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GLOSSARY OF TERMS AND ACRONYMS

Academic Dean: person responsible for administration of an academic or academic support department; includes Dean of Arts and Humanities; Dean of Business and Technologies; Dean of District Learning Resources; Dean of Health Professions; Dean of Mathematics and Sciences; and Dean of Social Sciences

ALL: Academy of Lifelong Learning; a self-governing learning community of citizens age 50 or greater operating under the Community Education department

BIT: Behavioral Intervention Team; an interdisciplinary group with representation from Advising and Counseling, Disability Services, Campus Police, and Office of Student Rights and Responsibilities that meets regularly to assess and implement intervention plans for students deemed at risk to themselves or others

Blackboard: the College’s Enterprise-based academic course management system

Board of Trustees (Board): the seven-member governing board of the College elected by residents of District 526 plus a student trustee elected from the student body

Budget Manager: a staff member charged with overseeing a departmental or unit budget at the College

CCSSE: Community College Survey of Student Engagement; administered every three years in the spring semester to measure institutional practices and student behaviors that are correlated highly with learning and retention

CCTC: Capital City Training Center, an off-campus location in downtown Springfield that houses Government Educational Services

CELT: Center for Excellence in Learning and Teaching; a department which outlines the direction of the College’s comprehensive faculty professional development program

Course Advisory: conditions that are strongly recommended (e.g., prior course, test score) before enrolling in a class

Course Prerequisite: conditions (e.g., prior course, test score) that must be satisfied before a student is authorized to enroll in a class

Course Co-requisites: conditions (e.g., prior course, test score) that must be satisfied concurrently with enrollment in a class

CTE: Career and Technical Education

CurricUNET: web-based software available to State of Illinois community colleges for documenting and approving course and program documentation

Dashboard: the Strategic Planning and Key Performance Indicators Dashboard developed to monitor progress of the College’s strategic plan

Data Warehouse: a repository of LLCC’s data, designed to facilitate reporting and analysis

Datatel Colleague: the College’s student administrative database

District: District 526, the geographic region designated for service by Lincoln Land Community College

Dual-Credit Course: a college, credit-bearing course offered to high school students by instructors meeting both secondary and college-level certification/education requirements

Dual Enrollment: includes students who are simultaneously enrolled in high school and at least one college course; courses are taught by LLCC instructors, and earned credits are applied toward an associate degree or certificate at the College

Environmental Scan: provides a context for understanding the institution’s external and internal environments. This document includes demographics; regulatory issues; economic development and employment information; education data from kindergarten through higher education; industry and workforce data and trends; socio/cultural information; student body profile; financial aid information; enrollment trends; and student and employee survey outcomes
ESA: Educational Service Area; one of four off-campus locations where courses are taught and services (e.g., registration, advising, placement testing, book purchases) are available to students

ESA Advisory Committee: a group with government, business, civic and professional membership, representing specific geographic areas of the District; advises on matters related to the planning, marketing, implementing, and program development

ESL: English as a Second Language

Faculty Senate: an elected body of the faculty from all areas of the College charged with representing the views and interests of the faculty in all non-contractual (collectively bargained) and academic matters; may serve as a vehicle for the dissemination, discussion, and evaluation of all matters of concern to the faculty

Forward: a LLCC magazine sent to every household and business in the district; published twice a year by the Public Relations and Marketing office

GEAR: General Education Assessment Rubrics; one exist for each of the College’s general education student learning outcomes

General Education Student Learning Outcomes: Critical Thinking, Cultural and Global Awareness, Information Fluency, Communication, Quantitative and Scientific Reasoning, Technology Competency

HLC: The Higher Learning Commission, a commission member of the North Central Association of Colleges and Schools (NCA), is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

Hybrid Course: a college course delivered via on-line and face-to-face instructional components

IAI: Illinois Articulation Initiative; a statewide transfer agreement involving more than 100 participating Illinois colleges or universities. Participating colleges and universities agree to accept a “package” of IAI general education courses in lieu of their own comparable lower-division general education requirements

IBHE: Illinois Board of Higher Education, the state coordinating board for higher education in Illinois

ICCB: Illinois Community College Board, the coordinating board for community colleges in Illinois

IPEDS: Integrated Postsecondary Education Data System; administered by the National Center for Educational Statistics

IR: Institutional Research office

ITS: Information and Telecommunication Systems; ITS is responsible for technology at all LLCC locations including the mainframe system, desktop support, wired and wireless network infrastructure and connectivity, telephony, and all classroom/lab technology

JDQ: a job description questionnaire documenting the credentials and skills needed for each position at the College

KPIs: key performance indicators; sets of quantifiable measures used to gauge or compare performance in terms of meeting LLCC’s strategic goals

LEAGUE: Leader Establishing Annual Gifts Underwriting Education; the LLCC Foundation’s annual faculty and staff giving campaign

LincLetter: a daily, electronic medium used to communicate important announcements and news of campus activities; published by the Public Relations and Marketing office

LLCC: Lincoln Land Community College

NCCBP: National Community College Benchmarking Project; a comprehensive national data collection and reporting consortium for two-year colleges

NISOD: National Institute for Staff and Organizational Development; an organization dedicated to (a) the professional development of faculty, administrators, and staff and (b) the continued improvement of teaching and learning

Portal: the College’s intranet system commonly known as “My LLCC”
**President’s Cabinet:** Vice President of Academic Services, Vice President of Administrative Services, Vice President of Student Services, Vice President of Workforce Development and Community Education, Chief Information Officer, Executive Director of Public Relations and Marketing, Executive Director of the Foundation

**PRM:** Public Relations and Marketing; the PRM office is responsible for public and media relations, printed communications, recruitment of students, and marketing of the College

**Program Advisory Committee:** advisory group for CTE programs with membership representing the various segments of the District such as government, business, civic and professional, and geographic area; advises the CTE faculty on matters related to the planning, marketing, implementing, and developing of academic programs

**Senior Leadership:** administrators above the Director level; includes the President, Vice Presidents, Deans, Associate Vice Presidents, Assistant Vice Presidents, and some Executive Directors

**SLOs:** student learning outcomes; statements that specify what students will know, be able to do, or be able to demonstrate after completing a course or program

**SSI:** Noel-Levitz’s Student Satisfaction Inventory; administered every three years in the fall semester to measure student satisfaction

**SGA:** the Student Government Association; the official governing council for the student body which provides recognition for all student organizations on campus; the SGA comprises 12 representatives, five officers, and one student trustee

**Student Services:** organizational unit composed of Admissions and Records, Advising and Counseling, Placement and Testing, Registration Services, Financial Aid, Athletics, the Learning Lab, Student Life, and Career Development Services

**Student Trustee:** the student member of the Board of Trustees

**The Lamp:** the student newspaper created by LLCC students to provide information and entertainment to the College community

**Trustee:** a member of the LLCC Board of Trustees

**WDCE:** Workforce Development and Community Education; an organizational unit composed of Adult Education and Literacy, Community Education, Government Educational Services, Illinois Small Business Development Center, Green Center, Truck Driver Training, and Workforce Development

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**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.
INSTITUTIONAL OVERVIEW

Lincoln Land Community College (LLCC) is a public, not-for-profit, comprehensive community college with an open admission policy. Founded in 1968, LLCC is located in Springfield, Illinois, and governed by a locally elected Board of Trustees. The College is comprised of a main campus located on 221 acres with six buildings used for instruction. The District encompasses 4,115 square miles and includes all or portions of 15 counties in central Illinois. Given the District’s geographic size, instructional locations exist in Beardstown, Jacksonville, Hillsboro, Litchfield, Taylorville, the Capital City Training Center, the Abraham Lincoln Capital City Airport, and at various clinical sites throughout the District.

Work at the College is guided by the following mission (Figure O.1), strategic vision (Figure O.2), values (Figure O.3) and goals (Figure O.4):

- **Figure O.1 Mission Statement**
  To provide district residents with quality educational programs and services that are accessible, affordable, and responsive to individual and community needs.

- **Figure O.2 Strategic Vision**
  LLCC aspires to be a diverse, learner centered institution that is a recognized leader, anticipating and responding to academic, economic and cultural needs of the community and assisting individuals to realize lifelong educational goals and reach their full potential.

- **Figure O.3 Values**
  - Civility: Diversity
  - Collaboration: Innovation
  - Integrity: Sustainability

- **Figure O.4 Goals**
  - Student Access & Success: Community Engagement
  - Financial Strength: Operational Strength
  - Economic Responsiveness: Diversity & Cultural Competency

LLCC offers five degrees designed for transfer – Associate in Arts, Associate in Science, Associate in Engineering Science, Associate in Fine Arts, and Associate in Arts in Teaching – and a non-transferable Associate in General Education. The Associate in Applied Science (AAS) is awarded to students completing one of the College’s 35 career-technical programs. The College offers approximately 77 certificate programs of varying length to complement the 37 AAS degree programs. Twenty-eight of LLCC’s degrees and 22 of the certificates are distance education credentials earned through a combination of online courses with some hybrid requirements.

Dual credit course opportunities are available to the majority of District high schools. The College also offers a variety of non-credit programming that includes adult education, GED, English as a second language, citizenship, and occupational bridge courses.

In fall of 2012, the College served 7,193 credit students (unduplicated headcount/4,555 FTE). Demographic data for these students are found in Figure O.5. Sixty-two percent identified their main goal for attending as earning an associate degree, 10% were seeking a certificate, while the remaining 28% desired only to complete some courses.

LLCC employed 695 full- and part-time faculty and staff during fiscal year 2013. Breakdown by employee group is depicted in Figure O.6.

Full-time faculty annually deliver approximately 56% of the LLCC student credit hours through more than 2000 course sections. In addition, approximately 265 instructors teach for Workforce Development and Continuing Education annually. LLCC has two bargaining units: the Faculty Association, representing both full time and adjunct faculty, and the Facilities Services Union.
LLCC’S QUALITY IMPROVEMENT JOURNEY

The LLCC AQIP application noted that “feedback from a college-wide survey overwhelmingly favored” moving to AQIP while simultaneously expressing concern about whether the College was “truly ready for continuous quality improvement.” The AQIP Steering Team was mindful of these sentiments as it completed LLCC’s first Strategy Forum. The team wanted to develop an action project that would “improve/increase ownership, engagement, and cross-divisional collaboration” in the College’s improvement efforts. Consequently, the Continuous Quality Improvement: Learning to Make Informed, Systematic Decisions action project was launched in May of 2010. With this improvement project, the College acknowledged that it had much to learn but was willing to invest time and resources.

When drafting the initial CQI action project declaration, the AQIP Steering Team estimated that the action project team would conclude its work in approximately 18 months. In reality, CQI became a four-year action project for reasons noted in the annual feedback reports. The training that emerged from this action project, however, should serve the College well. Its methodology is grounded in “advancing the vision, achieving the mission, and deploying the values” of LLCC. This approach will assist faculty and staff in the development of skills related to advancing the College’s improvement efforts. In this respect, the work of this action project team is foundational to the LLCC’s quality improvement journey.

With the CQI action project in an implementation phase, the College launched a second foundational action project that is addressing process mapping. The experience of drafting the College’s initial Systems Portfolio spotlighted much variance across the units and divisions in how key processes are documented. This action project team is overseeing the development and implementation of a process model that can be replicated by units and divisions throughout the College. Systematic mapping of processes will (a) ensure that current operations are effective, efficient, and transparent and (b) allow for a smooth continuity of operations.

In total, the AQIP Steering Team launched seven action projects over the College’s first four years in AQIP. The other five involved designing a first year experience program for new students; implementing and evaluating the College’s new shared governance structure; designing and then implementing a review process for the College’s strategic plan; using electronic portfolios for department-level assessment of student learning; and using multiple measures in the academic placement of new students. The latter two action projects – electronic portfolios and multiple measures in placement – are still active.

Designing a process for launching action projects was a quality improvement effort in itself. With each successive effort, the AQIP Steering Team made modifications to improve the process of launching action projects. For example, the AQIP Steering Team incorporated an action project charter into the launch process beginning with the fourth action project. This was in response to feedback from the action project leaders of the College’s initial projects. Having the action project team leader(s) draft the action project charter and declaration with the Cabinet-level project sponsor positioned the action project leader for success. The action project charter was modified slightly with the fifth action project launch. This change was designed to help action project leaders better understand the communication expectations regarding the action project team’s work.

In many ways, LLCC’s quality improvement journey over the past four years is analogous to waltzing with a partner who is inexperienced but willing to learn. The College already possessed a culture of change that focused on improving student learning, but the AQIP terminology was different. This represented one aspect of learning at the College. The CQI and process mapping action projects are being implemented in response to our inexperience. Fortunately, faculty and staff were willing to step forward and serve on the initial action project teams. In fact, the response of volunteers to work on the initial action projects was surprisingly strong. But the faculty and staff at LLCC had little practical experience with AQIP. Thus, identifying the needed structures related to AQIP processes represented another aspect of learning at the College. Consequently, the College’s early years in AQIP were not smooth. Much time and effort was spent getting everyone “in step.” The College made progress in this regard because the faculty and staff are willing partners. Yet work remains before the College can characterize its quality improvement experiences in AQIP as a “waltz.”
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

<table>
<thead>
<tr>
<th>Figure 1.1 – Rubric for Assessing the Academic Program Review Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial</strong></td>
</tr>
<tr>
<td><strong>Program Outcomes (PO)</strong></td>
</tr>
<tr>
<td><strong>Curriculum/Program Mapping</strong></td>
</tr>
<tr>
<td><strong>Methods/Measures</strong></td>
</tr>
<tr>
<td><strong>Assessment Infrastructure</strong></td>
</tr>
<tr>
<td><strong>Findings</strong></td>
</tr>
<tr>
<td><strong>Use of Findings</strong></td>
</tr>
</tbody>
</table>

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 state-wide 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:

<table>
<thead>
<tr>
<th>Type of Degree Program</th>
<th>AA</th>
<th>AS</th>
<th>AES</th>
<th>AFA</th>
<th>AAS</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum General Education Hours</td>
<td>38</td>
<td>41</td>
<td>48</td>
<td>32</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>60</td>
<td>60</td>
<td>65</td>
<td>62+</td>
<td>60+</td>
<td>60</td>
</tr>
</tbody>
</table>

[crit.3B3, crit.3B4]

**IP3. 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
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. 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.

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 6th and 11th 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 extracurricular 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 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-portfolio 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,

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

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

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

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.

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

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.

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.

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.
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

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

*Note: Based on a scale of 1-5; 1 - Very Dissatisfied, 5 - Very Satisfied

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.
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).

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor is approachable.</td>
<td>5.04</td>
<td>5.06</td>
<td>5.27</td>
<td>5.33</td>
<td>5.58</td>
</tr>
<tr>
<td>My academic advisor helps me set goals to work towards.</td>
<td>4.59</td>
<td>4.81</td>
<td>4.85</td>
<td>4.91</td>
<td>5.27</td>
</tr>
<tr>
<td>My academic advisor is concerned about my success as an individual.</td>
<td>4.53</td>
<td>4.78</td>
<td>4.76</td>
<td>4.90</td>
<td>5.33</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about my program requirements.</td>
<td>4.87</td>
<td>5.08</td>
<td>5.08</td>
<td>5.22</td>
<td>5.59</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about the transfer requirements of other schools.</td>
<td>4.73</td>
<td>4.93</td>
<td>5.03</td>
<td>5.01</td>
<td>5.42</td>
</tr>
<tr>
<td>Scale Mean</td>
<td>4.80</td>
<td>4.98</td>
<td>5.06</td>
<td>5.10</td>
<td>5.46</td>
</tr>
</tbody>
</table>

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

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**

<table>
<thead>
<tr>
<th></th>
<th>Category 1</th>
<th>Category 2</th>
<th>Category 3</th>
<th>Category 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLCC</td>
<td>58.7</td>
<td>61.6</td>
<td>61.6</td>
<td></td>
</tr>
<tr>
<td>Nat</td>
<td>56.2</td>
<td>60.4</td>
<td>60.8</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>57.3</td>
<td>60.9</td>
<td>62.3</td>
<td></td>
</tr>
<tr>
<td>LLCC</td>
<td>56.2</td>
<td>60.2</td>
<td>60.6</td>
<td></td>
</tr>
<tr>
<td>Nat</td>
<td>2012</td>
<td>2012</td>
<td>2012</td>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th></th>
<th>Satisfaction</th>
<th>Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inst A</td>
<td>4.14</td>
<td>100%</td>
</tr>
<tr>
<td>Inst B</td>
<td>4.35</td>
<td>87.5%</td>
</tr>
<tr>
<td>Inst C</td>
<td>4.10</td>
<td>84.1%</td>
</tr>
<tr>
<td>LLCC</td>
<td>4.54</td>
<td>84.8%</td>
</tr>
<tr>
<td>Inst D</td>
<td>4.32</td>
<td>84.1%</td>
</tr>
<tr>
<td>Inst E</td>
<td>4.32</td>
<td>80.0%</td>
</tr>
<tr>
<td>Inst F</td>
<td>4.23</td>
<td>81.0%</td>
</tr>
<tr>
<td>Inst G</td>
<td>4.64</td>
<td>77.0%</td>
</tr>
<tr>
<td>State</td>
<td>4.36</td>
<td>80.9%</td>
</tr>
</tbody>
</table>

**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.
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 1.22 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.

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.
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**

![Graph showing LLCC and National Service Excellence Satisfaction Scale ratings from 2000 to 2012.](image)


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 1.26 – Benchmark: SSI Academic Services Satisfaction Scale**

![Graph showing LLCC and National Academic Services Satisfaction Scale ratings from 2000 to 2012.](image)


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

![Graph showing LLCC and National Academic Advising and Counseling Satisfaction Scale ratings from 2000 to 2012.](image)


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

![Graph showing LLCC and National Campus Support Services Satisfaction Scale ratings from 2000 to 2012.](image)

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.
CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

INTRODUCTION

The key processes addressed in Accomplishing Other Distinctive Objectives are associated primarily with departments under the Workforce Development and Community Education (WDCE) division and the Lincoln Land Community College Foundation. Many of the departments under WDCE, such as Adult Education and Literacy, the Capital City Training Center, The Illinois Small Business Development Center, Truck Driver Training, and Workforce Development, have been serving external stakeholders for many years under stable departmental-level leadership. Consequently, departmental processes (2P1) have been developed over time that are systematic to aligned. Collectively, these departments provide personal and professional growth opportunities, enhance the quality of life with social events, and promote economic development within the District.

WDCE and the Foundation establish their non-instructional objectives through processes (2P2) that mirror those used for instructional objectives (outlined in 5P1 and 8P1). From this aspect, these processes are mostly aligned. Similarly, the processes for incorporating feedback regarding faculty and staff needs (2P5) as well as adjusting these objectives or processes based on faculty and staff needs (2P6) follow those used throughout the College.

While many of the departments have been in existence for years, WDCE as a division is still relatively new and continues to work on being responsive to the ever changing economic and workforce needs in the District. But this is also an area in which the College would like to focus on growth. In this vein, LLCC would appreciate suggestions on how to strategically grow the WDCE division.

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.
CATEGOR Y 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES addresses the key processes (separate from instructional programs and internal support services) through which we serve our external stakeholders—the processes that contribute to achieving our major objectives, fulfilling our mission, and distinguishing ours from other educational organizations.

PROCESSES
2P1. How do you design and operate the key non-instructional processes through which you serve significant stakeholder groups?
In addition to helping students learn in credit-generating areas such as transfer and career-technical education, the College’s mission includes serving other key stakeholders with non-instructional community outreach as well as non-credit coursework. LLCC’s Workforce Development and Community Education (WDCE) division aids the College in fulfilling much of its mission related to other distinctive objectives through the wide-range of services outlined in Figure 2.1.

