3.8 contains data for the Student Centeredness scale. This scale measures (a) the institution’s attitude toward students and (b) the extent to which students feel welcomed and valued.

**Figure 3.8 – Student Centeredness Scale Items**

Item	2000	2003	2006	2009	2012
Most students feel a sense of belonging here.	5.03	5.17	5.26	5.21	5.44
The college shows concern for students as individuals.	4.92	5.07	5.26	5.15	5.44
The campus staff are caring and helpful.	5.26	5.40	5.43	5.52	5.79
It is an enjoyable experience to be a student on this campus.	5.23	5.37	5.44	5.39	5.68
Students are made to feel welcome on this campus.	5.33	5.47	5.61	5.54	5.84
Administrators are approachable to students.	4.93	5.10	5.26	5.29	5.61

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

Results for the Concern for the Individual scale are provided in Figure 3.9. This scale attempts to assess institutional commitment to treating each student as an individual. The scale items include groups (e.g., faculty, advisors, staff) who deal personally with students. Since 2000, the College has seen an improvement in items within both the Student Centeredness and Concern for the Individual scales. The trend for both scales shows that overall the LLCC students surveyed are on average “somewhat satisfied” with the relationships built at LLCC (1 = not satisfied at all; 5 = somewhat satisfied; 7 = very satisfied).

**Figure 3.9 – Concern for the Individual Scale Items**

Item	2000	2003	2006	2009	2012
Faculty care about me as an individual.	5.18	5.38	5.45	5.41	5.57
The college shows concern for students as individuals.	4.92	5.07	5.26	5.15	5.44
My academic advisor is concerned about my success as an individual.	4.53	4.78	4.76	4.90	5.33
Faculty are fair and unbiased in their treatment of individual students.	5.21	5.40	5.38	5.45	5.71
Counseling staff care about students as individuals.	4.86	5.03	5.12	5.08	5.48

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

CCSSE also provide results in differing formats. Figure 3.10 shows the CCSSE benchmarks for the past four LLCC administrations. Similar to the Noel-Levitz scales, CCSSE benchmarks are groups of conceptually related items or questions. Benchmarks exist for each key area of student engagement. In comparison to the initial administration in 2002, the most recent results show an increase in all areas, with the largest increase (change = 15.7) in the Support for Learning benchmark.

**Figure 3.10 – CCSSE: All Students**

Benchmark	2002	2006	2009	2012
Active & Collaborative Learning	34.8	44.8	42.5	45.5
Student Effort	43.9	41.7	46.0	47.4
Academic Challenge	49.8	46.4	46.4	53.8
Student-Faculty Interaction	36.3	44.5	45.0	49.0
Support for Learners	36.3	45.3	49.6	52.0

Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

During the 2009-2010 academic year, the College invested in EMAS Recruitment Pro software. EMAS facilitates the tracking of students through the enrollment funnel. Figure 3.11 is a multi-year table depicting the number of students (a) contacted as seniors in high school, (b) who later made application, and (c) who actually enrolled. This is an emerging data source intended to measure building student relationships during the recruitment process.

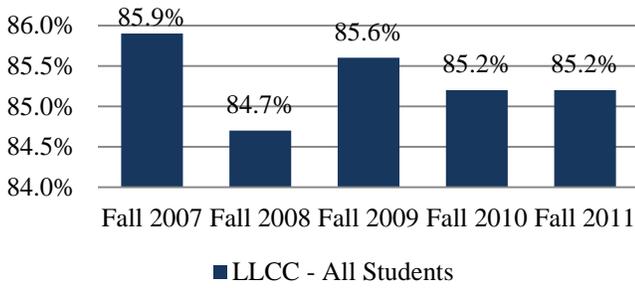
**Figure 3.11 – Recruitment of Students**

Cycle	Contacts	Applied	Enrolled
2012	6,807	In Progress	In Progress
2011	6693	5068	4171

Source: EMAS Database at LLCC

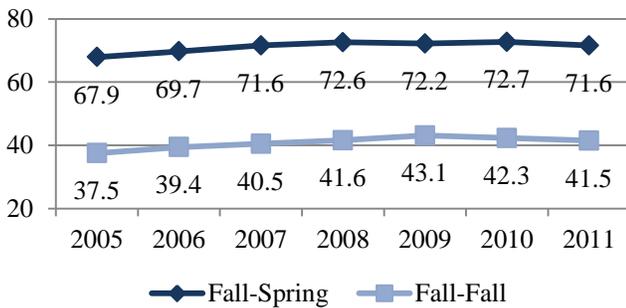
Finally, the College monitors persistence rates, end-of-term retention, and degree completion data as an indirect measure of building student relationships. LLCC has experienced 85% or greater retention within term (Figure 3.12) for the past five years and has improved Fall-to-Spring retention by almost 4% since 2006 (Figure 3.13).

**Figure 3.12 – Within Term Course Persistence**



Source: Institutional Research, Colleague Administrative Database

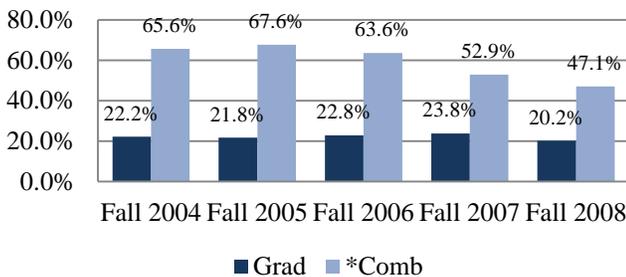
**Figure 3.13 – Fall-to-Spring and Fall-to-Fall Persistence Rates for All Students**



Source: Institutional Research, Persistence Rates for All Students

Figure 3.14 contains five years of GRS (Graduation Rate Survey) rates for LLCC students. LLCC’s GRS rate held steady for the years 2003 through 2006 but then decreased 18.5% over the final two years depicted. During that same five-year period, however, graduation rates have remained steady.

**Figure 3.14 – 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

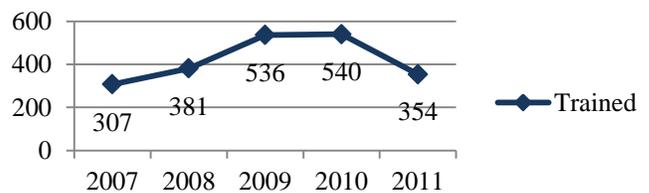
**3R4. What are your performance results for stakeholder satisfaction?**

The College lacks a systematic process for gathering and examining the satisfaction level of District stakeholders (e.g., a community survey, an employer survey). The majority of stakeholder satisfaction is gathered, monitored, and responded to by individual departments or divisions. For example, stakeholder satisfaction with the LLCC Foundation is gauged primarily on retention of donors, volunteers on committees, and retention or increase in giving levels (e.g., annual scholarship donors). Additionally, the Foundation measures stakeholder satisfaction via the number of returning attendees at events such as at the annual Gala. Foundation Board member satisfaction and accountability are measured with a Board member skills inventory.

**3R5. What are your performance results for building relationships with your key stakeholders?**

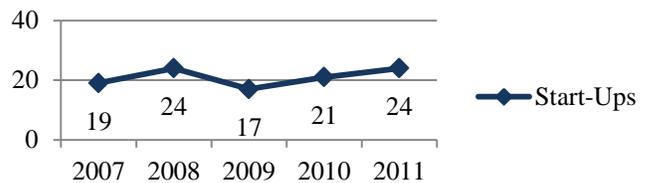
The College lacks a systematic process for measuring directly the relationships built with key stakeholders. Rather, individual departments or divisions devise indirect measure of effectiveness in this area. Within WDCE, for example, the Small Business Development Center tracks a number of data points including the number of persons trained (Figure 3.15), the number of business start-ups (Figure 3.16), and the number of new jobs resulting from the new business start-ups (Figure 3.17).

**Figure 3.15 –Individuals Trained by SBDC**



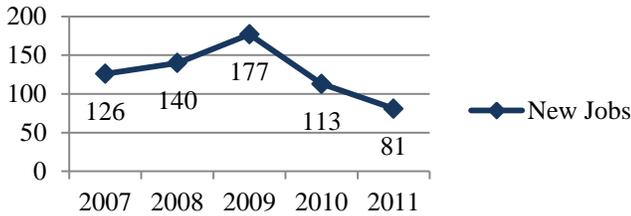
Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

**Figure 3.16 –Business Start-Ups Facilitated by SBDC**



Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

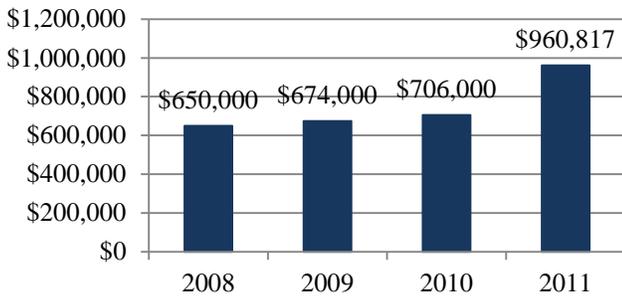
**Figure 3.17 – Jobs Created by New Business Startups**



Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

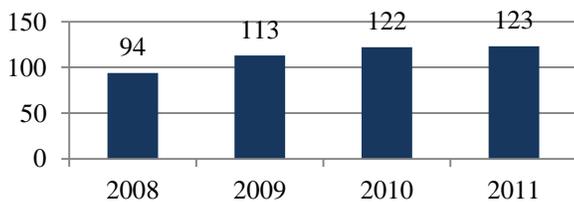
The LLCC Foundation monitors the building of relationships with key stakeholders through success in fundraising. In a depressed economy, the Foundation has increased or held steady the total contributions (Figure 3.18), the number of active scholarships (Figure 3.19), and the number of donors (Figure 3.20) over the past four years.

**Figure 3.18 – Total Contributions to Foundation**



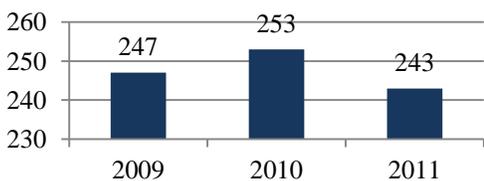
Source: LLCC Foundation

**Figure 3.19 – Total Named Active Scholarships**



Note: Multiple scholarships are awarded from named active scholarships. Awards and emergency funds are not included in this chart.  
Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

**Figure 3.20 – Total New Donors**

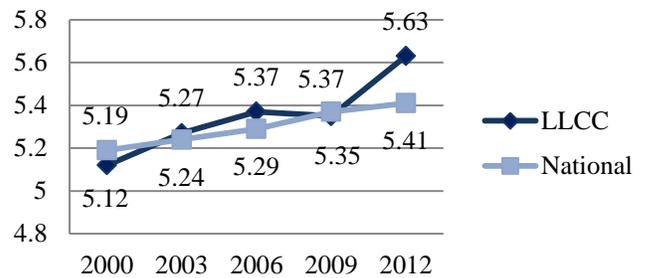


Source: LLCC Foundation

**3R6. How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

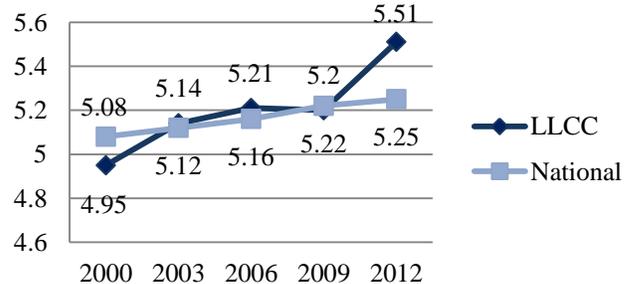
LLCC comparisons for Category 3 data involve national benchmarks as well as state-wide benchmarking. National benchmarking on the Noel-Levitz SSI is provided for each scale. Figures 3.21, 3.22, and 3.23 depict scale satisfaction means for LLCC students compared with community college students in the nationwide sample. Each suggests satisfaction levels even or below the national mean in 2000; satisfaction levels above the national mean in 2003 and 2006; at-mean performance in 2009; and performance in 2012 that is at least .20 above the mean.

**Figure 3.21 – Benchmark: SSI Student Centeredness Satisfaction Scale**



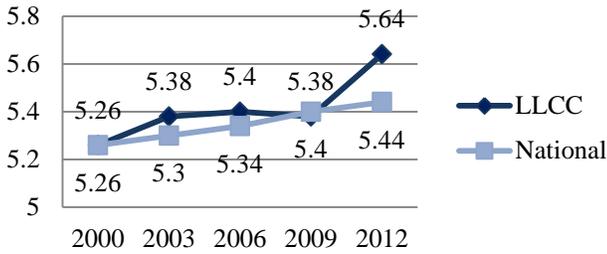
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, 2009, and 2012 LLCC Institutional Summary

**Figure 3.22 – Benchmark: SSI Concern for the Individual Satisfaction Scale**



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

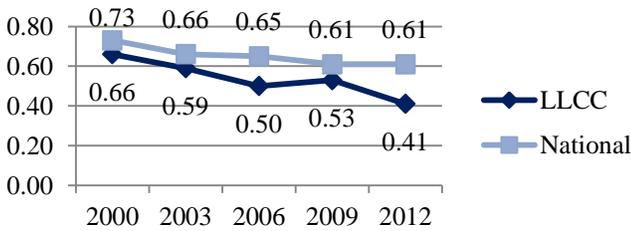
**Figure 3.23 – Benchmark: SSI Instructional Effectiveness Satisfaction Scale**