WDCE designs processes and operations that contribute primarily to the advancement of two LLCC goals: economic responsiveness (providing leadership in meeting the economic needs of the community) and community engagement (meeting the learning, cultural, social, and recreational needs of the community). Division-wide goals support economic responsiveness and community engagement. Each department within the division, in turn, contributes to shared WDCE goals while working autonomously to meet the needs of each department’s stakeholders. For instance, Adult Education and Literacy designs and operates its programs based on the specific needs of the adult education population, the communities in which classes are held, and requirements related to the grant funding necessary for operating the programs.

The LLCC Foundation designs processes and operations that support advancement of LLCC’s goal of financial strength, the College’s commitment to fiscal responsibility and stewardship. The Foundation is a separate 501(c)3 organization with the mission to raise and receive charitable gifts, be responsible stewards of donors’ gifts, and provide financial support to students and programs of LLCC in order to further the College’s mission and vision. The Executive Director of the Foundation works with a 17-member Board of Directors—comprised of business and community leaders from across the LLCC District—to oversee the Foundation and its fundraising efforts. To facilitate communication with the LLCC Board of Trustees, an LLCC Trustee and the LLCC President serve as ex-officio, non-voting members on the Foundation board.

Figure 2.1 – Workforce Development and Community Education Division

<table>
<thead>
<tr>
<th>Department</th>
<th>Service(s) Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education and Literacy</td>
<td>Provides educational services including ABE/GED (Adult Basic Education/General Educational Development), ESL (English as a Second Language), vocational and employability skills training, bridge programming, and literacy tutoring</td>
</tr>
<tr>
<td>Capital City Training Center</td>
<td>Provides learning and professional development opportunities for government, business, and individuals</td>
</tr>
<tr>
<td>Community Education</td>
<td>Community Learning—non-credit classes, workshops, events, and travel opportunities for adults Youth Enrichment Services—programming for youth grades K through 8 Culinary Institute—local chefs and food experts provide instruction through non-credit classes, workshops, and events Academy of Lifelong Learning—a self-governing learning community for citizens age 50 or greater Road Scholar/Elderhostel—provider of programming for the Springfield area</td>
</tr>
<tr>
<td>Illinois Small Business Development Center</td>
<td>Provides assistance (counseling, workshops, and an extensive library of business resources) for starting or growing a small business</td>
</tr>
<tr>
<td>The Green Center</td>
<td>Provides green jobs training and serves as a resource for LLCC and greater Springfield community on topics related to green jobs and sustainability</td>
</tr>
<tr>
<td>Truck Driver Training</td>
<td>Delivers programming leading to an Illinois class A commercial driver's license</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>Develops and delivers workforce training programs that give students the skills necessary to be a successful employee or to become a more successful student at the post-secondary level; provides short term training for professionals that leads to lay off aversion, promotion, and/or wage increases</td>
</tr>
</tbody>
</table>
The Foundation’s Board of Directors, by resolution adopted by a quorum of the directors in office, may designate and appoint one or more committees. Each of these committees is to be chaired by a member of the Board of Directors. Hence, the Foundation is organized currently into seven standing committees (see Figure 2.2), each overseeing a specific area of responsibility within the Foundation.

**2P2. How do you determine your organization’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?**

The objectives for all divisions are established through the College’s annual planning and budgeting process detailed in 5P6 and 8P1. These objectives are documented within division and individual department plans and support the College’s overall strategies. Objectives and the associated processes for accomplishing those objectives are often identified in strategic planning sessions. Depending on the area of the College, these strategic planning sessions may occur during an annual retreat.

The Foundation is one such area that holds an annual retreat for its planning. At these retreats, the Foundation establishes the vision to be followed during the upcoming fiscal year; evaluates the previous year’s goals, objectives and actions; and considers the College’s strategic priorities for the upcoming year. The Foundation retreat includes LLCC Foundation board members, LLCC Foundation staff, the LLCC President, and other relevant LLCC representatives who may provide important information for decision-making purposes.

For WDCE, the process of determining objectives includes reviewing College, division, and department missions and goals as well as brainstorming activities with the entire division staff on Institutional Improvement Day. Department leadership then generates ideas via tools such as SWOT analyses and appreciative inquiry processes. Draft objectives are developed, reviewed among the departments, documented in the College’s planning format, and moved into the College’s planning and budgeting process as deemed appropriate.

Once WDCE objectives are developed, each department works independently with stakeholders, the local community, or grant funders to determine the best methods to successfully complete its objectives. The developed projects draw from the College’s strategic plan, community/industry needs, and the requirements of funding agencies that support WDCE programs. For example, members of the WDCE division spend a great deal of time in the community collecting and sharing information as well as formally soliciting feedback through surveys. Feedback from the stakeholders is brought back to
the division, discussed at bi-monthly manager meetings, and considered when determining which activities to design and run for the respective departments.

2P3. How do you communicate your expectations regarding these objectives?
Developed objectives must support the College’s overall institutional strategy. As a result, the objectives are communicated through channels used in strategic planning, including Board of Trustee meetings, meetings of the President’s Cabinet, the President’s addresses at Convocation and Institutional Improvement Day, face-to-face communication with senior leadership, the College’s Planning Leadership Roundtable, regularly scheduled administrative and departmental meetings, informal conversations, and written communications. Written communication includes publications such as the College’s annual report, *Forward*, and the *LincLetter*.

Each area in the College also devises division-specific methods for communicating expectations. WDCE communicates its expectations through a bi-monthly newsletter, grant proposals written to granting agencies, email, direct outreach to faculty and staff, and through partnerships with outside organizations (e.g., speaking at events and meetings, serving on committees in the community, and utilizing other organizations’ newsletters). Departmental staff, such as from Community Education, meet with PRM staff once per month to identify needs and determine priorities for newspaper ads and press releases. The Green Center communicates expectations through the *Green Center website*, blog, Facebook page, and Twitter account as well as through conference calls, retreats, and newsletters associated with the Illinois Green Economy Network (IGEN).

The Foundation utilizes several vehicles to communicate its goals, objectives, and actions including the following:

- Circle of Friends newsletter
- LLCC Foundation website
- Foundation Board meetings - at every Foundation Board meeting a Foundation activities report is distributed and commented on (as it relates to goals, objectives, and progress related to actions)
- Individual contacts by Foundation Board members and staff with prospective and current donors
- Foundation fundraising events and recognition events, i.e., Gala and Donor Scholarship Appreciation Event

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?
The appropriateness and value of objectives are assessed and reviewed at the department and division levels as well as by the President’s Cabinet. On an annual basis, the President’s Cabinet presents the past year’s accomplishments and their goals for the coming year. Data from the Strategic Planning and Key Performance Indicators Dashboard serve as evidence of objective progress and performance, which also may indicate the appropriateness and value of the objectives. For example, high job placement rates and job retention indicate that program training objectives are being reached.

At the department level, regular staff meetings serve as a means for tracking progress. Individual divisions within the College meet regularly to assess their performance and progress in relation to the previous year’s goals and objectives and to update those goals as they relate to the College’s strategic plan. These planning documents are used to track progress and guide each department throughout the year.

In WDCE, each departmental objective must support one or more of the divisional goals, which in turn are aligned to one or more of the College’s six strategic goals. Each WDCE department also has its own assessment and review methods. For instance, the Capital City Training Center looks at the successful number of contracts and number of employees that are trained. In addition, evaluations filled out by customers and employees help ensure that needs are being met. Adult Education tests students before, during, and after enrollment in programs. In addition to reviewing test scores, Adult Education relies on a web-based state data system (Data and Information System – Illinois or DAIS-I) that allows for constant review of enrollment, gains, and retention. Data review, periodic staff meetings, instructor observations and evaluations, conversations with stakeholders, and student evaluations all come into play in assessing and reviewing objectives.
The Foundation Board of Directors develops annual benchmarks (i.e., performance outcomes) including assessing the total number of donors; new donors; number of gifts; number of registered alumni; number of cultivation actions; contributions; number of active scholarships; and number of Trutter Museum “contacts.” Progress toward stated objectives is reviewed mid-year and at year-end with the Foundation Board of Directors. The year-end benchmarks are then also compared against previous years (a five-year review).

Additionally, LLCC faculty and staff members are generous donors to the LLCC Foundation. The Foundation tracks and monitors the following:

- Employee contributions to the annual faculty/staff campaign
- Number of employee campaign participants
- Number of employee donors (overall – scholarships, capital projects, faculty/staff campaign)
- Distribution of faculty/staff grants

Each year, a portion of the funds raised from the faculty and staff giving campaign benefits the LLCC Foundation grants program. Faculty and staff have the opportunity to apply for and receive funding for needed projects.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?
Faculty and staff needs relative to WDCE and the Foundation’s objectives and operations are identified as part of the program planning process. Identified needs that require additional institutional funding, whether human or physical, enter the annual planning and budgeting process described in 5P6 and 8P1. An analysis of data must accompany and support any change in faculty or staff. For example, if data suggest a growth trend in a particular area and current staffing is insufficient, requests for funding a new position enter the planning and budgeting process. Such requests are subject to review by the President’s Cabinet and are acted upon in the next fiscal year.

The College has the flexibility to hire midyear when warranted. This allows divisions such as WDCE to be responsive to changing needs as well as capitalize on grant and other special project opportunities. An example of this is the hiring of the Green Center Manager outside of the annual planning and budgeting process in direct response to grant funding availability. This combination of planning and flexibility is needed to support the growth of the College’s programming and services.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?
Departmental objectives and accompanying processes are routinely reviewed, and staffing levels are a part of this review process. At times, staffing levels may warrant that objectives or the processes that support them be changed. At other times, the President’s Cabinet may deem the objective so highly valued that it is unchanged but staffing is altered. In these situations, personnel are then hired or reassigned as warranted. This specific process of readjustment within Academic Services is documented in 4P2. For areas such as WDCE and the Foundation, this process is tied to the annual planning and budgeting (described in 5P6 and 8P1) as well as the strategic planning process.

RESULTS
2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?
What specific data are tracked and how they are recorded differ by unit or division. Specific measures, some primarily for departmental use and some for external use (but not necessarily related to end-user satisfaction), are collected as outlined below:

- The Foundation reviews trends and achievement of benchmarks, ensuring that its investments are working to their full potential. Annual giving from its donors and monies awarded are tracked through the Raiser’s Edge system.
- The Capital City Training Center collects data on the number of classes taught, contracts signed, employees who completed training, dollar amounts of contracts, and expenses for conducting trainings.
- Community Education conducts in-depth analysis on the number and variety of offerings, enrollment data, and pricing.
Figure 2.3 – Measures and Results for WDCE Division

<table>
<thead>
<tr>
<th>Distinct Objective</th>
<th>Measure</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education and Literacy</td>
<td>Average program level completion rate **</td>
<td>43%</td>
<td>48%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Average post-test rate **</td>
<td>67%</td>
<td>70%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>ESL enrollment **</td>
<td>298</td>
<td>242</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>ABE/ASE enrollment **</td>
<td>775</td>
<td>616</td>
<td>634</td>
</tr>
<tr>
<td></td>
<td>Learners receiving GED **</td>
<td>149</td>
<td>148</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Learners enrolled/completed bridge program/Adult Career Pathways **</td>
<td>n/a</td>
<td>n/a</td>
<td>35/31</td>
</tr>
<tr>
<td></td>
<td>Vocational enrollment **</td>
<td>169</td>
<td>117</td>
<td>139</td>
</tr>
<tr>
<td>Capital City Training Center</td>
<td>Continuing education participants – noncredit</td>
<td>422</td>
<td>319</td>
<td>238  †</td>
</tr>
<tr>
<td></td>
<td>Continuing education participants – credit</td>
<td>513</td>
<td>527</td>
<td>704</td>
</tr>
<tr>
<td></td>
<td>Government contract training/class sections</td>
<td>389</td>
<td>247</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>Government training participants</td>
<td>2,277</td>
<td>3,486</td>
<td>1,428 †</td>
</tr>
<tr>
<td>Community Education</td>
<td>Community education enrollment (duplicated seat count)</td>
<td>5,335</td>
<td>5,567</td>
<td>6,242</td>
</tr>
<tr>
<td></td>
<td>Courses or workshops offered</td>
<td>265</td>
<td>337</td>
<td>417</td>
</tr>
<tr>
<td></td>
<td>Academy of Lifelong Learning Membership</td>
<td>577</td>
<td>583</td>
<td>287</td>
</tr>
<tr>
<td></td>
<td>Total youth programming participants (duplicated)</td>
<td>198</td>
<td>520</td>
<td>783</td>
</tr>
<tr>
<td>Illinois Small Business Development Center</td>
<td>Attendees trained</td>
<td>536</td>
<td>540</td>
<td>354</td>
</tr>
<tr>
<td></td>
<td>Business start ups</td>
<td>17</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>New jobs created</td>
<td>177</td>
<td>113</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Counseling hours conducted</td>
<td>1,491</td>
<td>1,402</td>
<td>1,572</td>
</tr>
<tr>
<td></td>
<td>Loan Amounts Approved</td>
<td>4,230,000</td>
<td>1,320,000</td>
<td>808,900</td>
</tr>
<tr>
<td>Green Center</td>
<td>Participants completing workshops **</td>
<td>n/a</td>
<td>83</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>Participants in campus/community events **</td>
<td>n/a</td>
<td>1,458</td>
<td>2,781</td>
</tr>
<tr>
<td>Truck Driver Training</td>
<td>Employed full or part time (CTE Grad Follow-Up Survey)</td>
<td>84.3%</td>
<td>91.7%</td>
<td>80.0%</td>
</tr>
<tr>
<td></td>
<td>Average Measure of Overall Satisfaction – Program*</td>
<td>3.85</td>
<td>3.8</td>
<td>3.71</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>Training program completers **</td>
<td>121</td>
<td>143</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td>Industry certifications issued **</td>
<td>n/a</td>
<td>60</td>
<td>267</td>
</tr>
<tr>
<td>All WDCE</td>
<td>Overall satisfaction with course or program ** (on a 4-point Likert scale)</td>
<td>n/a</td>
<td>3.80</td>
<td>3.85</td>
</tr>
</tbody>
</table>

* 4 = Very Satisfied; 1 = Very Unsatisfied; Defined in CTE Graduate Follow-Up Survey

Sources: LLCC Strategic Planning and Key Performance Indicators Dashboard; CTE Graduate Follow-Up Survey; WDCE Departments/Division (denoted by **)  
† Notes: The drop in ALL membership for FY2011 was due to reorganization. The drop in government training participants parallels Illinois’ statewide funding cuts.

- Truck Driver Training collects and analyzes CDL exam pass rates and job placement data.
- The SBDC completes an accreditation process every three years and annually conducts a fiscal review, a performance review, and periodic financial audits.
- Workforce Development collects data on program enrollments, ethnicity, and employment status.
- Grants are used to fund aspects of WDCE programming. Consequently, the College monitors the total dollars awarded the College via grants.

2R2. What are your performance results in accomplishing your other distinctive objectives?

WDCE measures and results for accomplishing other distinctive objectives are provided in Figure 2.3. Results related to the LLCC Foundation are found in the following figures. Figures 2.4 and 2.5 demonstrate the Foundation’s success in fundraising. In a depressed economy, the Foundation has succeeded in increasing the number of donors and the total contributions to the College over the past four years.
Figure 2.4 – Number of Donors

<table>
<thead>
<tr>
<th></th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Donors</td>
<td>718</td>
<td>765</td>
<td>793</td>
<td>923</td>
</tr>
<tr>
<td>Number of Employee Faculty and Staff Giving Campaign Donors (annual)</td>
<td>175</td>
<td>175</td>
<td>187</td>
<td>188</td>
</tr>
</tbody>
</table>

Source: LLCC Foundation Office

Figure 2.5 – Contributions Received by the LLCC Foundation

As demonstrated in Figure 2.6, this increase in contributions has positioned the Foundation to award in excess of $300,000 over each of the past four years. Dispersed monies support student scholarships; emergency student awards; LEAGUE grants; college-wide initiatives such as the Foundation of Excellence self-study; and specific program support including equipment for the nursing simulation lab, agriculture equipment, software for adjuncts at all educational service areas, books and videos for the Library, and College for Kids scholarships.

Figure 2.6 – Grants, Awards, and Other Assistance Awarded by the LLCC Foundation

Between 2010 and 2011, the College experienced a $1.5 million increase in grant funding.

Figure 2.7 – Grants Awarded the College

2R3. How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside higher education?

Comparative results are not available for much of the data presented for Accomplishing Other Distinctive Objectives given the nature of the data collected. What is known about the College’s performance in relation to others includes the following:

- Since its incorporation in 1996, the LLCC Foundation’s assets are higher than the median when compared to similar community colleges.
- The ISBDC performs similarly to other same-sized institutions in client and training hours, loan amounts, and jobs developed and saved, but it is often referred to as an example for other SBDCs in the state due to its location in the heart of downtown Springfield, the state capital.
- As noted in Figure 2.8, the Adult Education and Literacy program monitors LLCC’s completers with completers at peer institutions throughout Illinois. Over the past four years, LLCC has consistently shown a higher completion rate.
- The 2010 to 2011 percentage change in LLCC’s non-credit course offerings and participant enrollment has been positive while the state percentage changes during that same period demonstrate a downward trend. Figure 2.9 shows both state and peer comparisons over the most recent five-year period.

Specific programming at LLCC is contingent upon receiving external grants. Such grants support much of the College’s programming in WDCE. Figure 2.6 notes the total awarded to LLCC over the past five years.
Figure 2.8 - Program Level Completion Rate for Adult Education and Literacy

![Graph showing program level completion rate for Adult Education and Literacy](image)

*Testing guidelines were changed resulting in fewer students post-tested.

Source: Adult Education and Literacy, Data and Information System - Illinois

Figure 2.9 - Five-Year Summary Comparison of LLCC's Non-Credit Courses and Participants with Peer Institutions and the State

<table>
<thead>
<tr>
<th>Unduplicated Enrollment</th>
<th>Year</th>
<th>LLCC</th>
<th>Peer</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>2,787</td>
<td>48,781</td>
<td>247,424</td>
<td></td>
</tr>
<tr>
<td>FY 2008</td>
<td>2,850</td>
<td>51,795</td>
<td>251,033</td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>2,165</td>
<td>54,943</td>
<td>254,324</td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>2,237</td>
<td>58,171</td>
<td>254,675</td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>2,528</td>
<td>66,128</td>
<td>233,022</td>
<td></td>
</tr>
<tr>
<td>2010-2011 Change</td>
<td>13.0%</td>
<td>13.7%</td>
<td>-8.5%</td>
<td></td>
</tr>
<tr>
<td>2007-2011 Change</td>
<td>-9.3%</td>
<td>35.6%</td>
<td>-5.8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duplicated Enrollment</th>
<th>Year</th>
<th>LLCC</th>
<th>Peer</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>5,172</td>
<td>75,269</td>
<td>355,656</td>
<td></td>
</tr>
<tr>
<td>FY 2008</td>
<td>5,170</td>
<td>72,485</td>
<td>354,120</td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>5,159</td>
<td>87,080</td>
<td>377,147</td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>5,360</td>
<td>97,452</td>
<td>354,120</td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>5,878</td>
<td>96,724</td>
<td>329,712</td>
<td></td>
</tr>
<tr>
<td>2010-2011 Change</td>
<td>9.7%</td>
<td>-0.7%</td>
<td>-5.7%</td>
<td></td>
</tr>
<tr>
<td>2007-2011 Change</td>
<td>13.7%</td>
<td>28.5%</td>
<td>-7.3%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Section Conducted</th>
<th>Year</th>
<th>LLCC</th>
<th>Peer</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>239</td>
<td>5,242</td>
<td>25,934</td>
<td></td>
</tr>
<tr>
<td>FY 2008</td>
<td>274</td>
<td>5,541</td>
<td>25,161</td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>208</td>
<td>5,875</td>
<td>25,016</td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>280</td>
<td>6,360</td>
<td>24,479</td>
<td></td>
</tr>
<tr>
<td>FY 2011</td>
<td>358</td>
<td>6,538</td>
<td>22,586</td>
<td></td>
</tr>
<tr>
<td>2010-2011 Change</td>
<td>27.9%</td>
<td>2.8%</td>
<td>-7.7%</td>
<td></td>
</tr>
<tr>
<td>2007-2011 Change</td>
<td>49.8%</td>
<td>24.7%</td>
<td>-12.9%</td>
<td></td>
</tr>
</tbody>
</table>

Sources: ICCB Student Enrollments and Completions, FY 2011
LLCC Non-credit Enrollment (N1) Databases

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall organization?

How do they enhance your relationships with the communities and regions you serve?

The activities of WDCE directly contribute to the College’s mission and goals, particularly with regard to community engagement and economic responsiveness. Every program offered through WDCE seeks to meet stakeholder needs and strengthen relationships on campus and within the community.

By looking toward current and future community training needs when applying for grants and developing curriculum, Workforce Development alone has received more than $4 million in competitive grant and earmarked funds in the past five years. With this grant funding and the construction of the new Workforce Careers Center on the LLCC main campus, Workforce Development is now able to expand programming, including the HIRE Education program. Initially, the HIRE Education program trained 65 students who went on to have a 65% placement rate with local unions. After this success, the Illinois Department of Transportation requested that LLCC create a similar model program for them to use at colleges throughout the state. Now, the program is being expanded again to include training related to renewable energy and green construction, two key areas of the growing green economy in the region. The new building allows for overall increased capacity and for some current programs to be housed on-campus.

Truck Driver Training reaches between 140 and 160 students a year. One hundred percent of these students receive job offers, about 95% pass the Secretary of State Exam for CDL, and approximately 70% are still employed in these jobs one year later. These examples underscore ways in which high performance in these areas strengthens not only LLCC as a whole but also the communities the college serves.

Both grants awarded and the efforts of the Foundation support advancement of the College’s goal of financial strength. Approximately $4.4 million was received in 2011 to support College programming. These grants supported programming and services in WDCE, Academic Services, and Student Services. The Foundation connected with businesses, community leaders, and individuals to identify additional resources to support programming and the College’s development. These dollars were awarded to faculty in the form of
grants, students in the form of scholarships, and the College in support of capital projects. Collectively, these grants and gifts advanced LLCC’s commitment to fiscal responsibility and stewardship.

IMPROVEMENTS

21. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

LLCC’s recent improvements related to Accomplishing Other Distinctive Objectives include the following:

New Building for Workforce Development. The construction of a nearly 80,000 square foot Workforce Careers Center has provided a permanent home for delivery of WDCE programming. New equipment and labs have expanded capacity, allowing LLCC to design new programs (e.g., mechatronics, process operations, alternative energies) to meet workforce development needs. The College is part of TAACCCT Illinois Network Advanced Manufacturing (INAM) grant focused on manufacturing.

Rebranding Adult Education. Bridge programs such as pre-CNA courses have been developed to facilitate entry into and successful completion of credit-bearing coursework at the College. LLCC was one of six Illinois colleges selected for participation in Accelerating Opportunity, a Gates Foundation project to bridge low skilled individuals to college success.

Green Center. The Green Center serves as a resource for LLCC students, faculty, and staff as well as Springfield-area businesses and community members who are seeking information about green jobs training and sustainability. It offers students and community members access to professional training, workshops, and degree and certificate programs in these areas. These initiatives are available through a variety of departments at LLCC due to collaboration with businesses and organizations in the Springfield community. In addition, the Green Center works with LLCC leaders and the College’s Green Committee to further campus sustainability and promote an array of on-campus activities and programs. A dedicated staff member to run the Green Center is funded through the Illinois Green Economy Network (IGEN). Three additional positions are funded through the TAACCCT grant (Round 1).

212. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

The President, in conjunction with the President’s Cabinet, establishes and communicates the College’s improvement focus annually. This focus supports the advancement of LLCC’s strategic plan, mission, and goals. Divisions, departments, and programs across the College then develop objectives or priorities that support the College’s improvement focus. This process is collaborative for many areas involved in Accomplishing Other Distinctive Objectives, contributing to a bottom-up rather than top-down approach to planning and budgeting.

Additionally, the College uses the Strategic Planning and Key Performance Indicators Dashboard to set targets and adjust practices related to Accomplishing Other Distinctive Objectives. The dashboard originated with several performance scorecards designed by the President’s Cabinet. Each is data intensive and illustrates a measure of the College’s planning strategies. Thus, the Strategic Planning and Performance Indicators Dashboard provides an annual look into the College’s strategic plan and provides a review of the successes and challenges of planning efforts.
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**

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

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 published 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]

\[\text{3P2. How do you build and maintain a relationship with your students?}\]

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

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

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

<table>
<thead>
<tr>
<th>Maintaining Student Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with Faculty</td>
</tr>
<tr>
<td>Student Government Association</td>
</tr>
<tr>
<td>Student Clubs/Organizations</td>
</tr>
<tr>
<td>Intercollegiate Athletic Teams</td>
</tr>
<tr>
<td>Cultural, Recreational, and Educational Programming</td>
</tr>
<tr>
<td>Red and Blue Crew</td>
</tr>
<tr>
<td>Student Leadership/Development Opportunities</td>
</tr>
<tr>
<td>Social Space for Students</td>
</tr>
<tr>
<td>Alumni Association</td>
</tr>
</tbody>
</table>

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 IP4) 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 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. Complaints that cannot be resolved at the departmental level and higher-order complaints are handled by the appropriate administrator as outlined in the 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 information on the effectiveness of student experiences and the campus’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

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

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

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

<table>
<thead>
<tr>
<th>SSI Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes are scheduled at times that are convenient for me.</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
</tr>
<tr>
<td>Nearly all of the faculty are knowledgeable in their fields.</td>
</tr>
<tr>
<td>There is a good variety of courses provided on this campus.</td>
</tr>
<tr>
<td>The campus is safe and secure for all students.</td>
</tr>
<tr>
<td>I am able to experience intellectual growth here.</td>
</tr>
<tr>
<td>Program requirements are clear and reasonable.</td>
</tr>
<tr>
<td>Faculty are usually available after class and during office hours.</td>
</tr>
<tr>
<td>Admissions staff are knowledgeable.</td>
</tr>
<tr>
<td>Students are made to feel welcome on this campus.</td>
</tr>
<tr>
<td>On the whole, the campus is well-maintained.</td>
</tr>
<tr>
<td>Parking lots are well-lighted and secure.</td>
</tr>
<tr>
<td>The campus staff are caring and helpful.</td>
</tr>
<tr>
<td>The equipment in the lab facilities is kept up to date.</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SSI Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor is knowledgeable about my program requirements.</td>
</tr>
<tr>
<td>This school does whatever it can to help me reach my educational goals.</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about the transfer requirements of other schools.</td>
</tr>
<tr>
<td>The amount of student parking space on campus is adequate.</td>
</tr>
<tr>
<td>Faculty provide timely feedback about student progress in a course.</td>
</tr>
<tr>
<td>The college shows concern for students as individuals.</td>
</tr>
<tr>
<td>Counseling staff care about students as individuals.</td>
</tr>
<tr>
<td>Students are notified early in the term if they are doing poorly in a class.</td>
</tr>
<tr>
<td>Adequate financial aid is available for most students.</td>
</tr>
<tr>
<td>Faculty take into consideration student differences as they teach a course.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>576</td>
<td>52</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

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.
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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>34.8</td>
<td>44.8</td>
<td>42.5</td>
<td>45.5</td>
</tr>
<tr>
<td>Student Effort</td>
<td>43.9</td>
<td>41.7</td>
<td>46.0</td>
<td>47.4</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>49.8</td>
<td>46.4</td>
<td>46.4</td>
<td>53.8</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>36.3</td>
<td>44.5</td>
<td>45.0</td>
<td>49.0</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>36.3</td>
<td>45.3</td>
<td>49.6</td>
<td>52.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Contacts</th>
<th>Applied</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>6,807</td>
<td>In Progress</td>
<td>In Progress</td>
</tr>
<tr>
<td>2011</td>
<td>6693</td>
<td>5068</td>
<td>4171</td>
</tr>
</tbody>
</table>

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
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.

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 3.17 – Jobs Created by New Business Startups**

![Jobs Created by New Business Startups](chart)

Source: LLCC Strategic Planning and Key Performance Indicators Dashboard

**Figure 3.18 – Total Contributions to Foundation**

![Total Contributions to Foundation](chart)

Source: LLCC Foundation

**Figure 3.19 – Total Named Active Scholarships**

![Total Named Active Scholarships](chart)

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**

![Total New Donors](chart)

Source: LLCC Foundation

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

![Benchmark: SSI Student Centeredness Satisfaction Scale](chart)


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

![Benchmark: SSI Concern for the Individual Satisfaction Scale](chart)

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 3.27 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).

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

311. 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.
CATEGORY 4: VALUING PEOPLE

INTRODUCTION

The College’s processes for recruiting (4P3), establishing credentials and qualifications (4P1), and hiring (4P2) are generally “systematic to aligned.” These procedures are clearly established in Board Policy and consistently applied by members of the College. To ensure consistency, employees involved in the hiring process must complete an online training program designed and monitored by staff in the Human Resources office. Additionally, the College’s job description questionnaire (JDQ) process, conducted by an outside consultant, incorporates benchmarking many of LLCC’s non-faculty salaries with those provided in the public and private industry.

Planning for changes in personnel (4P5) is “reactionary to systematic” and this remains a preference. Turnover at LLCC has been low, and the President’s Cabinet prefers to deal with personnel changes in this manner because of the flexibility it provides. LLCC’s employee training (4P9) and employee recognition program (4P11) are mostly systematic while the personnel evaluation system (4P10) is integrated. The College’s performance evaluation instrument incorporates goal setting for the upcoming year. These individual goals are expected to align with departmental goals and support advancement of the College’s strategic goals and mission.

Currently, LLCC uses a locally designed climate survey, and it has served the College well for several years. The information obtained informs the President’s Cabinet of issues related to employee motivation (4P12), employee satisfaction (4P6), and employee health, safety, and well-being (4P13). From this respect, these Valuing People processes are mostly systematic. However, the College has not been able to benchmark its performance because the climate survey is locally designed, administered, and scored. In response to this limitation, the President’s Cabinet selected a commercially designed climate survey at the May 2013 retreat. As a result, national comparisons will be possible with the next administration in 2014.

In general, LLCC employs many sophisticated processes in this category. The College welcomes feedback on how to move Valuing People processes towards an “aligned and integrated” level of maturity.

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 4: VALUING PEOPLE

Valuing People explores LLCC’s institutional commitment to the development of faculty, staff, and administrators.

PROCESSES

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Faculty credentials are established in Section 14.1 of the Collective Bargaining Agreement. These faculty qualifications adhere to the minimum guidelines outlined in Title 23 of the Illinois Administrative Code, Section 1030.30. Required as well as desired qualifications for administrative, professional, and classified staff are commensurate with the level of the position, responsibility, and norms for institutions of higher education. For example, appropriate qualifications in Student Service positions are determined through consideration of three areas: the combination of education and experience recommended by the Council for the Advancement of Standards (CAS) in Higher Education; standards set forth by professional organizations such as the National Academic Advising Association (NACADA) or the National Association of Student Financial Aid Administrators (NASFAA); and constrictions imposed by the higher education labor market and institutional budget.

All non-faculty positions, with the exception of executive level and those under collective bargaining agreements, have a job description questionnaire (JDQ) which documents the credentials and skills needed for that particular position. The JDQ is developed through a job evaluation, a process used to establish internal equity among positions as a foundation for the development of an overall classification hierarchy. The job evaluation is an attempt to measure “the job” rather than the performance of an individual doing the job. The process has evolved from basic job slotting to a more refined and systematic application of compensable factors to positions being evaluated. The starting point for all job evaluations is job documentation and job analysis. Once the immediate supervisor completes the job documentation, a point-factor job methodology is applied. The system creates a total point profile for each position based on the required breadth and depth of the factors of formal preparation and experience, decision making, thinking challenges and problem solving, interactions and communications, and work environment. This process is administered by Carlson Dettmann Associates, an outside consultant.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

The College uses standardized hiring guidelines with a specific process for hiring all employees. The staff in Human Resources creates all vacancy announcements using the job description. This ensures that any vacancy announcement accurately reflects the required education, experience, skills, knowledge, and attributes for the position. Applications are then reviewed by a screening committee according to the minimum and preferred qualifications in the vacancy announcement. Committees may not interview any candidate that does not meet the minimum requirements for education and/or experience. In some instances, the candidates selected for an interview undergo skills testing (i.e. software knowledge, keyboarding speed) to demonstrate they can perform the essential job functions. [crit.3C6]

Screening committees are used for all vacant positions unless otherwise designated by the President. The supervisor typically serves as chair of the search committee but may designate another appropriate individual to serve as chair with the approval of the appropriate Vice President and/or President. For faculty vacancies, the Academic Dean notifies all full-time departmental faculty in the appropriate disciplines that a screening committee is being formed. The screening committee, to the extent possible, should consist of a minimum of four full-time, tenured faculty (if available); a tenured or non-tenured faculty from a discipline unrelated to the vacancy; an adjunct faculty (if appropriate); and a member from the professional or classified staff. The size of the screening committee for non-faculty positions will vary depending on the position, but in no case shall it be fewer than three including the chair. Committee members must have previously completed Screening and Interviewing Guidelines Training within the last 12 months of serving on a committee.

As noted in 4P1, faculty credentials are established in the Collective Bargaining Agreement and adhere to the
minimum guidelines outlined in Title 23 of the Illinois Administrative Code, Section 1030.30. Prospective faculty granted interviews for transfer discipline positions must meet two criteria: (1) an earned master’s or doctoral degree in any discipline and at least 18 hours of graduate credit in the discipline for which the faculty member wishes to be employed; and (2) the ability to teach a substantive range of courses in the discipline. In the career-technical disciplines, faculty must meet three criteria: (1) at least 2,000 hours of work experience in a field related to the discipline; (2) additional qualifications as required by any law, rule, or regulation; and (3) the ability to teach a substantive range of courses in the discipline. Any deviation from these standards is documented through memoranda placed in Human Resource personnel files. [crit.3C2]

In addition to prospective faculty meeting the minimum academic credentials, faculty accessibility is valued and considered during the hiring process. The Collective Bargaining Agreement (Section 15.6) stipulates that faculty routinely work at least 40 hours a week to adequately perform their professional duties. For full-time teaching faculty, the negotiated work week includes minimally 26 hours of professional duties and maintaining a physical presence on campus at least four days each week (unless teaching online courses). This negotiated work week includes office hours during which faculty are available for student interaction and questions. [crit.3C5]

Full-time faculty teaching a full load must hold a minimum of six scheduled office hours each week. These face-to-face office hours are reduced by one hour for every three hour credit hours of online instruction taught, provided that face-to-face office hours never drop below three hours per week (Collective Bargaining Agreement, Section 8.3). Additionally, full-time faculty in English and Humanities collectively contract to provide at least 30 student contact hours a week in the Writing Center (Section 15.4) during the regular academic term. For librarians, the negotiated work week includes 40 hours for assisting students with research and inquiry. [crit.3C5]

The College employed 130 full-time and 245 adjunct (FTE of 127) faculty members in fiscal year 2012. This staffing level produced a faculty to student ratio of 1:18. The College regularly reviews full-time to part-time (FT/PT) contact hour ratios, especially during annual Academic Program Review. Ideally, the College strives to keep the FT/PT ratio from falling below 60% full time. The College has been able to achieve a 60/40 ratio using the instructional contact hours. However, some programs/disciplines are higher than this ratio while others are lower. If the ratio falls below 50% full-time faculty for a specific program/discipline, the Vice President of Academic Services and the appropriate Dean review the effect on the program/discipline. This discussion may include the College’s ability to staff classes offered in the program/discipline, maintain currency with the curriculum, recruit and hire qualified adjuncts, and maintain long-term viability. [crit.3C1]

When the FT/PT ratio raises concerns in these areas, the program/discipline is considered as a higher priority when filling vacant faculty positions. If the ratio does not heighten concern, then the situation is monitored. Conversely, if the FT/PT ratio is more than 70% full-time faculty, the Vice President of Academic Services and appropriate Academic Dean discuss whether or not that level of full-time staffing is necessary. If not, future full-time vacancies in the program/discipline will typically be shifted to a program/discipline with higher need. Using this process of regular review, the number of full-time faculty has increased over the past 10 years by 8. It is a process that allows Academic Services to fill both classroom and non-classroom faculty roles. [crit.3C1]

The Academic Deans work closely with faculty in filling supplemental assignments such as adjunct coordinators, dual-credit coordinators, course coordinators, and assessment coordinators. Other non-classroom faculty roles include leadership or representation within the College’s Shared Governance structure. Each Shared Governance team has faculty representation. In some instances, the teams are composed primarily of faculty and chaired by a faculty member elected at large. For example, faculty members occupy 12 of the 16 positions on the Academic Assessment team as well as 11 of 18 positions on both the Curriculum team and Academic and Admissions Standards team. [crit.3C1]

Faculty participation in regular professional development is also an expectation of employment at LLCC. Consequently, professional development is addressed in the Collective Bargaining Agreement (Section 8.1) as an essential function of full-time faculty. Faculty members can access professional development funds through multiple processes. First, all full-time faculty are allotted $350 annually (Collective Bargaining
A 14-step process is followed to fill vacancies (Board Policy 8.2). The process begins with determining what skill set is needed and whether the position needs to be filled. Upon securing approval to fill the vacancy, a screening committee is created and the position is advertised appropriately. The supervisor over the vacant position chairs the screening committee, and he/she selects the other members of the committee. The committee develops a resume rating tool, interview questions, and candidate expectations. Every application is reviewed by the committee and rated using the pre-developed rating tool. Candidates who are rated the highest are offered interviews. During the interviews, the committee members observe how well the candidate meets the pre-determined expectations and whether or not the candidate would be a good fit for the department and LLCC. After the interviews, the committee chair recommends to the appropriate Vice President or other Cabinet-level administrator a candidate to hire.

As part of the College’s employee retention efforts, the Campus Climate survey is administered every three years. The President’s Cabinet and Human Resources department reviews the findings of each administration. The feedback provides both President’s Cabinet and Human Resources the employees’ perception of LLCC in five areas: job satisfaction, cooperation and communication, personal and professional development, compensation and benefits, and working conditions. Monitoring trends over several administrations as well as examining feedback at the question level informs improvements to current services or spurs the implementation of new initiatives.

Retention of employees is also enhanced with a competitive salary and generous benefits package. Through use of the Fiscal Year Salary Report for Illinois Community Colleges, the President’s Cabinet understands how the College’s compensation compares with peer institutions in the state (see Figure 4.5, Figure 4.6, and Figure 4.7 under 4R2). Compensation information is compiled for faculty and staff in all employee classifications. Employee feedback on the College’s compensation and benefits system is also collected in the Climate Survey. Those results are depicted in Figure 4.3 under 4R2.

The College’s benefits package includes medical, dental, life and long-term disability insurance; paid holidays; vacation, personal and sick time; professional development opportunities; employee recognition; and
annual performance feedback. In addition, faculty members and administrators can request sabbatical leaves to complete work on a graduate degree or other projects that will, in turn, benefit the work they do at the College.

Exit interviews are held with employees leaving LLCC. This information helps the College identify and address employment-related trends that contributed to their departure.