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

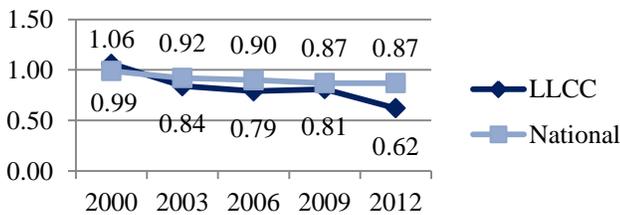
The College also monitors performance gap trends identified in SSI administrations. The performance gap score is the mean score difference between LLCC student-reported satisfaction and LLCC students' ranking of importance for each scale. The difference suggests an unmet expectation at the College, and a large performance gap score indicates a potential area in need of improvement. As noted in Figures 3.24, 3.25, and 3.26, LLCC continues to narrow the performance gap on all three SSI scales reported in Understanding Students and Other Stakeholders' Needs. In addition, LLCC's performance gap is smaller than the national benchmark for community colleges on all three scales.

**Figure 3.24 – Performance Gap: Student Centeredness Scale**



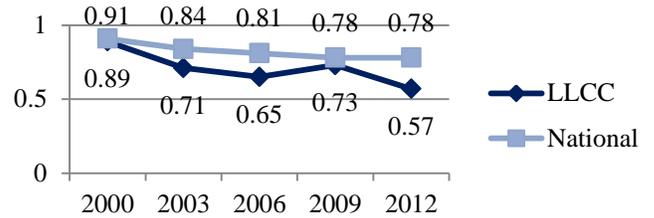
Source: Noel-Levitz Student Satisfaction Inventory: 2000, 2003, 2006, and 2009 LLCC Institutional Summary

**Figure 3.25 – Performance Gap: Concern for the Individual Scale**



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

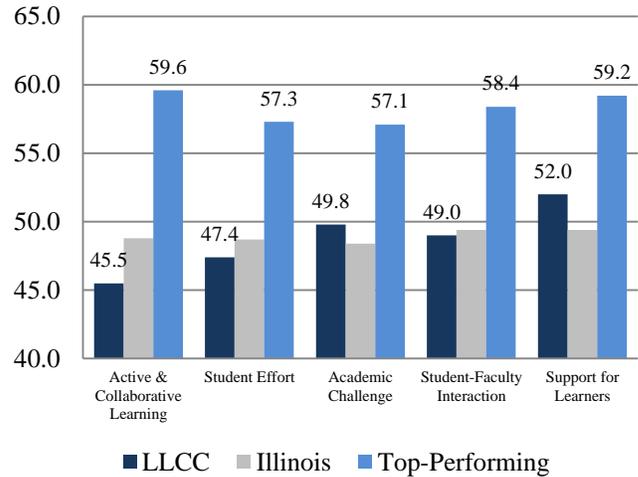
**Figure 3.26 – Performance Gap: Instructional Effectiveness Scale**



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

Figure 3.27 contains comparisons for the 2012 administration of CCSSE. Here, LLCC student engagement is compared with that of (a) students at other community colleges in Illinois and (b) students at the top-performing two-year colleges across the nation. LLCC is closest to the aspirational benchmark of top-performing community colleges in Support for Learners (difference = 7.2). The weakest LLCC comparison lies in Active and Collaborative Learning (difference = 14.1).

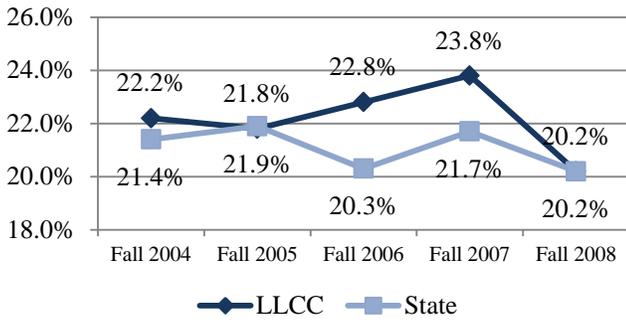
**Figure 3.27 –2012 CCSSE Benchmarks**



Source: CCSSE 2012 Key Findings Report - LLCC

Graduation rates for first-time, full-time students who complete within 150% of the "normal" time to degree completion are given in Figure 3.28. 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.