4P4. How do you orient all employees to your organization’s history, mission and values? Staff members new to LLCC complete a two-day orientation within the first six months of employment. At the orientation, new employees are welcomed by the President and hear presentations from representative staff members. A member of the President’s Cabinet presents the College’s history, mission, and core values on the second day of new employee orientation. New faculty undergo a similar process of orientation each August. The history, mission, and core values of the College are highlighted during their review of the LLCC catalog.

4P5. How do you plan for changes in personnel? The College’s turnover rate has been very low, but Illinois’ pension reform efforts are beginning to shift this trend. Several strategies are utilized to ensure continuity of service when employees leave. Divisions are urged to have departmental procedures documented in up-to-date procedural manuals. Cross-training of departmental staff members also ensures that departmental functions continue during transition periods. If appropriate and feasible, the outgoing employee assists the department in preparing for the transition. At other times, a current employee may assume all or part of the duties on an interim basis. The President’s Cabinet has been anticipating these vacancies and restructuring divisions as warranted. To ensure strategic alignment during these transitions, changes in job descriptions are now a part of the strategic planning process.

External conditions (i.e. economic conditions, state or federal mandates, a new program) can sometimes alter the work load of a department. In such circumstances, requests for additional employees are routed through the annual planning and budgeting process. The President’s Cabinet determines which staffing requests will be approved based on the College’s strategic priorities for that particular year.

4P6. How do you design your work processes and activities so they contribute to both organizational productivity and employee satisfaction? College processes are designed using input and feedback from all affected employees. Productivity expectations are communicated and discussed at department-level planning meetings. Employees are given opportunities at that time to make comments and provide input. This workgroup approach allows everyone to be involved and have ownership of the processes. This results in increased productivity and employee satisfaction with the process.

4P7. How do you ensure the ethical practices of all your employees? Integrity is one of LLCC’s core values. One way in which LLCC demonstrates integrity in its operations is through established policy and procedure. Board policies ensure that College practice follows fair and ethical processes. Standards are established in the first chapter of the manual that includes general policies. For example, Board Policy 1.3 calls for the Board and College staff to (a) perform their duties in a proper and ethical manner and (b) avoid even the appearance of impropriety. Additional Board Policy addresses expectations related to harassment and discrimination (1.10), fraternization (1.12), nepotism (1.13), academic freedom (1.17), sexual harassment (1.7), and non-discrimination (1.6). [crit.2A]

Chapters 4 through 12 define Board Policy by division: Instruction, Student Affairs, Finance, Facilities, Human Resources, Foundation, Information Technology, Research Planning and Institutional Improvement, and Public Relations and Marketing. It is the division-specific policy and procedure that embed integrity in the everyday operations of the College’s financial, academic, personnel, and auxiliary functions. For example, Board Policy 6.7 addresses the College’s accounting procedures. Specifically, the College’s accounting policies conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities, as well as those prescribed by the Illinois Community College Board (ICCB). Alignment of everyday practice to state and national standards contributes to fair and ethical practice at the College. [crit.2A]

Board Policy 8.2 details the policy and procedure related to filling vacancies at LLCC. Here, 14 steps comprise a process that begins with articulating the goal of the
hiring process and ends with notification of unsuccessful candidates. This process includes mandatory training for anyone serving on a screening committee. During this training, the College communicates (a) the confidential nature of the screening and interviewing process, (b) the consequences of breaching confidentiality, (c) its nondiscrimination policy and potential pitfalls, and (d) discriminatory practices to avoid during the screening and interviewing process. This training ensures a fair and consistent process across all screening committees. [crit.2A]

Students are also afforded ethical and fair treatment. As described in 1P11, Board Policy 4.13 and the Student Code of Conduct, overseen by the Director of Student Rights and Responsibilities, establishes integrity and honesty as a behavioral expectation of LLCC students (Catalog, p. 66). [crit.2E3] Board Policy 4.14 details the review process available to students who feel a final grade has been unfairly or inappropriately assigned. Board Policy 5.40 outlines the grievance and appeals process available to students for other circumstances. This student appeals process is communicated to students in the Catalog (p. 67), the student handbook, and on the College’s website. [crit.2A]

Essentially, LLCC policy and procedure are found in the detail of the College catalog, collective bargaining agreements, handbooks, training programs, forms, job descriptions, and department-specific brochures. This inclusion pushes policy into everyday practice at the division level. And it is this level of integration that leads to integrity in the everyday operation of the College. [crit.2A]

4P8. How do you determine training needs? How do you align employee training with short and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?
Training needs are determined in a variety of ways. Individual employees may step forward and request specific training. Supervisors may identify a need for their direct staff. Employee surveys help determine the training offered. At other times, the President’s Cabinet identifies training needs based on the strategic direction of the College. Decision-making at this level facilitates alignment of large-scale employee training with the strategic plan.

Training needs that are specific to an individual or one position at the College typically arise during the annual performance review process. Large scale training needs that are applicable to all employees or large groups of employees independent of employees’ specific jobs are more typically identified at the administrative level. Staff members from Human Resources, Information Technology, Instructional Technology and Distance Education (ITDE), Center for Excellence in Learning and Teaching (CELT) and/or other areas are often involved in identifying such needs and in leading efforts to fulfill such needs. Training needs specific to faculty development are administered by the CELT and ITDE departments in conjunction with input from the Academic Deans.

Surveys or needs assessments are used to identify both staff and faculty needs. Employees suggest topics for future training when completing their evaluations of Professional Development Day sessions. CELT surveys both full-time and adjunct faculty annually to determine topics of interest or need. Survey results are then reviewed by the Professional Development Team, a team under the College’s Shared Governance Council. This team exists to (a) identify needs and make recommendations for ongoing employee professional development and (b) develop strategies for on-going professional development at the College. Survey feedback from Professional Development Day sessions suggests that the College’s instructional and non-instructional programs are strengthened by the training provided.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization?

How do you reinforce this training?
Training goals are developed for all employees in conjunction with annual performance reviews. LLCC supports professional development for the non-faculty staff in two ways. At the institutional level, the College’s educational assistance program supports individual pursuit of additional formal education. At the department level, institutional funding is allotted for staff to stay current in their respective fields of employment. There are two days each academic year devoted to professional development for faculty and staff. In addition, each faculty member who meets the professional support standard is allocated professional development funds during each year of the Collective Bargaining Agreement.
Sabbatical leaves are available to administrators (Board Policy 8.22) and full-time faculty (Section 11.4, Collective Bargaining Agreement) after six years of full time, continuous service at LLCC. Upon return from leave, faculty members submit a report to the Vice President of Academic Services identifying the relationship between the faculty member’s professional development activities and program development.

The College is also committed to two formal training programs: Leadership Springfield, a nine-month local program, and the Chair Academy for Leadership and Development, a two-year national program. Employees are nominated for participation in these leadership programs by members of the President’s Cabinet. Participation in these programs by employees outside President’s Cabinet (e.g., faculty, professional staff, and mid-level administrators) supports the institutional philosophy of “leading from your position within the College.”

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

The full-time faculty evaluation process was developed as part of the Collective Bargaining Agreement in accordance with 110 ILCS 805/3B. The process is detailed under Article 9. Evaluation for full-time non-tenured faculty members annually includes at least one written evaluation by the Vice President of Academic Services and the division Dean, student evaluation in each course taught, and self-evaluation. Full-time tenured faculty members receive a written evaluation by the division Dean at least once every three years and student evaluations each semester. In each instance, the evaluation instrument used is mutually agreed upon and included in the Collective Bargaining Agreement.

Adjunct faculty members are evaluated by the Academic Dean or the Academic Program Coordinator during the initial semester of employment. Subsequent written evaluations take place once during every 30 contact hours of instructional services at the College. How often students evaluate adjunct faculty member is determined by the respective Academic Dean. The evaluation instruments used by the administration and students are mutually agreed upon and included in the Collective Bargaining Agreement.

Staff members are evaluated on an annual basis. The performance evaluation instrument was developed by the Human Resources department in conjunction with feedback from the President’s Cabinet and representative employee groups. Supervisors use the instrument to evaluate employee job performance and accomplishment of stated goals during the previous year. The instrument involves four sections: reviewing the current job description; rating the employee’s performance in clearly defined areas; reviewing progress with the previous year’s goals and objectives; and establishing goals for the upcoming year. When establishing the upcoming year’s goals, the performance review instrument notes that each should (a) align with department goals and (b) support advancement of the College’s strategic goals.

The College’s performance evaluation system also includes a 180 degree feedback process for supervisors. Through the 180 degree feedback survey instrument, direct reports have the opportunity to provide feedback on the management skills of their supervisors. The direct report’s participation is voluntary and anonymous, and the results are shared only with the supervisor evaluated. This process exists to assist administrators in their leadership role.

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Faculty and staff efforts to advance the College’s mission are acknowledged at the annual Employee Recognition program (e.g., Distinguished Service Awards for each constituency group, the Pearson Master Teacher).

The recognition and reward process is overseen by the Employee Recognition Committee. This group, comprised of faculty and staff that cross all employee groups, plans the annual Employee Recognition ceremony. At this event, the President recognizes faculty and staff celebrating 5, 10, 15, 20, 25, 30, 35, and 40 years of service to LLCC. In addition to recognizing longevity, the College awards Distinguished Service recognition to one classified, one professional, and one administrative staff member as well as one full-time and one adjunct faculty member. These Distinguished Service awards recognize exemplary leadership, promoting a learner-centered environment, and service to the college community. In addition, a Master Teacher award is presented to a tenured faculty member based on
commitment to teaching excellence, classroom effectiveness and professionalism, with primary consideration given to a professor who has had a significant impact on LLCC students because of his/her commitment to students and learning.

The Employee Recognition Committee also selects the College’s NISOD recipient. As a member institution of the National Institute for Staff and Organizational Development (NISOD), LLCC recognizes employees who are innovative in teaching and learning with the NISOD Excellence Award.

LLCC’s compensation and benefit systems are structured to attract and retain qualified personnel. An outside consultant, Carlson Dettmann Associates, is used to evaluate each staff and administrative position for proper placement based on the job description (JDQ). The JDQ is developed by the immediate supervisor with input from the employee. The salary structure is built on grades or levels of responsibility. A sufficient number of levels has been established to recognize relative but important differences in position responsibilities and requirements, from the lowest to the highest-level position in the structure. Assignment of positions to grades is accomplished through the evaluation of each position and the matching of certain positions to applicable employment markets. Each grade is assigned a salary range, based upon market salary data for the positions in that grade. Salary surveys are used to ensure the College’s salary levels compare favorably with salaries paid by other employers in LLCC’s employment area, for positions of similar responsibility.

Faculty salary schedules are based on educational attainment and years of experience. The steps within the schedule have been negotiated through the Collective Bargaining Agreement between the Faculty Union and the Board of Trustees.

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

The College periodically holds open forums to solicit feedback from the college community on important issues affecting all faculty and staff. Additionally, the Climate Survey is administered every three years by the Human Resources office to gather feedback regarding employees’ concerns around areas such as working conditions, employee job satisfaction, communication and cooperation, and characteristics of the College’s work atmosphere (see Figure 4.1). The Climate Survey’s summary data are then reviewed by the President’s Cabinet. Any needed courses of action based on the survey results are identified and determined by that group.

The College’s hourly or classified staff and professional level employees are represented by the Classified Personnel Advisory Committee (CPAC) and the Professional Advisory Committee (PAC). All administrators are part of the Administrators group. Upon request, these groups meet with the President to discuss concerns of their membership. The Faculty Senate represents faculty on matters related to academic issues, and the Senate President meets regularly with the President to discuss concerns from the faculty perspective.

The College’s Shared Governance Council (SGC) serves as a communication conduit allowing college community input into decisions, policies, and procedures affecting the college as a whole. SGC is comprised of representatives from all employee classifications – classified, professional, administrative, and faculty. The SGC reports issues to the President through the assigned Cabinet-level liaison.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

Employee satisfaction results from a variety of factors and institutional characteristics: the specific job in the institution, communication practices, level of perceived cooperation or teamwork, the training or professional development provided, decision-making practices, achievement and recognition, as well as promotion and hiring practices. To better understand job satisfaction at LLCC, the Human Resources department administers the Climate Survey. Employees rate statement such as “I find my job challenging;” “My work makes me feel important;” “My work is satisfying/interesting to me;” “I feel my efforts are appreciated,” and “I am able to use my skill and abilities in work responsibilities.” Aggregate results for job satisfaction are depicted in Figure 4.2. Data are also complied for professional opportunities and development (Figure 4.4) and working conditions (Figure 4.8) and cooperation/communication (Figure 4.8).

Safety and security at the College are supported by the LLCC Police Department, which is led by a Police
Chief. One Police Sergeant, seven armed Police Officers, and eight Community Service Officers provide employees with a safe and secure campus environment. To coordinate safety efforts, the LLCC Police Department designed an Emergency Quick Reference Guide that is widely distributed throughout the College and at all sites. Safety and security measures are evaluated through regular drills such as fire, shelter in place, and response to the College’s alert notification system. Additionally, the College maintains a Behavioral Intervention Team (BIT) for response to student behavioral concerns. The BIT is an interdisciplinary group with representation from Advising and Counseling, Disability Services, LLCC Police, and Office of Student Rights and Responsibilities. The group meets regularly to assess and implement an intervention plan for students deemed to be socially, mentally, and/or physically at risk to themselves or others.

The College promotes the well-being of its employees through its Employee Assistance Program (EAP), an on-campus fitness center, and a wellness program. The College’s EAP program provides both counseling and referral services to assist employees and their dependents with a wide range of personal concerns. The fitness center is available for employees for a minimal fee each semester. The Human Resources office arranges annual on-campus health and wellness screenings. The screening cost is covered by the College’s health insurance plan, with the aggregate results used to determine appropriate and targeted wellness programs. Initiatives such as the Walking Challenge have emerged from aggregate analysis of the employee health and wellness screenings.

RESULTS

4R1. What measures of valuing people do you collect and analyze regularly?

The College created a Climate Survey which is administered every three years via Survey Monkey. Questions are clustered in seven areas: job satisfaction; working conditions; personal/professional opportunities and development; cooperation/communication; compensation and benefits; the College in general; and characteristics of atmosphere. The results are summarized by the Institutional Research office.

Employee feedback regarding professional development needs is also sought on a regular basis. Faculty and adjunct faculty are surveyed through CELT. Staff needs are collected during the performance evaluation process and Professional Development Day session evaluations.

Compensation data of Illinois community college faculty and staff is compiled annually at the College level and published in the ICCB’s Fiscal Year Salary Report. This report allows for comparison of salaries across peer institutions in Illinois. Salary data is reported by employee group (e.g., faculty, administrators) as well as specific job title (e.g., president, chief finance officer, or director of admissions and records). Monitoring salary by peer group promotes understanding regarding whether the College’s compensation and benefits package is competitive. Maintaining a competitive compensation and benefits package facilitates recruiting, hiring, and retaining a highly qualified faculty and staff.

4R2. What are your performance results in valuing people?

Aggregate results from the College’s Climate Survey are provided in Figure 4.1 for five areas: job satisfaction, compensation and benefits, personal/professional opportunities and development, cooperation and communication, and working conditions. Data are analyzed by employee classification, gender, and age but not reported here. Rather, the mean scores of agreement for all employees are listed inside each data bar.

![Figure 4.1 – Campus Climate by Category](source)

*Source: LLCC Climate Survey*

*Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.*
Job satisfaction has consistently represented the strongest area as scored by the College’s employees. Mean scores over the six-year period show an increase or steady performance for all areas except Cooperation and Communication. Aggregate results are also provided for select questions within job satisfaction (Figure 4.2), compensation and benefits (Figure 4.3), and personal/professional opportunities and development (Figure 4.4).

**Figure 4.2 – Select Questions in Job Satisfaction**

<table>
<thead>
<tr>
<th>Question</th>
<th>2005</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>My work is satisfying/ interesting to me.</td>
<td>4.40</td>
<td>4.61</td>
<td>4.59</td>
</tr>
<tr>
<td>I feel a part of LLCC.</td>
<td>3.80</td>
<td>4.17</td>
<td>4.23</td>
</tr>
<tr>
<td>My work makes me feel important.</td>
<td>3.70</td>
<td>3.89</td>
<td>3.92</td>
</tr>
<tr>
<td>I find my job challenging.</td>
<td>4.10</td>
<td>4.34</td>
<td>4.33</td>
</tr>
<tr>
<td>I feel my efforts are appreciated.</td>
<td>3.60</td>
<td>3.92</td>
<td>3.94</td>
</tr>
<tr>
<td>I am able to use my skills and abilities in work responsibilities.</td>
<td>3.90</td>
<td>4.28</td>
<td>4.30</td>
</tr>
<tr>
<td>I have sufficient authority to do my job.</td>
<td>4.20</td>
<td>4.33</td>
<td>4.30</td>
</tr>
<tr>
<td>I am free to try new ideas and techniques in my work.</td>
<td>3.90</td>
<td>4.20</td>
<td>4.19</td>
</tr>
<tr>
<td>I understand how my work fits into mission of the College.</td>
<td>4.10</td>
<td>4.17</td>
<td>4.43</td>
</tr>
<tr>
<td>I feel morale within the College is generally high.</td>
<td>3.00</td>
<td>3.48</td>
<td>3.60</td>
</tr>
<tr>
<td>I feel optimistic about my future at LLCC.</td>
<td>3.70</td>
<td>4.20</td>
<td>4.31</td>
</tr>
</tbody>
</table>

Source: LLCC Climate Survey

*Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

**Figure 4.3 – Select Questions in Compensation and Benefits**

<table>
<thead>
<tr>
<th>Question</th>
<th>2005</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am paid fairly for the work I do.</td>
<td>3.50</td>
<td>3.84</td>
<td>4.09</td>
</tr>
<tr>
<td>I feel my pay is adequate in comparison with people in similar jobs at other colleges.</td>
<td>3.20</td>
<td>3.49</td>
<td>3.75</td>
</tr>
<tr>
<td>I feel my pay is adequate in comparison with people in similar jobs at LLCC.</td>
<td>3.20</td>
<td>3.43</td>
<td>3.68</td>
</tr>
<tr>
<td>I feel the benefits are fair and competitive at LLCC.</td>
<td>3.40</td>
<td>3.78</td>
<td>3.95</td>
</tr>
</tbody>
</table>

Source: LLCC Climate Survey

*Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

**Figure 4.4 – Select Questions in Personal/Professional Opportunities and Development**

<table>
<thead>
<tr>
<th>Question</th>
<th>2005</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am given opportunities to pursue outside professional development.</td>
<td>3.40</td>
<td>4.00</td>
<td>4.12</td>
</tr>
<tr>
<td>LLCC provides an adequate amount of internal professional development.</td>
<td>3.40</td>
<td>3.49</td>
<td>3.67</td>
</tr>
<tr>
<td>I get the training I need to do my job effectively.</td>
<td>3.60</td>
<td>3.95</td>
<td>4.11</td>
</tr>
<tr>
<td>LLCC provides opportunities for career development and progression.</td>
<td>3.70</td>
<td>3.54</td>
<td>3.74</td>
</tr>
<tr>
<td>LLCC does an effective job of orienting and training new employees.</td>
<td>3.10</td>
<td>3.64</td>
<td>3.77</td>
</tr>
</tbody>
</table>

Source: LLCC Climate Survey

*Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

LLCC employee compensation is compiled by the College’s Institutional Research office and submitted annually to the Illinois Community College Board (ICCB). Salary compensation figures are monitored to ensure the College is able to attract, hire, and retain a highly qualified faculty and staff. Aggregate data are shown for three LLCC employee groups: faculty (Figure 4.5), professional staff (Figure 4.6) and administrative staff (Figure 4.7).

**Figure 4.5 – Salary Schedule, Full-Time Faculty**

<table>
<thead>
<tr>
<th>College</th>
<th>Master’s 0 hours 0 yrs exp</th>
<th>Master’s 0 hours 5 yrs exp</th>
<th>Master’s Max hrs 5 yrs exp</th>
<th>Doctorate Max hrs Max exp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution A</td>
<td>39,500</td>
<td>44,009</td>
<td>49,033</td>
<td>83,551</td>
</tr>
<tr>
<td>Institution B</td>
<td>40,136</td>
<td>44,936</td>
<td>44,936</td>
<td>70,622</td>
</tr>
<tr>
<td>Lincoln Land</td>
<td>40,003</td>
<td>46,596</td>
<td>95,250</td>
<td>100,013</td>
</tr>
<tr>
<td>Institution C</td>
<td>38,293</td>
<td>46,623</td>
<td>50,129</td>
<td>89,499</td>
</tr>
<tr>
<td>Institution D</td>
<td>35,945</td>
<td>38,505</td>
<td>49,572</td>
<td>85,069</td>
</tr>
<tr>
<td>Institution E</td>
<td>40,002</td>
<td>47,002</td>
<td>57,022</td>
<td>100,955</td>
</tr>
<tr>
<td>Institution F</td>
<td>45,679</td>
<td>51,157</td>
<td>55,367</td>
<td>91,068</td>
</tr>
</tbody>
</table>

Source: Fiscal Year 2012 Salary Report, ICCB

**Figure 4.6 – Contractual Base, Professional Staff**

<table>
<thead>
<tr>
<th>College</th>
<th>Low</th>
<th>Median</th>
<th>High</th>
<th>Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution A</td>
<td>25,108</td>
<td>49,580</td>
<td>103,000</td>
<td>51,740</td>
</tr>
<tr>
<td>Institution B</td>
<td>29,400</td>
<td>39,588</td>
<td>70,000</td>
<td>40,482</td>
</tr>
<tr>
<td>Lincoln Land</td>
<td>28,704</td>
<td>44,540</td>
<td>90,964</td>
<td>46,647</td>
</tr>
<tr>
<td>Institution C</td>
<td>27,428</td>
<td>48,049</td>
<td>66,480</td>
<td>48,299</td>
</tr>
<tr>
<td>Institution D</td>
<td>17,533</td>
<td>50,090</td>
<td>96,093</td>
<td>53,445</td>
</tr>
<tr>
<td>Institution E</td>
<td>23,587</td>
<td>37,734</td>
<td>109,295</td>
<td>41,601</td>
</tr>
<tr>
<td>Institution F</td>
<td>27,040</td>
<td>48,500</td>
<td>84,782</td>
<td>50,402</td>
</tr>
<tr>
<td>Institution A</td>
<td>30,701</td>
<td>57,995</td>
<td>144,488</td>
<td>62,121</td>
</tr>
</tbody>
</table>

Source: Fiscal Year 2012 Salary Report, ICCB

* Weighted
4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The College measures productivity by whether or not it achieves its strategic goals. However, select questions of the Climate Survey demonstrate the employees’ perceived ability to be productive in their job. Those statements and the aggregate response over a three-year period are reported in Figure 4.8.

Figure 4.8 – Select Questions from Working Conditions and Cooperation/Communication

<table>
<thead>
<tr>
<th>Question</th>
<th>2005</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the tools and resources to do my job effectively.</td>
<td>3.70</td>
<td>4.07</td>
<td>4.14</td>
</tr>
<tr>
<td>The workload is manageable for employees in my work unit.</td>
<td>3.70</td>
<td>3.95</td>
<td>3.95</td>
</tr>
<tr>
<td>The workload is fairly distributed among the employees in my work unit.</td>
<td>3.50</td>
<td>3.64</td>
<td>3.80</td>
</tr>
<tr>
<td>The College has an adequate number of policies and procedures to follow.</td>
<td>3.80</td>
<td>4.13</td>
<td>4.23</td>
</tr>
<tr>
<td>Policies and procedures are consistently applied to all employees in my work unit.</td>
<td>3.50</td>
<td>3.73</td>
<td>3.76</td>
</tr>
<tr>
<td>I am held accountable for my performance.</td>
<td>4.20</td>
<td>4.50</td>
<td>4.55</td>
</tr>
<tr>
<td>All employees in my department are held accountable for their performance.</td>
<td>3.60</td>
<td>3.69</td>
<td>3.69</td>
</tr>
<tr>
<td>I receive adequate feedback on my performance.</td>
<td>3.80</td>
<td>3.98</td>
<td>4.15</td>
</tr>
</tbody>
</table>

Source: LLCC Climate Survey

Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Results from the Climate Survey cannot be compared to other institutions or organizations outside of higher education because LLCC uses a locally developed instrument.

The College’s JDQ process sets or readjusts the salaries for non-faculty positions at market value. This benchmarking process ensures that LLCC’s salaries are comparable with those in other employment markets such as private- and public-sector industries. Since this process is completed by an outside consultant (i.e., Carlson Dettmann Associates), the benchmarking data are not shared with the College and therefore unavailable for inclusion.

While the JDQ process benchmarks non-faculty salaries using other employment markets, the Fiscal Year Salary Report allows compensation comparisons with peer institutions in Illinois. Compensation data are available by employee group (e.g., faculty, administrators) or specific job title for the administrative group (e.g., president, chief finance officer, or director of admissions and records). Figures 4.5 (faculty), 4.6 (professional) and 4.7 (administrative) in 4R2 demonstrate that LLCC is highly competitive with Illinois peer institutions for each employee group. Peer institutions in Illinois are determined by the Illinois Community College Board based on college enrollment per semester, geographic location, and financial data.

IMPROVEMENTS

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Recent improvements in valuing people include:

- The President’s Cabinet selected the Personal Assessment of the College Environment (PACE) instrument to measure faculty and staff perceptions of LLCC’s climate. This will position the College to begin benchmarking its performance in Valuing People processes with the initial administration in 2014.
- Information Technology and the LLCC Police Department implemented an alert notification system for employees, students, and other College stakeholders.

<table>
<thead>
<tr>
<th>College</th>
<th>Low</th>
<th>Median</th>
<th>High</th>
<th>Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution A</td>
<td>81,781</td>
<td>113,753</td>
<td>175,000</td>
<td>116,853</td>
</tr>
<tr>
<td>Institution B</td>
<td>44,800</td>
<td>61,147</td>
<td>181,125</td>
<td>71,760</td>
</tr>
<tr>
<td>Lincoln Land</td>
<td>54,922</td>
<td>90,974</td>
<td>227,300</td>
<td>96,162</td>
</tr>
<tr>
<td>Institution C</td>
<td>54,000</td>
<td>78,641</td>
<td>212,400</td>
<td>85,104</td>
</tr>
<tr>
<td>Institution D</td>
<td>47,662</td>
<td>82,653</td>
<td>205,186</td>
<td>86,087</td>
</tr>
<tr>
<td>Institution E</td>
<td>36,335</td>
<td>61,807</td>
<td>194,900</td>
<td>69,200</td>
</tr>
<tr>
<td>Institution F</td>
<td>46,336</td>
<td>78,018</td>
<td>177,521</td>
<td>85,538</td>
</tr>
<tr>
<td>Institution A</td>
<td>67,043</td>
<td>96,244</td>
<td>156,000</td>
<td>101,943</td>
</tr>
</tbody>
</table>

Source: Fiscal Year 2012 Salary Report, ICCB

* Weighted
Human Resources initiated free, on-campus health and wellness screenings for employees (and their dependents) who participate in the College’s insurance plan.

Human Resources implemented an electronic application process. Screening of applications is no longer place- and time-bound.

The Human Resources department has designed and implemented wellness initiatives for LLCC employees.

The process for joining the College’s fitness center was restructured to make obtaining employee membership less cumbersome.

The College has an opportunity to become more systematic and comprehensive in its performance results for Valuing People processes.

412. How does your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The College’s Strategic Planning and Key Performance Indicators Dashboard is organized according to the College’s six goals. Aspects of Valuing People are part of the performance indicators under Goal 6 – Operational Strength. The College’s overall performance in Operational Strength is derived through five areas. Three of these areas – Employee Satisfaction, Professional Development, and Safety – involve processes that fall under Valuing People. Consequently, the performance results from the Climate Survey’s employee satisfaction area are captured in this performance indicator.

In addition, the President’s Cabinet reviews the Climate Survey results when developing the College’s strategic goals for the next fiscal year. Strategic goals are shared with the College community during Convocation. Subsequently, division, department-level, and individual goals are developed during Institutional Improvement Day activities and individual performance evaluations to support achievement of the broader strategic goals.
CATEGORY 5: LEADING AND COMMUNICATING

INTRODUCTION

The College’s annual planning process is integrated with its’ annual budgeting process. In essence, planning drives budgeting at LLCC. Strategic initiatives are tied to one of the College’s six goals (5P2) and informed by data. The remaining processes for Leading and Communicating are mostly “reactionary to systematic.”

Over the past four years, much effort has been made to improve Leading and Communicating processes. Three of the College’s initial action projects have improved aspects of Leading and Communicating. One action project team designed and then implemented a review process for the College’s strategic plan (5P1). As a result of this year-long review process, revisions to LLCC’s mission statement and core values were recommended to and later approved by the Board of Trustees. The review process ensures that LLCC’s mission, vision, and values will be revisited on a five-year cycle as part of this strategic plan review process.

The Continuous Quality Improvement action project team designed a training program curriculum that will assist the College’s leadership in communicating a shared mission, vision, and values (5P2, 5P8). As the College implements this action project, the curriculum’s mantra of “advancing the vision, achieving the mission, and deploying the values of LLCC” will help everyone see “the big picture” and relate everyday tasks to fulfilling the College’s goals and strategies. Essentially, LLCC employees will not “do CQI.” Rather, LLCC employees will “live or carry out the College’s mission, vision, and values.”

The College began implementation of its newly formed shared governance structure (5P5) during the 2011-2012 academic year. This involved creating a Shared Governance Council (SGC) and reforming the existing committee structure into seven teams: Academic and Admissions Standards, Academic Assessment, Cultural Awareness, Curriculum, Environmental Health and Safety, Professional Development, and Sustainability.

The process is new to the College and reactionary at this stage of development. After operating for a year in this structure, an action project team reviewed the effectiveness of the College’s new structure. Those recommendations will be reviewed by the President’s Cabinet and acted upon as necessitated to improve the shared governance structure.

The College would be better positioned to improve Leading and Communicating processes if it strengthened the link between initiatives in the College’s planning and budgeting database and data that informed the processes. Therefore, a focused improvement in this area would be devising a way to connect Leading and Communicating data to the College’s annual planning and budgeting process. The College would also welcome suggestions for measuring leadership effectiveness.

As is the situation at most large institutions, communication between and among departments and throughout the various levels (5P7) at LLCC is challenging. While processes in this area remain mostly “reactive to systematic,” employee feedback reflects improvement in all areas over the past six years. The College welcomes any feedback on ways to make communication processes at LLCC more “systematic and aligned.” In addition, data that informs Leading and Communicating processes are limited primarily to the College’s Climate Survey. LLCC seeks feedback on how to better evaluate processes for Leading and Communicating.

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 5: LEADING AND COMMUNICATING

Leading and Communicating addresses how our leadership and communication processes, structures, and networks guide our organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to our internal and external stakeholders.

PROCESSES

5P1. How are your organization’s mission and values defined and reviewed? When and by whom?
The process for defining and reviewing the College’s mission and values has evolved over time. The founding Board of Trustees formulated LLCC’s initial philosophy and objectives in 1967. The statement and objectives were revised twice in the 1970’s and guided LLCC until the first mission statement was created in 1995.

The inaugural mission statement guided College operations until February of 2000 when the Board of Trustees approved a new mission statement. Soon after its adoption, however, a North Central Self-Study Mission and Purpose Committee voiced concern regarding the process used to develop the new mission statement. Consequently, the President appointed a Task Force on Institutional Mission in the spring of 2001. The task force was charged with studying the recently-adopted mission statement via an inclusive review process. The process included examining feedback from nine regional Board of Trustees forums in 1999, analyzing Surveys of Institutional Mission results from 2000, polling college community members to pinpoint what in the previous mission statement was valued, and conducting a college-wide review of the proposed statement. [crit.1A1] The mission statement emerging from that process was reaffirmed during a 2006 review of the strategic plan, guiding College operations for approximately 12 years.

In June of 2011, an action project team was charged with designing and implementing a regular review process for the College’s strategic plan. A review of the College’s mission, vision, core values, and goals was incorporated in this process. The Strategic Plan - Transformation action project team investigated trends and held assorted campus activities throughout the year. As a result of this year-long review process, revisions to the mission statement (Figure O-1) and values (Figure O-3) were suggested by the action team and later approved by the Board of Trustees. The College’s mission, vision, core values, and goals will henceforth be revisited on a five-year cycle as part of this strategic plan review process. This process incorporates the flexibility for a more frequent review when warranted by emerging circumstances. [crit.1A1]

Subsequent reviews will be initiated by the President and the President’s Cabinet with the appointment of two co-chairs from faculty and staff. The review team’s membership will be selected according to guidelines developed by the Strategic Plan – Transformation action project team which identified the divisions/offices that should be represented to ensure an inclusiveness process. Future changes to the College’s mission, vision, values, and goals that result from this process will be reviewed by the President’s Cabinet and then forwarded to the Board of Trustees for final approval.

In support of its mission, LLCC offers degree and certificate programs organized under five academic divisions: Arts and Humanities, Business and Technologies, Health Professions, Mathematics and Sciences, and Social Sciences. Enrolled students are supported through services such as advising and counseling, peer tutoring, special needs support, study skills specialists, financial aid advising, career development, and a comprehensive library. Students primarily enroll in baccalaureate/transfer (50%) and career technical (34%) programs, and graduates earn certificates and/or associate degrees. In fiscal year 2011, 2,063 certificates and degrees were awarded to LLCC students. Over half (61%) of the degrees and certificates awarded were career technical. Approximately one-fourth (27%) of the awards were from transfer and general studies programs. Approximately 7% of the awards were high school certificates. Consequently, LLCC’s academic programs, student support services, and enrollment profile demonstrate that the mission statement guides its day-to-day operations. [crit.1A2]

For criterion 1.A3, see the response to criterion 5.C1 in 5P6 and the planning process outlined in 8P1.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?
The President assumes a primary role in setting the direction of the College. The President and the
President’s Cabinet use information from a variety of sources to establish strategic priorities for the year. These include but are not limited to:

- LLCC Environmental Scan and Fact Book;
- LLCC Strategic Planning and Key Performance Indicators Dashboard;
- Previous year-end operational plan update;
- Department/unit/program effectiveness data, including Academic Program Review;
- Recommendations from various advisory committees, teams, and groups;
- Recommendations from the Shared Governance structure;
- Recommendations and information from various economic development groups and Chambers of Commerce within the College’s District; and
- Other emerging planning opportunities from Board of Trustees or President.

Strategic priorities are developed to support achievement of the College’s goals. Once established, these priorities (i.e., the College’s direction) are communicated broadly at Convocation. The established priorities are revisited during Institutional Improvement Day, when departments and units (a) review institutional data as well as their own data and (b) begin developing annual strategies that align with the College’s goals and priorities. Such a process creates alignment of initiatives with the College’s mission and cultivates a shared focus in the annual planning and improvement process.

While the President sets the strategic direction, day-to-day management of the College is the responsibility of the administration, faculty, and staff. Much of this work is accomplished through Shared Governance Teams and work groups. For example, as part of the February 2012 consent agenda, the Board passed without discussion curriculum changes and new programs recommended by the Shared Governance’s Curriculum team (Motion 2-22-12-5) and a faculty sabbatical recommended by the Faculty Senate’s Sabbatical Leave work group (Motion 2-22-12-4). Such broad-based involvement in decision making distributes leadership while creating ownership of the College’s systems, activities, and initiatives. [crit.2C4]

Broad oversight or control of the College rests with an elected, eight-member Board of Trustees (Board). LLCC Board meetings, including the executive session portion, are conducted in accordance with the Illinois Open Meetings Act (5 ILCS 120/1-6). All Board deliberation and action are taken in open session (Board Policy 2.5) and documented in meeting minutes. Collectively, the actions and deliberations of the Board, when coupled with established Board Policy, demonstrate their autonomy to make decisions in the best interest of LLCC and to ensure integrity.

All LLCC Board members work under an “undue influence” policy. Such a policy contributes to the integrity of Board action by directing Board members to avoid conflicts of interest. LLCC’s policy (Board Policy 2.12) includes the following provisions:

- All members of the Board, including the Student Trustee, shall avoid any conflict of interest or appearance of impropriety.
- Any member of the Board who has a direct or indirect interest in any matter presented to the Board shall not participate in the discussion, decision, vote or proceedings of the Board in connection therewith. [crit.2C3]

The Illinois Public Community College Act specifies which actions by boards and board members constitute a conflict of interest. Enforcement is possible because Illinois law requires that certain holdings of public officials such as community college Trustees be made a matter of public record. Board members comply with this law by filing an annual Statement of Economic Interest with the County Clerk. Consequently, Board members refrain from voting on any decisions where College action could result in substantial gain directly or indirectly, either in person or through an association, trust, or corporation in which the Board member has an interest (see Motion 9-28-05-8). [crit.2C3]

Meeting minutes also demonstrate the Board’s foresight. Board agendas commonly contain approval of construction projects (see Motion 7-25-12-2). Over the past 10 years, the Board has approved approximately $70 million for campus renovation/building construction. The projects have been funded by a combination of state funds (minimal), PHS funds, Student Infrastructure Fees, and bonds. To ensure the sustainability of the College’s facilities, in 2010 the Board approved joining the American College and University Presidents’ Climate Commitment. Such action commits the College to implementing a comprehensive plan that pursues climate neutrality. Similarly, the Board supported a contract with CTS Group of St. Louis to identify College energy...
An examination of meeting minutes suggests the Board values both internal and external stakeholders. For example, at the April 2012 meeting the Board was discussing a motion that would align Policy 2.5 and 2.7 with the Open Meetings Act. According to the minutes, a Trustee expressed concern that the proposed new language might restrict public comment. The Board Chair then expressed concern that paralleled the Trustee’s. After hearing an interpretation from the College’s attorney, motion 5-23-12-5 passed during the second reading. Such deliberations suggest the Board values hearing from internal and external constituents. The makeup of the monthly Board agenda further demonstrates this openness. Each Board meeting agenda designates time for reports from the divisions (Academic Services, Student Services, Administrative Services, Information Technology Services, and Workforce Development and Community Education), the Faculty Senate, the Faculty Association, the Foundation, the Facilities Services Council, the Classified Association, and the Professional Association. [crit.2C2]

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Board Policy 1.2 identifies the College’s constituents as District residents, businesses, community organizations, social service agencies, governments, and K-12 school districts. [crit.1B3] The College’s mission focuses operations on student learning/instruction, community needs, and local economic development. These emphases are explicitly articulated in Board Policy 1.2, stating that LLCC is committed to the following purposes:

- Providing, enhancing and sustaining a student-centered learning environment founded upon the commitment to innovative instruction, small class size and personalized attention from faculty;
- Measuring student achievement systematically with the goal of enhancing student learning and success;
- Maintaining a quality broad-based General Education program;
- Providing the developmental and preparatory courses to learn the skills necessary for college-level work;
- Assisting with the economic development of the community through public association, business partnerships, and career development, and through occupational, vocational and customized training;
- Preserving the practice of open admission;
- Offering opportunities for life-long learning and other educational experiences to all citizens of the District;
- Collaborating with businesses, community organizations, social service agencies, governments and schools to address District needs;
- Encouraging students to lead healthy, responsible and productive lives that include community service, responsible citizenship, personal growth, appreciation of the arts, physical exercise, leisure activities, environmental awareness and meaningful social interaction. [crit.1B2]

The College considers the needs and expectations of stakeholder groups in determining the direction of the College through a variety of structures.