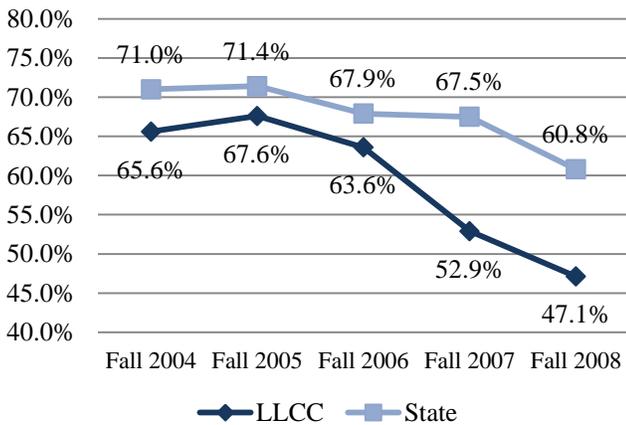
**Figure 3.28 – Benchmark: Graduation Rate for First Time, Full Time Degree/Certificate-Seeking Students**



Source: IPEDS GRS Rates for LLCC

Figure 3.29 suggests a differing trend for LLCC students in aggregate (the “combined rate”) 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 3.29 – Benchmark: Combined\* Rate for First Time, Full Time Degree/Certificate Seeking Students**

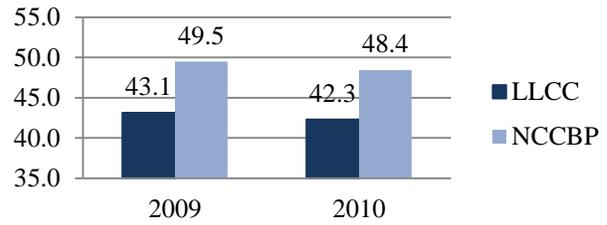


Source: IPEDS GRS Rates for LLCC

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

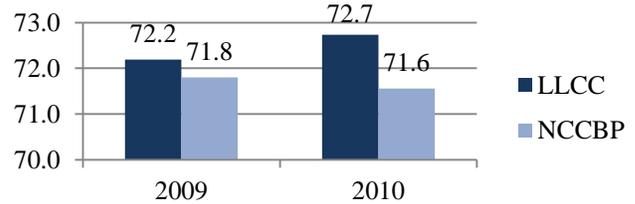
In 2010, LLCC joined the National Community College Benchmark Project (NCCBP). NCCBP membership allows the College to compare the LLCC student performance data with student performance at community colleges outside of Illinois. Given LLCC’s short tenure, only two years of national benchmarking is available. Figures 3.30 and 3.31 represent fall-to-fall and next term persistence rates respectively.

**Figure 3.30 – Benchmark: Fall-to-Fall Persistence Rate**



Source: IPEDS Persistence Rate Survey and NCCBP Form 4

**Figure 3.31 – Benchmark: Next Term Persistence Rate**



Source: IPEDS Persistence Rate Survey and NCCBP Form 4

**IMPROVEMENTS**

**3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students’ and Other Stakeholders’ Needs?**

Student completion and persistence data, coupled with student feedback on the Noel-Levitz SSI and CCSSE, spurred improvement efforts that target student success and persistence to goal/degree completion. In 2009, the College partnered with the LLCC Foundation to fund a Foundations of Excellence (FoE) self-study. The FoE final report identified a number of recommended projects/initiatives that could be undertaken. One of those recommendations became an initial LLCC action project – “The LLCC New Student Experience: Stage 1 Designed/Ready for Implementation.” The action project team reviewed new student orientation and first year experience processes at LLCC and other community colleges. Recommendations from 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 designing an early alert system. LLCC’s new student orientation associated with the spring 2013 registration cycle featured the redesign components. An early alert pilot was initiated fall 2012 for students in select courses.

**3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?**

The College has a number of processes that provide data to inform improvements and establish targets. First, the College has an environmental scanning process. The Institutional Research office began work on LLCC's first environmental scan in 2005. The scan is reviewed and fully updated every three to five years. The environmental scan provides data and information that inform many decisions at the College (e.g., the annual planning and budgeting process, academic programming). Second, the College has invested in regular administration of standardized instruments such as the Noel-Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE). Each is administered on a three-year cycle. The College began collecting student satisfaction data in 2000. Consequently, the College has five administrations of data from the Noel-Levitz SSI and can study the results for trends. CCSSE was first administered in 2002, resulting in four administrations of student engagement data. Both the Noel-Levitz SSI and CCSSE allow for comparison of local student satisfaction/behavior with student satisfaction/behavior at other two-year institutions of higher education. Third, each CTE program has a Program Advisory Committee that facilitates communication with District stakeholders. Fourth, the College's strategic plan is reviewed annually. During this time, decisions are made regarding existing as well as new strategies. Data presented in the Category 3 results section along with the College's Strategic Planning and Key Performance Indicators Dashboard are then used to prioritize the strategies.