For current and potential students:

- The College’s Board of Trustees includes one student member. This Student Trustee is positioned to provide input and feedback regarding student needs to the other Board members and the President.
- The student body is represented by an elected Student Government Association (SGA). Through its formal leader, SGA is a conduit for moving student needs to the attention of the Vice President of Student Services.
- A student member sits on the College’s Shared Governance Council and is the voice of student needs within that body. Additionally, there is a student member on several of the Shared Governance teams allowing student needs, ideas, and feedback to be heard and shared.

For key stakeholder groups:

- LLCC maintains a presence with various external groups in the District such as local economic development groups and Chambers of Commerce. Through these affiliations, stakeholders are able to share information, communicate feedback, and express needs directly to College personnel.
- Academic programs with a career or occupational focus have formal external advisory committees. These programmatic experts and stakeholders are able to share information, feedback, and needs via the annual or biennial meetings.
• The College’s Educational Service Areas (ESAs) maintain advisory committees comprised of members from the local community. These stakeholders are able to share information, feedback, and needs to the college via two to three regular meetings each year.
• As described in 5P6 and 8P1, all College units (internal stakeholders) submit annual strategies that address (a) the College goals and (b) the needs and expectations of current and potential students as well as key stakeholders.
• As noted in 5P2, citizens are able to express themselves publicly at monthly board meetings via a standing agenda item. Such a venue provides an opportunity for articulating the needs and expectations of current and potential students and those of other key stakeholders.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

Goals that emerge from the College’s multi-year strategic planning cycle place a strong focus on students and learning. These goals align with the institution’s mission, vision, and values; and one of LLCC’s six strategic priorities or goals is Student Access and Success.

The annual planning and budgeting process described in 5P6 and 8P1 is key to the institution’s ability to seek future opportunities without compromising our focus on students and learning. Multiple sources of data are reviewed annually. Senior leadership communicates direction based on this data review. Departments are directed to review the institutional data as well as their own data and develop annual strategies that align with the College goals and priorities. The strategies that enter the annual planning and budgeting process are scrutinized several times for alignment with College goals before the President’s Cabinet arrives at a final plan and budget.

On a different level, there is another “check and balance” that attempts to ensure that certain types of future opportunities have a strong focus on students and learning. Any item that goes to the College’s Board of Trustees for action at the monthly meeting must respond to the following set of questions:

Student Learning Impact:
How will proposed agenda item impact student learning?

How will proposed agenda item be measured?

5P5. How do you make decisions in your organization? How do you use teams, task forces, groups or committees to recommend or make decisions and carry them out?

LLCC is committed to governance structures and processes that are open to, and encourage the participation of, the entire College community in the development and evolution of its policies and procedures (Board Policy 3.1). Four components of the College’s governance and administrative structures support policy and procedures development as a collaborative process: the Board of Trustees, the President, the President’s Cabinet, and a Shared Governance structure. Together, these bodies provide leadership that enables the College to make decisions that help in fulfilling its mission.

LLCC is governed by an elected, eight-member Board of Trustees. Board Policy 2.2 articulates the Board’s roles and duties while Board Policy 2.3 establishes the Board as the College's policy-making body. With policy established at the Board level, the President then (a) implements the Board’s policy and (b) provides broad direction for operation of the College (Board Policy 3.2). At LLCC, the President utilizes a Cabinet and a Shared Governance structure to assist in the day-to-day operation of the College. [crit.5B2]

The President’s Cabinet involves representative senior leadership from each division of the College: the Vice President of Academic Services, the Vice President of Administrative Services, the Vice President of Student Services, the Vice President of Workforce Development and Community Education, the Chief Informational Officer, the Executive Director of Public Relations and Marketing, and the Executive Director of the Foundation. Among other responsibilities, the President’s Cabinet assists the President by (a) recommending new policy or modification of existing policies and (b) developing procedures to implement policies. [crit.5B1]

The College’s Shared Governance structure was implemented during the 2011-2012 academic year. A Shared Governance Council (SGC) was created to provide oversight for the College’s seven shared governance teams. SGC’s membership includes two members from each LLCC constituent group – student, faculty, administrator, professional and classified – plus the president of the Student Government Association.
The SGC reports to LLCC’s President, a non-elected member of SGC. The Executive Director of Public Relations and Marketing, an additional non-elected member of the council, serves as a liaison between the SGC and the President’s Cabinet. The Council is chaired by a member elected in the spring semester of each year. SGC’s primary role is facilitating the College’s shared governance process.

The Shared Governance teams are standing groups that affect the college as a whole. The seven teams include Academic and Admissions Standards, Academic Assessment, Cultural Awareness, Curriculum, Environmental Health and Safety, Professional Development, and Sustainability. Teams report minutes to the SGC. Team recommendations are routed through the appropriate Vice President as well as the SGC. Decisions regarding team recommendations then flow back down through the team leader and SGC. These decisions are followed up by SGC with the appropriate status/results posted on the LLCC portal site. The Shared Governance Teams can create sub-teams through their charters or by-laws. These sub-teams report directly to the respective shared governance team.

LLCC’s Shared Governance structure enables the involvement of its administration, faculty, staff, and students in establishing academic requirements. The Academic and Admissions Standards Team reviews and recommends college-wide policies concerning academic and admissions standards including academic probation/continued probation/suspension, attendance policies, general education requirements, grading policies, graduation requirements, academic integrity, the academic grievance and appeal procedure, withdrawal policies, special admissions programs, placement cut scores, and the academic calendar. The Academic and Admissions Standards Team is composed of 18 members, including a chair selected from the faculty at-large. The group is representative with 11 faculty members, two academic deans, two student services administrators, two professional staff members, and one student from the Student Government Association. This team reports to the Vice President of Academic Services and the Vice President of Student Services. [crit.5B3]

In addition to the Shared Governance teams, the College utilizes work groups, task forces and action project teams. Work groups and task forces are organized by and report to the appropriate Vice President. Action project teams are organized by the assigned cabinet-level Project Sponsor and report to the President’s Cabinet.

5P6. How do you use data, information and your own performance results in your decision making processes?
LLCC’s planning process is both systematic and integrated. The annual process begins in late summer and early fall with a review of prior fiscal year’s planning strategies (see Figure 8.1). College planning strategies are documented in a planning and budgeting database. During the review, individual unit planning and budget leaders categorized the previous year’s planning strategies as “complete,” “no longer a priority,” or “for continuation into the next year.” Once senior leadership completes the updating, all faculty and staff are brought into the planning process during Institutional Improvement Day. This day’s activities are designed to facilitate college-wide input regarding strategies for the next fiscal year’s plan. The afternoon sessions, for example, allow department and unit-level discussion of planning initiatives for the next year. Planning initiatives identified during Institutional Improvement Day are moved into consideration in the planning process at the Planning Leadership Roundtable. [crit5C3]

The Planning Leadership Roundtable is a cross-divisional discussion of potential initiatives that have arisen from college-related activities, data sources, and processes involving both internal and external constituents. These include but are not limited to:

- LLCC Environmental Scan and Fact Book;
- LLCC Strategic Planning and Key Performance Indicators Dashboard;
- Previous year-end operational plan update;
- Department/unit/program effectiveness data, including Academic Program Review;
- Recommendations from various advisory committees, teams, and groups;
- Recommendations from the Shared Governance structure;
- Recommendations and information from various economic development groups and Chambers of Commerce within the College’s District; and
- Other emerging planning opportunities from the Board of Trustees or President.

The Planning Leadership Roundtable allows for cross-divisional strategies to be identified and included in the planning process. [crit.5C2]
Reviewing LLCC’s Environmental Scan allows emerging factors such as demographic shifts to inform the planning process. The Environmental Scan is a comprehensive compilation of the District’s population, labor and jobs, and education demographics and trends. The Environmental Scan also brings into the planning process detailed data on funding and finances, facilities and budget, student body profiles and student satisfaction, faculty and staff, academic programs, enrollment, and academic achievement. [crit.5C5]

New strategies considered in the planning process must be tied to at least one of the College’s six goals (Student Success and Access, Cultural Competency, Economic Responsiveness, Community Engagement, Financial Strength, and Operational Strength) in LLCC’s planning and budgeting database (see 8P2). The planning and budgeting database allows strategies to be sorted by goal. The President’s Cabinet then reviews strategies for their ability to contribute to the overall strategic plan. New strategies at this point receive one of eight designations. A strategy can be moved into the budgeting process (because it requires new funding), combined with another strategy, deferred, eliminated, put on hold, moved directly into the plan (because it did not required new funding), omitted by a member of the President’s Cabinet, or categorized as a low priority. [crit.5C1]

Budgeting is incorporated into the planning process when planning strategies are categorized as requiring new funds. The President’s Cabinet determines if the requested funds can be granted for the strategy. In some cases the President’s Cabinet will identify alternative fund sources. For example, a strategy may be more appropriately funded through Carl Perkins funds or Technology Fees rather than the operational budget. Planning strategies are coded by funding source and prioritized during this final step in the process. Once completed, the College has an annual plan and a proposed budget that are subject to approval by the Board of Trustees. [crit.5C2; crit.5C4]

5P7. How does communication occur between and among the levels and units of your organization?
LLCC utilizes an array of communication methods to reach every level of the college community, including technology, print, and face-to-face communication. Each August, the President delivers an address at Convocation highlighting the College’s strategic goals, progress made during the past year, and initiatives for the upcoming year. Academic departments follow up the Convocation address with meetings that discuss important issues or elaborate on a department-wide focus for the year. On Institutional Improvement Day early in the fall semester, College-wide discussions and division-wide meetings are organized around the development of initiatives that support the College’s strategic direction.

The Public Relations and Marketing (PRM) department disseminates College communications with the primary purpose of informing the campus community and encouraging cross-divisional cooperation, understanding, and knowledge. The LincLetter, a daily newsletter, “pops up” on all campus computers when users log in for the day. The LincLetter is updated daily and highlights campus activities, college news, faculty and staff achievements, and upcoming initiatives. Faculty and staff contribute items to share via the LincLetter. The LincLetter can be accessed by both internal and external constituents through the LLCC webpage with no log-in required. Future enhancements include PRM sending an email each weekday morning (except when the College is closed) to all employees with headlines and a link to the day’s LincLetter. A complete redesign and name change for the LincLetter are in the planning stages with the goal of increased readership. In contrast to the present format (i.e., a current list of stories), the new format will include various permanent categories, including minutes to Shared Governance meetings, AQIP news, events, human resources and other important sections, that will always be displayed.

Senior leaders hold regular meetings with their direct reports to discuss issues which impact their College roles. Each division or department modifies its intradivisional and intradepartmental communication to fit its unique circumstances and needs.

For emergencies, important health notices, and facility notices, all-campus emails and texting are used. Procedures are in place for also posting these on the website, using social media, and notifying the news media. Emergency texting and voice mails are used through the LLCC Connect system. The College emergency notification system is activated through the Police department.

The College’s intranet or portal is a primary conduit for internal communication, making information accessible to all employees. For example, minutes of campus-wide
Shared Governance team meetings and other meetings are placed on the portal. The portal also includes information for employees from Human Resources, the Business office, Public Relations and Marketing, Facilities, the Budgeting office, Bookstore, Information Technology, and additional departments.

Most teams, work groups, and task forces are built around internal constituency group representation. Organized constituency groups (student, faculty, administrator, professional, and classified) with a designated leader help disseminate information and communication in both directions.

Communication with students occurs through weekly emails to students from the Student Life office; social media, including LLCC’s Facebook and Twitter pages as well as the Student Life Facebook page; notices in The Lamp student newspaper; and faculty-to-student communication via emails, Blackboard, and face-to-face interaction.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

To deepen and reinforce the characteristics of high performance organizations, LLCC’s mission is articulated publicly through the College’s vision statement, core values (civility, collaboration, diversity, innovation, integrity, learning, and sustainability), and goals (Student Access and Success; Financial Strength; Economic Responsiveness; Community Engagement; Diversity and Cultural Awareness; and Operational Strength). The College’s six goals, which derive from the mission statement, are the basis for planning and determining institutional priorities. For example, during the College’s annual planning and budgeting process, submitted initiatives must be tied to at least one of the College’s six goals. Furthermore, LLCC’s senior leadership has identified key performance indicators (see Figure 8.2) to gauge the College’s performance in each of the six goal areas. Embedding the six goals in the planning and budgeting process ensures that any identified institutional priorities support the College’s mission.

The College’s mission statement is communicated to internal and external stakeholders via the LLCC website, Catalog, Annual Report, and bookmarks distributed to all employees and available in the Public Relations and Marketing office and Information Desk. In addition, the College is in the beginning stage of a signage project that involves adding the mission statement, along with LLCC’s vision, values and goals, to the walls of the newly renovated Student Services lounge area in Menard Hall. The mission statement will be included in upcoming editions of the Student Planner and Forward magazine/class schedule as well as printed on the back of business cards provided to full-time faculty and staff.

A collective focus on the College’s mission, vision, and core values begins at new employee orientation when a member of the President’s Cabinet discusses each. This introduction initiates a connection between the College’s mission, vision, and core values and the employee’s role at LLCC.

The President reaffirms the shared mission, vision, and core values as well as the College’s strategic goals at Convocation, the day before the new academic year begins. Senior leadership is then responsible for ensuring that the divisions keep a focus on the shared mission, vision, and values as initiatives are developed on Institutional Improvement Day (a full-day set aside for institutional improvement and planning) and as part of the annual planning and budgeting process.

The College invests in its faculty and staff with professional development initiatives and opportunities appropriate for the various constituency groups. Faculty and staff efforts to advance the College’s mission are acknowledged at the annual Employee Recognition program (e.g., Distinguished Service Awards for each constituency group, the Pearson Master Teacher).

The Continuous Quality Improvement action project, one of the College’s initial action projects, was designed to enhance a culture of involvement at LLCC. The curriculum methodology is grounded in advancing the vision, achieving the mission, and deploying the values of LLCC. This training provides faculty and staff a common language and common understanding of quality tools for (a) making fact-based decisions and (b) strengthening the College’s processes.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?
LLCC encourages the development and strengthening of leadership abilities among the faculty, staff, and administrators in many ways.

The College sends two employees annually to Leadership Springfield (a yearlong leadership development program) and regularly sends employees to the Chair Leadership Academy. In addition, the Human Resources (HR) department, in cooperation with the College’s Capital City Training Center, offers a planning and management series for supervisors. Here, supervisors develop the skills needed for moving from non-supervisory to supervisory positions of responsibility.

Leadership development opportunities are also embedded in the day-to-day management of LLCC. Faculty are encouraged to seek leadership opportunities by serving as coordinators (e.g., Assessment Coordinators, Course Coordinators) within their own academic departments. The College’s Shared Governance teams and other work groups provide additional opportunity for faculty and staff to demonstrate their ability to effectively manage additional responsibility within the College. Further opportunities for leadership development exist within each employee constituent group, on action project teams, and in temporary work groups.

The College encourages employees to assume leadership positions in the community (e.g., United Way, the Springfield Urban League, Rotary International, and Junior League) and on state or national academic committees and organizations.

The annual performance review process provides all supervisors with the opportunity to communicate individually with faculty and staff regarding performance, leadership, and skill development. Professional development goals, including any associated skill development needed to carry out assigned responsibilities or duties, emerge from this process.

Several funding mechanisms are in place to support staff members who wish to take advantage of leadership opportunities. For example, members of the Shared Governance Council each have $1,000 per year to spend on leadership training. Departmental budgets are allocated funds to allow staff to attend conferences and training. The College offers tuition reimbursement for employees seeking undergraduate and graduate degrees. In addition, faculty receive a negotiated professional development allocation. The College also schedules two Professional Development Days annually; one of these days features a leadership track.

5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plan?

The Board of Trustees and President’s Cabinet provide a process for continuation to ensure the smooth operation of the College and transfer of mission, vision, values and commitment to high performance to new leaders. In the event of a vacancy in leadership, an interim from within the institution is typically assigned while a search is conducted for a permanent replacement. That interim then orients the replacement, ensuring a smooth transition and continuity of the College’s mission, vision, values and commitment to high performance.

Depending on the level of the leadership position, the committee to replace the leadership position is representative of relevant constituencies from across the College, and may also include community members. If no agreement on a replacement is reached, the search is extended. Unlike the conventional business-oriented or corporate approach to succession planning, the College typically does not designate a specific individual to ascend into a key leadership position. Rather, the institution works to ensure that there is cross-training and mentoring to minimize gaps during a leadership vacancy.

As evidenced by the President’s Cabinet and Board of Trustee minutes, the College is well-prepared for a presidential vacancy or absence by maintaining a well-informed President’s Cabinet. In most cases, members of President’s Cabinet step up in an interim role in the event of a leadership vacancy. In the unlikely event that the President is absent and cannot be reached, Vice Presidents are empowered to make presidential-level decisions for their areas of the College.

RESULTS

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?
The College collects and analyzes two measures related to communication. First, processes associated with internal communication are a performance area addressed in LLCC’s Climate Survey. Those data are collected on a three-year cycle. Additionally, external communication processes are measured by the number of press releases issued, website hits, media interviews, column-inches in print media, and community participation in campus events. These data are collected on an annual basis.

The College collects and analyzes two measures related to leadership. One measure is the feedback survey mentioned in 4P10. Here, direct reports have the opportunity to provide feedback to administrators on an annual basis. Results are provided directly to the administrator for personal reflection and growth. Many choose to also share the results with their supervisor during the performance evaluation process. Results are aggregated at the department level to maintain anonymity of specific staff member feedback.

The Board of Trustees (BOT) participates in an annual self-evaluation process that is facilitated by an external professional. For the past seven years, the Executive Director of the Illinois Community College Trustee Association has led this process with LLCC’s BOT. During the self-evaluation, each Board member is encouraged to express concerns as well as satisfaction with their performance. The associated dialogue may lead to changes in Board Policy or procedure which they deem appropriate.

**5R2. What are your results for Leading and Communicating processes and systems?**

Aggregate results for communication-related questions from the Climate Survey are provided in Figure 5.1. Data are analyzed by employee classification, gender, and age but not reported here. Rather, the mean scores of agreement for all employees are provided. All mean scores over the six-year period show an increase or a relatively level performance. For the four questions directly related to internal communication within LLCC, “communication within the work unit” reflects the greatest level of employee satisfaction. Cross-divisional communication remains the greatest challenge. Overall, the strongest level of satisfaction continues to be with employees understanding how their position supports student learning.

<table>
<thead>
<tr>
<th>Question</th>
<th>2005</th>
<th>2008</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before changes are made that affect my work, I am informed.</td>
<td>3.30</td>
<td>3.41</td>
<td>3.47</td>
</tr>
<tr>
<td>I am able to find out things I need to know to get my job done.</td>
<td>3.70</td>
<td>4.00</td>
<td>4.03</td>
</tr>
<tr>
<td>I am satisfied with the communication within my work unit.</td>
<td>3.60</td>
<td>3.74</td>
<td>3.74</td>
</tr>
<tr>
<td>I am satisfied with the communication within my division.</td>
<td>3.30</td>
<td>3.42</td>
<td>3.48</td>
</tr>
<tr>
<td>I am satisfied with the communication between divisions.</td>
<td>2.90</td>
<td>3.05</td>
<td>3.07</td>
</tr>
<tr>
<td>I am satisfied with the communication between administration and faculty/staff.</td>
<td>2.90</td>
<td>3.09</td>
<td>3.22</td>
</tr>
<tr>
<td>I have a clear understanding of LLCC’s mission, vision, values, and strategic goals.</td>
<td>3.80</td>
<td>4.15</td>
<td>4.35</td>
</tr>
<tr>
<td>I have a clear understanding of how my position supports student learning.</td>
<td>4.20</td>
<td>4.55</td>
<td>4.59</td>
</tr>
</tbody>
</table>

Source: LLCC Climate Survey

Note: Performance is average rating on a 5-point Likert scale where 5 is Strongly Agree and 1 is Strongly Disagree.

Results for external communications processes are documented in the College’s Strategic Planning and Key Performance Indicators Dashboard. This allows internal benchmarking of year to year performance. For the latest year, the 2011 results were as follows:

- website hits: 2,586,234
- press releases sent: 259
- column inches in print media: 25,953
- media interviews: 172
- recruitment event attendance (Campus Visit Day and Open House): 874

**5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

Results from the Climate Survey cannot be compared to other institutions or organizations outside of higher education because LLCC utilizes a locally developed instrument. This benchmarking gap will be addressed in 2014 with the College’s initial administration of the Personal Assessment of the College Environment (PACE) instrument.
IMPROVEMENTS

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

Recent improvements associated with Leading and Communicating processes include the following:

New Climate Survey. The President’s Cabinet selected the Personal Assessment of the College Environment (PACE) instrument to measure faculty and staff perceptions of LLCC’s climate. This will position the College to begin benchmarking its performance in Leading and Communicating with the initial administration in 2014.

Continuous Quality Improvement Training. One of the College’s initial action projects was “Continuous Quality Improvement: Learning to Make Systematic, Informed Decisions.” This action project team developed a comprehensive professional development program to provide faculty and staff with a common language and common understanding of quality tools for (a) making fact-based decisions and (b) strengthening the College’s processes. The curriculum methodology is grounded in advancing the vision, achieving the mission, and deploying the values of LLCC. It therefore has the potential to positively affect the College’s Leading and Communicating processes.

Shared Governance. Following more than one year of campus-wide deliberation, LLCC implemented a new shared governance structure to create a more representative, efficient, and communicative governance process. The “Establishing and Assessing an Effective Shared Governance Structure” action project team was created to serve two roles related to the new governance structure: assist in implementing the new governance structure at LLCC and establish feedback mechanisms to assess the effectiveness of the new structure.

Stages one and two of the action project included finalizing and implementing the new committee and reporting structure. This was completed in Spring 2011. The new committee and reporting structure was then allowed to operate for one academic year before completing stage three – data evaluation and feedback. In Fall 2012, the action project team assessed the new shared governance process. The team’s findings suggest the new system has improved the College’s governance structure. The new governance structure is more representative and jurisdictions are more rationally specified than previously. On the whole, members of the College find work within the governance structure meaningful, attendance at team meetings is good, and the team meetings operate smoothly. Jurisdictions appear appropriately specified. Issues remain to be addressed, but LLCC has clearly moved forward in this regard.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

The College’s Shared Governance Council (SGC) serves as a communication conduit allowing college community input into decisions, policies, and procedures affecting the College as a whole. SGC is comprised of representatives from all employee classifications – classified, professional, administrative, and faculty. The SGC reports issues to the President through the assigned Cabinet-level liaison.

As noted in 5P2, LLCC’s “communication presence” is a key performance indicator with six measures under Goal 6 – Operational Strength. As a result, the College can set targets for communication effectiveness and adjust practices through the Strategic Planning and Key Performance Indicators Dashboard.
CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

INTRODUCTION

The College’s Supporting Institutional Operations processes are generally systematic. Divisions/units and departments have mission statements and defined goals that support those of the College as well as identified processes (6P3, 6P5) that assist the departments in accomplishing its goals. These divisions/units are often reactionary at the department-level in identifying the support service needs (6P1) of students and other key stakeholder groups and with the day-to-day management (6P4) of support service processes. The College is more aligned in identifying the administrative support service needs (6P2) of faculty, staff, and administrators.

The College recognizes the need for processes that are specifically defined, communicated and, in some instances, more efficient. Some departments have been under the same, stable leadership for lengthy tenures, creating situations where daily operations have been performed in a uniform manner for years. As individuals retire and positions become vacant, the College is reviewing department processes associated with the job duties of these open positions and rewriting position descriptions and department processes as needed. Business and Fiscal Operations is currently undergoing such a review. Areas in Enrollment Services also have an opportunity in this area as services that were traditionally person-intensive are automated through technology. Additionally, the Financial Aid department began a business process analysis with an external consultant in Spring 2013.

A processing mapping action project was launched in Spring 2013 to begin addressing the informal nature of carrying out departmental processes. The College wants key processes to be more specifically defined at the department level. This project is beginning with the processes managed by Institutional Research. In support of this project, the College welcomes feedback in how to become more “aligned and integrated” in documenting its key support processes. In addition, the College would appreciate insight or examples of best practices that “encourage knowledge sharing, innovation, and empowerment” (6P5) in its Supporting Institutional Operations processes.

<table>
<thead>
<tr>
<th>Reader’s Note for Process Questions:</th>
<th>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.</th>
</tr>
</thead>
</table>

Category 6: Supporting Institutional Operations  Page 80
**CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

Supporting Organizational Operations addresses the organizational support processes that help to provide an environment in which learning can thrive.

**PROCESSES**

6P1. How do you identify the support service needs of your students and other key stakeholder groups?

The method used to identify the support service needs of students and key stakeholder groups varies with the service provided. These methods include, but are not limited to:

- the administration of nationally standardized as well as locally designed surveys instruments,
- review of best practices at other institutions,
- direct student and/or faculty requests,
- referrals from outside agencies,
- student placement scores,
- direct interactions with students,
- information obtained from the Behavioral Intervention Team (BIT), and
- the legal requirements and regulations pertaining to student’s financial aid and right to know.

For example, information from student satisfaction survey administrations is used to foster improvement of services in numerous departments. Feedback from the use of “mystery students” is used to better understand how new students experience the enrollment process. Performance on the Noel-Levitz SSI is used to gauge student satisfaction with processes and identify needed adjustments in areas such as Admissions and Records, Financial Aid, and Career Development Services. The targeted improvements identified through these various means are then translated into departmental strategies submitted during the College’s planning process.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

Administrative support service needs are likewise identified using numerous and varied means. Review of best practices at peer institutions, reviews of legal requirements, audit requirements and feedback, initiatives identified through the Strategic Plan, user feedback, and personal interactions are used to identify needs related to Business and Fiscal Operations as well as the Budgeting, Financial Planning and Analysis department. Benchmarking, climate surveys, health risk assessments, union negotiations, governmental regulations, and executive feedback inform Human Resources of support needs. Facility needs are identified through personal observation, work orders, Facilities Master Planning, direct user requests, and through analysis of strategic planning initiatives submitted by the college community.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

The LLCC Police Department uses observation of statistical trends in crime reports, best practices in law enforcement, requests by the campus community, and changes in state and federal laws to determine the need for safety and security measures. In addition, a Campus Safety Task Force with college-wide representation began meeting in 2010 to formulate recommendations on improving campus safety and security. These initial task force recommendations were forwarded to the President’s Cabinet and incorporated into the College’s Strategic Plan. As part of LLCC’s changing Shared Governance structure, the Safety Task Force was formalized as a continuing Environmental Health and Safety Team charged with reviewing safety and security of the College and providing recommendations to the President’s Cabinet.

Physical safety and security services are designed according to best practices and the identified needs of the College community. Methods of communication include:

- distribution of LLCC’s Emergency Quick Reference Guide,
- posting of emergency procedures in classrooms and online,
- posting and e-mail notifications of crime alerts,
- training the college community in emergency procedures,
- rape awareness and defense,
- active shooter scenarios,
- the LincLetter, and
- use of the LLCC Emergency Notification System.

Day to day management and planning occurs under the direction of the LLCC Chief of Police and command staff.
The Facilities Services staff identifies facility issues that present a danger to physical safety through direct observation by staff members and a program of preventative maintenance. Other safety issues regarding facilities may be observed and identified by anyone within the LLCC community and submitted to the Facilities staff through an electronic work order, a direct request to Facilities staff, or a strategic planning objective. Completion of an ADA (Americans with Disabilities Act) audit and implementation of the resulting recommendations have ensured facility compliance with ADA.

Facilities master planning ensures that all new facilities are designed and constructed according to stringent national building codes with facilities designed to meet the expressed needs of the users in an adaptable and efficient manner. Facilities services are designed and maintained utilizing industry best standards. Services are communicated via work orders, e-mail, face-to-face meetings, and the LincLetter.

6P4. How do you manage your key student, administrative, and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet? Key student, administrative, and organizational support service processes are managed on a day-to-day basis by area administrators and supervisors. Each department has individual missions and goals formulated to support the mission, vision, and goals of the College. Annually, departments write strategies that are (a) based on departmental goals and (b) designed to improve operations and produce measurable results. While improvement has been noted in strategy formulation, work remains to be done to ensure outcomes are measurable and documented.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment? The LLCC Board Policy Manual includes procedures for executing the policies of the Board and is accessible from the LLCC webpage. All employment positions for the College have written, documented job descriptions and many departments have written procedures that outline key processes.

Student Services guidelines and regulations are well documented in written form. However, detailed written documentation of the actual processes followed is incomplete. For example, processes for determination of financial need and calculation of financial aid to students are guided by federal and state regulations which are well documented. Yet at times the actual LLCC processes have not been well documented. In spring 2013, the Financial Aid department began a business process analysis with an external consultant. This work will result in efficient processes and effective use of Datatel Colleague in those processes. The registration process is partially documented, and work remains in other areas that support the needs of LLCC students.

Many administrative support processes, particularly those relating to accounting, purchasing, budgeting, and human resources, are based in state statute or federal laws and regulations or regulated by governmental accounting standards. These support processes are documented in individual department procedures. Processes of the Police Department are outlined in the department’s General Orders Manual, with other safety-related processes and procedures outlined in the LLCC Emergency Procedures Manual. An Emergency Quick Reference guide is given to every employee and is also posted in each classroom and on the LLCC webpage. Written preventative maintenance processes for fixed facilities equipment are documented as is the process for initiating and completion of Facilities work orders. Work remains to be done on other Facilities processes.

RESULTS
6R1. What measures of student, administrative, and institutional support processes do you collect and analyze regularly? The most common universal measure of student satisfaction with LLCC processes results from administration of the Noel-Levitz Student Satisfaction Inventory (SSI). Other area-specific measures, some primarily for departmental use and some for external use but not necessarily related to end-user satisfaction, are collected as outlined below:

- Career Development Services tracks job placement rates of students, number of job referrals, and the job success rate of students accessing resume assistance.
- Financial Aid tracks student financial aid applications and federal, state, and local grants and scholarships awarded to students.
<table>
<thead>
<tr>
<th>Department</th>
<th>Measure</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>Admission applications, transcripts, and graduation applications</td>
<td>Admissions applications: 7,344; 7,287; 7,037 (2009 to 2011) Transcripts requests: 11,900; 12,357; 12,298 (FY09 to FY11) Graduation applications: 1,681; 1,800; 1,762 (2009 to 2011) Noel-Levitz SSI results: see Figure 6.2</td>
</tr>
<tr>
<td></td>
<td>for student satisfaction with processes</td>
<td></td>
</tr>
<tr>
<td>Budgeting and Financial Analysis</td>
<td>Demand Ratios – Costs by Function</td>
<td>Instruction: 57%, 57%, 56% (FY 2009 to FY 2011) Student Services: 7%, 8%, 8% (FY 2009 to FY 2011) Plant Operations and Maintenance: 13%, 13%, 12% (FY09 to FY11) General Institutional: 23%, 22%, 24% (FY 2009 to FY 2011)</td>
</tr>
<tr>
<td>Business Office</td>
<td>Financial Ratios</td>
<td>Primary reserve ratio: 0.4955, 0.6939, 0.3699 (FY09 to FY11) Net operating revenue ratio: 0.0808, 0.0830, 0.0392 (FY09 to FY11) Return on net assets ratio: 0.0910, 0.1029, 0.0597 (FY09 to FY11) Viability ratio: 3.4500, 1.0471, 0.6216 (FY09 to FY11)</td>
</tr>
<tr>
<td></td>
<td>resume assistance</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>Work orders completed, time to completion, satisfaction</td>
<td>1,350; 1,316; 1,452 (2010 to 2012) 508 satisfaction surveys completed on 3,490 work orders; 21 had negative remarks</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Number of aid recipients; total aid awarded; Noel-Levitz SSI for</td>
<td>Unduplicated Headcount: 5,145; 5,200; 5,300 (FY 2010 to FY 2012) Total Aid Awarded: $19,673,345; $20,452,874; $20,684,060 Noel-Levitz SSI results: see Figure 6.2</td>
</tr>
<tr>
<td></td>
<td>student satisfaction with processes</td>
<td></td>
</tr>
<tr>
<td>and Distance Education</td>
<td>certification program, workshop attendance, satisfaction surveys from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>workshop participants</td>
<td></td>
</tr>
<tr>
<td>ITS Help Desk</td>
<td>Help desk tickets processed; satisfaction with work provided</td>
<td>Closed Calls: 6,216 and 9,303 (2011 and 2012) Satisfaction data: survey data maintained for past 31 days</td>
</tr>
<tr>
<td>Registration Services</td>
<td>Noel-Levitz SSI</td>
<td>See Figure 6.3</td>
</tr>
<tr>
<td>Police</td>
<td>Crime Statistics; Noel-Levitz SSI for student satisfaction with services</td>
<td>Criminal Offenses: 1, 0, 2 (2009 to 2011); Data collected and reported as to comply with Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act Noel-Levitz SSI results: see Figure 6.4</td>
</tr>
</tbody>
</table>

Source: Respective Departments at LLCC

- The Business office tracks checks written to vendors, refund checks written to students, student receivables, ACH payments (direct account transfer), inventory of physical assets, and comparative financial ratios.
- The Budgeting, Financial Planning, and Analysis office tracks all departmental budgets and revenues against actual results, cost by discipline, and the revenues/costs for auxiliary programs and regional operating locations.
- The Human Resources office tracks applicants for employment, health and dental claims, unemployment claims, worker’s compensation claims, employee grievances, and employee climate survey results.
- The LLCC Police Department tracks College crime statistics (Clery Act), student satisfaction, and employee satisfaction with services.
- Facilities Services collects data on work orders, complaints, and student satisfaction with facilities.
- Information Technology Services tracks information regarding service calls, time to resolution of problem, and network usage statistics.

6R2. What are your performance results for student support service processes?
Performance results for student support service processes at the College are collected by individual departments and through regular administration of the Noel-Levitz Student Satisfaction Inventory (SSI). Department-specific measures and results for student support services with a more indirect link to classroom learning are provided in Figure 6.1. Two scales from administration of the Noel-Levitz SSI inform the College regarding student satisfaction with processes related to student support services – the Admissions and Financial Aid effectiveness scale and the Registration
effectiveness scale. Those results are presented in Figures 6.2 and 6.3 respectively.

**Figure 6.2 – Admissions and Financial Aid Effectiveness Scale**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate financial aid is available for most students.</td>
<td>4.67</td>
<td>4.91</td>
<td>5.03</td>
<td>5.02</td>
<td>5.27</td>
</tr>
<tr>
<td>Financial aid awards are announced in time to be helpful in college planning.</td>
<td>4.35</td>
<td>4.78</td>
<td>4.70</td>
<td>4.87</td>
<td>5.02</td>
</tr>
<tr>
<td>Financial aid counselors are helpful.</td>
<td>4.61</td>
<td>4.93</td>
<td>5.02</td>
<td>4.99</td>
<td>5.28</td>
</tr>
<tr>
<td>Admissions counselors accurately portray the campus in their recruiting practices.</td>
<td>4.83</td>
<td>5.06</td>
<td>5.00</td>
<td>5.13</td>
<td>5.48</td>
</tr>
<tr>
<td>Admissions staff are knowledgeable.</td>
<td>6.01</td>
<td>5.37</td>
<td>5.35</td>
<td>5.34</td>
<td>5.76</td>
</tr>
<tr>
<td>Admissions counselors respond to prospective students’ unique needs and requests.</td>
<td>5.80</td>
<td>5.00</td>
<td>5.12</td>
<td>5.14</td>
<td>5.50</td>
</tr>
<tr>
<td>Scale Mean</td>
<td>4.78</td>
<td>5.02</td>
<td>5.05</td>
<td>5.09</td>
<td>5.39</td>
</tr>
</tbody>
</table>

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

Primary measures taken from the Noel-Levitz SSI indicate overall general satisfaction with these student support service processes. The most recent administration depicts an increase in every scale item for both Figure 6.2 and Figure 6.3. Student satisfaction with processes related to Career Development Services and the Child Development Center are reported in 1R5 (see Figure 1.16). Measures and results related to Advising and Counseling, Library services, and the Learning Lab are presented in 1R5 (see Figures 1.15 and 1.17).

**Figure 6.3 – Registration Effectiveness Scale**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The personnel involved in registration are helpful.</td>
<td>5.44</td>
<td>5.42</td>
<td>5.51</td>
<td>5.44</td>
<td>5.70</td>
</tr>
<tr>
<td>Classes are scheduled at times that are convenient for me.</td>
<td>5.45</td>
<td>5.34</td>
<td>5.47</td>
<td>5.57</td>
<td>5.86</td>
</tr>
<tr>
<td>I am able to register for classes I need with few conflicts.</td>
<td>5.32</td>
<td>5.35</td>
<td>5.48</td>
<td>5.43</td>
<td>5.70</td>
</tr>
<tr>
<td>Policies and procedures regarding registration and course selection are clear and well-publicized.</td>
<td>5.39</td>
<td>5.32</td>
<td>5.43</td>
<td>5.42</td>
<td>5.72</td>
</tr>
<tr>
<td>Class change (drop/add) policies are reasonable.</td>
<td>5.21</td>
<td>5.37</td>
<td>5.51</td>
<td>5.37</td>
<td>5.60</td>
</tr>
<tr>
<td>There are convenient ways of paying my school bill.</td>
<td>5.28</td>
<td>5.46</td>
<td>5.52</td>
<td>5.50</td>
<td>5.69</td>
</tr>
<tr>
<td>The business office is open during hours which are convenient for most students.</td>
<td>5.18</td>
<td>5.33</td>
<td>5.37</td>
<td>5.43</td>
<td>5.55</td>
</tr>
<tr>
<td>Billing policies are reasonable.</td>
<td>5.25</td>
<td>5.29</td>
<td>5.41</td>
<td>5.40</td>
<td>5.61</td>
</tr>
<tr>
<td>Bookstore staff are helpful.</td>
<td>5.32</td>
<td>5.64</td>
<td>5.60</td>
<td>5.63</td>
<td>5.81</td>
</tr>
<tr>
<td>Scale Mean</td>
<td>5.32</td>
<td>5.39</td>
<td>5.48</td>
<td>5.47</td>
<td>5.70</td>
</tr>
</tbody>
</table>

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

**6R3. What are your performance results for administrative support service processes?**

Performance results for administrative support service processes at the College are collected by individual departments as well as through administration of the Noel-Levitz SSI. Performance results for fiscal operations of the College are primarily measured through the College audit and the calculation of financial ratios comprising a composite financial index. These financial ratios were developed by KPMG specifically for measurement of operational results in higher education institutions. Audits of the College have historically resulted in a “clean opinion” with few, if any, reported findings. Any findings are addressed and corrective measures taken. Financial ratios for the year ended June 30, 2011, are as follows:
**Primary Reserve Ratio:** 0.3699
This ratio measures financial reserves against annual operating expenditures, a measure of financial flexibility. This ratio should be 0.25 or greater.

**Net Operating Revenue Ratio:** 0.0392
This ratio measures operating performance or the ratio of net revenues after expenses to total revenues, and should be a positive number.

**Return on Net Assets:** 0.0597
This ratio measures the increase in net assets in relation to total assets and should be a positive number.

**Viability Ratio:** 0.6216
This ratio measures the College’s ability to cover debt with current assets and should be 1.0 or greater.

One Noel-Levitz SSI scale – the Safety and Security effectiveness scale – relates to student satisfaction with administrative support services processes. As demonstrated in Figure 6.4, the four-year trend suggests overall general student satisfaction with safety and security processes at LLCC.

**Figure 6.4 – Safety and Security Scale**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Security staff are helpful.</td>
<td>4.93</td>
<td>5.05</td>
<td>5.14</td>
<td>5.21</td>
<td>5.40</td>
</tr>
<tr>
<td>Security staff respond quickly in emergencies.</td>
<td>4.83</td>
<td>4.92</td>
<td>4.96</td>
<td>5.18</td>
<td>5.32</td>
</tr>
<tr>
<td>Parking lots are well-lighted and secure.</td>
<td>4.90</td>
<td>5.29</td>
<td>5.30</td>
<td>5.29</td>
<td>5.78</td>
</tr>
<tr>
<td>The campus is safe and secure for all students.</td>
<td>5.31</td>
<td>5.62</td>
<td>5.64</td>
<td>5.64</td>
<td>5.96</td>
</tr>
<tr>
<td>The amount of student parking space on campus is adequate.</td>
<td>4.02</td>
<td>4.56</td>
<td>4.97</td>
<td>4.76</td>
<td>5.15</td>
</tr>
</tbody>
</table>

**Scale Mean**
4.80
5.09
5.21
5.22
5.54


**6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?**
While some measures are extremely specific and only useful within a department or division, the results are used generally to detect emerging trends that signal the need for process/procedure adjustment. Departments use the resulting data to develop strategic planning strategies to improve operations, although evidence of that use is sporadic or not well documented. Those strategies (a) addressing LLCC’s stated goals and objectives, (b) approved through the administrative review process, and (c) requiring no additional funding are approved for implementation. An example would be Financial Services’ strategy to reduce the number of printed checks through implementation of automated clearinghouse direct pay to vendors. Those strategies which require new or additional funding are prioritized and, if deemed as contributing to the overall strategic plan, funded based on order of priority and available revenues. Approved improvement strategies are housed in LLCC’s planning and budgeting database.

**6R5. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**
Comparative results are not available for much of the data presented for Supporting Organizational Operations given the nature of the data collected. For example, the College cannot benchmark data such as job placement rates of students using Career Development Services because national benchmarks do not exist.

The financial ratios presented are measured against an industry-established benchmark that indicates financial viability. Thus, rather than comparing LLCC results with those of other higher education institutions, a better way to analyze financial ratios is against the College’s history relative to the nationally established benchmark. Figures 6.5, 6.6, 6.7, and 6.8 depict LLCC’s financial ratios for the past five years. The red line in each represents the industry-established benchmark for financial viability.

**Figure 6.5 – Primary Reserve Ratio**

*Source: LLCC Strategic Planning and Key Performance Indicators Dashboard*
LLCC has consistently performed above the established benchmark. The one exception is the viability ratio which dropped below 1.0 to 0.6216 for fiscal year 2011. The viability ratio dropped below 1.0 due to the requirement that all long-term debt be included in the calculation. This makes no allowance for the fact that LLCC has a dedicated tax levy to retire bonds over a 20 year period. Therefore, bonded debt has no true effect on the continued viability of the College.

National comparisons in Supporting Organizational Operations are possible with some measures such as the Noel-Levitz SSI data. Here, College performance is depicted against the performance of other community colleges for three SSI effectiveness scales: Admissions and Financial Aid, Registration, and Safety and Security (see Figures 6.9, 6.10, and 6.11 respectively). The trend lines indicate that recent LLCC performance compares favorably in all categories with means above the national average.
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 6.12, 6.13, and 6.14, LLCC continues to narrow the performance gap on all three SSI scales reported in Supporting Institutional Operations. In addition, LLCC’s performance gap is smaller than the national benchmark for community colleges on all three scales.

**IMPROVEMENTS**

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

Departments supporting institutional operations have made numerous improvements, although most would be considered improvements to procedure and not necessarily improvements to the total process. The following listing provides a sample of some recent improvements:

- The Financial Aid department began a business process analysis to design efficient processes that make more effective use of Datatel Colleague.
- Admissions and Records revised the admission application to make it more user-friendly.
- Placement and Testing began electronic scoring of writing samples.
- The Business office has instituted ACH payment for vendors to speed up payments.
- The Budgeting and Financial Analysis office has increased the use of productivity tools to provide additional financial analysis and reporting.
- Facilities Services has instituted the use of green cleaning procedures.

In addition, the College launched an action project to address process mapping. The experience of drafting the College’s initial Systems Portfolio spotlighted much variance across the units or divisions in how key processes are documented. This action project team is overseeing the development and implementation of a process model that can be replicated by units or divisions throughout the College. Systematic mapping of processes will (a) ensure that current operations are effective, efficient, and transparent and (b) allow for a smooth continuity of operations.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

The College’s commitment to developing a Business Intelligence/Data Warehouse coupled with a Strategic Plan and Key Indicators Dashboard serves to focus LLCC’s Board of Trustees, President’s Cabinet, and the entire College community on measures of progress related to LLCC’s strategic planning goals.
As utilizing CQI principles and tools becomes more of the College culture, the senior administration anticipates that reviews of institutional and departmental processes will become more routine and serve to focus the College on process improvements and measurable data-verified results. The senior administration recognizes that much work remains to be done in this regard.
CATEGORY 7: MEASURING EFFECTIVENESS

INTRODUCTION

LLCC’s processes for Measuring Effectiveness are systematic and aligned yet not thoroughly integrated. Data collection and analysis are integrated processes that support institutional planning. LLCC’s mission, values, and goals inform the strategic and operational plans (7P4) as well as the College’s selection and use of data (7P2, 7P3). Each of the College’s six strategic goals has associated targets and measures that gauge progress towards achieving each. Progress is monitored at the President’s Cabinet level through the College’s Strategic Planning and Performance Indicators Dashboard and Scorecards.

Data management and distribution (7P1) at the College was significantly improved through implementation of a data warehouse and reporting system. When the data warehouse reports are coupled with aggregate data reports and trends available on the Institutional Research (IR) website, departments and teams now have instant access to data needed to inform both everyday operations and planning efforts.

Benchmarking the College’s performance within the state is commonplace, a processes facilitated through standardized reporting required by the Illinois Community College Board. Expanding the College’s ability to benchmark (7P5) its performance nationally is an area of improvement made possible through relatively recent membership in the National Community College Benchmarking Project (NCCBP). As the College examines and selects standardized instruments to improve evaluation of its processes, Institutional Research will be able to expand LLCC’s national comparisons in future systems portfolios.

Processes related to the timeliness, accuracy, reliability, and security of the College’s information systems (7P7) are “aligned to integrated.”

Comparisons that lead to a better understanding of how LLCC’s processes for Measuring Effectiveness compare with that of other institutions are not available currently through the NCCBP. The College would appreciate feedback on best practices evaluating Measuring Effectiveness processes.

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 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how the organization collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

PROCESSES

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

Data and performance information which support instructional/non-instructional programs and services are managed primarily through Datatel Colleague, the College’s administrative student database. Datatel Colleague records range from the entry-level test scores of students to the degrees conferred. Data and performance information from Datatel Colleague are provided to the appropriate LLCC personnel through dynamic standardized reports. LLCC’s Institutional Research (IR) and Information and Telecommunications Systems (ITS) offices began implementing Zogotech, a data warehouse and reporting system, in fall 2011.

Figure 7.1 – Enterprise Reports Accessible through the Data Warehouse and Reporting System

<table>
<thead>
<tr>
<th>Zogotech Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Outcomes</td>
</tr>
<tr>
<td>10th Day – End of Term Enrollment and Success</td>
</tr>
<tr>
<td>Course Completion and Success Chart</td>
</tr>
<tr>
<td>Course Completion and Success Trends</td>
</tr>
<tr>
<td>Course Completion/Success/Withdrawal/Contact Hrs</td>
</tr>
<tr>
<td>Grade Distributions</td>
</tr>
<tr>
<td>Enrollment</td>
</tr>
<tr>
<td>Attendance and Retention Status</td>
</tr>
<tr>
<td>Census Enrollment Comparison</td>
</tr>
<tr>
<td>Course Section Enrollment by Date</td>
</tr>
<tr>
<td>Daily Enrollment Change</td>
</tr>
<tr>
<td>Faculty Course Section Enrollment</td>
</tr>
<tr>
<td>Students by Gender, Age, and Race/Ethnicity</td>
</tr>
<tr>
<td>Student Outcomes</td>
</tr>
<tr>
<td>Cumulative GPA by Class Location</td>
</tr>
<tr>
<td>Cumulative GPA by Student Location/Zip</td>
</tr>
<tr>
<td>Cumulative GPA by Subject/Course</td>
</tr>
<tr>
<td>End of Term Retention Status Bar Chart</td>
</tr>
<tr>
<td>Graduate Totals by Degree, Major, and Term</td>
</tr>
<tr>
<td>Graduation and Retention Graph</td>
</tr>
<tr>
<td>Utilization</td>
</tr>
<tr>
<td>Utilization Rate Trend</td>
</tr>
<tr>
<td>Utilization Rates by Discipline</td>
</tr>
</tbody>
</table>

Zogotech acts as an interface to Datatel Colleague, enhancing staff access to data while maintaining data integrity. Staff were trained in using the warehouse template reports in summer 2012. These warehouse reports (see Figure 7.1) provide instant access to class retention, course performance, graduation, and student progression data as well as other enrollment management information.

IR and ITS create supplementary Datatel Colleague reports at the request of faculty and staff. For example, a series of database reports was designed to support Education Service Areas (ESAs) operations, enrollment management, and student tracking (see Figure 7.2). Additional reports and further analyses are provided by IR on an ad hoc basis.

Figure 7.2 – Customized Reports for ESA Analyses

<table>
<thead>
<tr>
<th>Reports in Datatel Colleague</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Current Dual Credit by Region</td>
</tr>
<tr>
<td>• Unduplicated Students by Date</td>
</tr>
<tr>
<td>• First Time Total for Region</td>
</tr>
<tr>
<td>• Student Demographic Reports</td>
</tr>
<tr>
<td>• Non-Dual Credit Demographic Reports</td>
</tr>
<tr>
<td>• Dual Credit Demographic Reports</td>
</tr>
<tr>
<td>• Sections and Credit by Student</td>
</tr>
<tr>
<td>• Student Name and ID Report</td>
</tr>
<tr>
<td>• Data Entry Student Checklist</td>
</tr>
<tr>
<td>• Students by FT and PT Status</td>
</tr>
<tr>
<td>• Data Download for Region</td>
</tr>
<tr>
<td>• Course Grades and Counts by Region</td>
</tr>
<tr>
<td>• Regional Center FA Year Counts</td>
</tr>
</tbody>
</table>

In addition to the Colleague database, IR accesses IPEDS data files; IR enrollment, completions, and faculty/staff databases (designed for state-mandated data files); economic modeling software; and census data to enhance data offerings. The IR website provides aggregate data reports and trends through publications such as the Fact Book, Quick Facts, the Environmental Scan, LLCC Performance Reports, and survey reports and tables (CCSSE, SSI, ACT Faces of the Future, and graduate follow-up studies) to support the college community. Under the direction of the Academic Assessment team, data are collected and analyzed.
specifically for assessment activities. Faculty and staff are provided with feedback from the assessment activities via the faculty Assessment Coordinators and workshops through CELT (Center for Excellence in Learning and Teaching).

Data and performance information needs are communicated to IR and ITS in two ways. Formal requests are submitted through College teams or Academic Deans. More often, however, the request is informal and initiated by direct contact with the IR office. Procedures for submitting a data request are outlined in the IR Operational Guidelines. All reasonable data requests from committees/teams, faculty, students, staff, and external constituents for which data and processing time are available are typically honored. Such requests are fulfilled after deemed appropriate and practical by the requester’s dean, supervisor, or administrator.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?
Selecting, managing, and distributing data and performance information for planning efforts begins with the compilation and distribution of the College’s Environmental Scan. The scan 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 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 completed periodically, with the latest update occurring in 2011 prior to the annual review of the College’s Strategic Plan.

The environmental scan with annual plan updates, the Fact Book, the Strategic Planning and Performance Indicators Dashboard (see Figure 7.3), performance indicator scorecards, and departmental/unit/program effectiveness data support the formation of a revised Strategic Plan. For example, the Library requested and received headcount data to support their collection allocation decisions. The Social Sciences department examined the reading and writing proficiencies of students enrolled in common core courses to determine how prerequisite changes might impact student success. Data sources such as these are also used to analyze Plan strengths and challenges, identify target benchmarks, and assess core indicators of the Plan. The Plan is updated annually through the LLCC Planning Database, which houses all departmental/unit strategies for supporting the College goals. Desired outcomes/improvements are established with the results and planned remedies assessed and updated semiannually. The planning strategies are tied to the College’s annual budget, and planning resources are subsequently allocated. [crit.5D1]

Figure 7.3 – Strategic Planning and Key Performance Indicators Dashboard: Goal 1 – Completion and Employment

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?
The College’s IR and ITS staff members determine the needs of departments and units related to collecting, storing, and accessing data through their representation on various teams such as Academic Assessment, Program Review, and AQIP Steering teams. In addition, the IR Director communicates regularly with Education Service Area directors to respond to their data needs. Figure 7.2 lists reports emerging from such conversations. ITS also works closely with Financial Aid, the Business office, Human Resources, and Registration staff to ensure that their data requirements are met. As stated in the IR office’s Operational Guidelines, ad hoc requests are prioritized by requesting unit (with priority of response given the LLCC
The President, immediacy of need for the data/information, resources demanded by the request, complexity of the project, and consideration of IR’s other active requests. Institutional data are made accessible to all authorized users and systems, as defined in institutional policies. The data warehouse and web-based reporting system serve as additional tools from which departmental staff can access data.

7P4. How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

LLCC documents evidence of its operational performance through the Strategic Planning and Performance Indicators Dashboard and Scorecards. The Dashboard illustrates annually the progress achieved within the strategic plan. Progress towards achieving the College’s goals is reported in the Dashboard via a pictorial representation (see Figure 7.3). These Dashboard indicators, represented by gauges (i.e., speedometers and tachometers), are linked to the College’s Performance Indicator Scorecard (see Figure 7.4).

The President’s Cabinet developed these key performance indicators to measure progress within the College’s six goal areas. Each performance indicator includes an analysis of trend data associated with a goal. Data for the indices are listed on the scorecard along with weighted values, target range sets, data sources, and pertinent notes. The resulting indicator data are analyzed by the President’s Cabinet and shared with the Board of Trustees annually. The IR office plans to create an additional dashboard that compares LLCC to peer institutions at the state and national level.

While much performance data is shared through the dashboard, the Institutional Research (IR) department also maintains a robust webpage. This site provides quick access to a wide variety of reports including College “quick facts”, enrollment trend reports, graduate surveys, and reports from standardized administrations such as the CCSSE. In addition to maintaining much data on the webpage, the IR staff utilizes distribution lists to send current reports or analyses directly to predetermined groupings at the College. For instance, detailed census enrollment reports are emailed to all staff who indicate an interest based on a schedule of pertinent census dates (from the beginning of registration through the end of the term).

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

The methods used for data comparison are determined by the specific measure and data availability. Most often, the College uses internal methods and trend analyses. However, state and national comparisons are used in College analyses when possible. For statewide comparisons, LLCC uses the peer group determined

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**Figure 7.4 – Performance Indicator Scorecard for Goal 1 – Student Access and Success**

<table>
<thead>
<tr>
<th>Goal 1 - Student Access and Success</th>
<th>Key Performance Indicators</th>
<th>FY12 Update</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY11</td>
<td>FY10</td>
<td>FY09</td>
<td>FY08</td>
</tr>
<tr>
<td>Residence</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention within Term</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall to Fall</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester to Semester (Fall to Spring)</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographic Retention Date (Within Term)</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 31-35</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Learning retention within term</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion and Employment</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Rate</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Range sets (low bound)**

<table>
<thead>
<tr>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Yellow</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
generated through the Academic Program Review process and the Planning Leadership Roundtable described in 5P6. All submitted strategies must be (a) supported by data and (b) advance LLCC’s mission by aligning with one or more institutional goals. Strategies are reviewed and moved forward by department and unit managers for final review by the President’s Cabinet. Strategies with budgetary implications are reviewed and earmarked for inclusion in the budgeting process. Approved strategies are finalized in the College’s planning database for inclusion in the overall annual plan. Once the planning year goes into effect, staff are required to update the outcome status of each of the strategies semi-annually in the planning database.

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information systems(s) and related processes?
Much of the data extracted from Datatel Colleague is submitted to the ICCB based on an annual schedule. The ICCB requires an extensive amount of data to be collected and submitted year-round. In turn, the ICCB provides an editing process that effectively alerts LLCC to any data quality issues. Additionally, the Registration Services area (specifically the Data Centralization Specialist) systematically runs edit reports to ascertain that course information entered into Datatel Colleague is complete and accurate. Many departmental internal checks also occur regularly. For example, after the official midterm enrollment data are extracted each semester, the final reports are tracked back to a random selection of course section rosters. This cross-check ensures the process is producing accurate results. Midterm enrollment totals are also reconciled back to the total billing hours. At the end of the reporting year, midterm counts are reconciled to the Administrative Service’s data tuition totals in order to ensure that no systemic problems are present. An external audit process (i.e., part of the College financial audit) checks the validity of these processes annually.

LLCC employs the ICCB schedule to keep other processes current in the IR office. When the ICCB data files are submitted, associated reports and data tables (e.g., the Fact Book, enrollment trend reports, dashboard data) provided by the IR staff are updated and replaced on the website. This ensures that faculty and staff working from these reports have access to the most current data.

by the Illinois Community College Board (ICCB). LLCC’s peer group – Group IV: Located Downstate and in Urbanized Area – consists of eight community colleges selected for similarities in enrollment size, staffing, and geographic location. Peer group analyses are utilized regularly in all reports prepared for the ICCB and are especially helpful in preparing performance reports. The ICCB typically offers not only peer group data, but data for all of the Illinois community colleges. This facilitates comparing LLCC data annually to statewide mean and median statistics. In addition, this availability allows LLCC to (a) widen comparisons to Illinois community colleges outside the ICCB-determined peer group or (b) further narrow comparisons to peer institutions most similar to LLCC for the issue in question. State comparisons are available on a limited number of nationally standardized instruments such as the Community College Survey of Student Engagement (CCSSE) through participation in an Illinois consortium.

National peer comparisons based on institution size are provided with nationally standardized instruments such as CCSSE, Noel-Levitz SSI, and CAAP. Realizing the need to expand national comparisons, LLCC participated initially in the Kansas Study. After two years, however, the IR office concluded that the data collected and compared in that particular study were not a good fit. Consequently, the College joined the National Community College Benchmark Project (NCCBP) in fiscal year 2011. Peer group analyses are also available with the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System’s (IPEDS) Executive Peer Tool. Although it is a means not utilized often, it does provide comparison data for all post-secondary institutions. Additionally, LLCC staff members access US Census and Department of Labor data for District-wide, county, state and national comparative information through an online data software program. These data are used extensively in the academic program and course approval process and program analyses.

7P6. How do you ensure department and unit analysis of data and information aligns with the organizational goals for instructional and non-instructional programs and services? How is this analysis shared?
Prior to each planning year, faculty and staff discuss and brainstorm strategies during workshops at the College’s annual Institutional Improvement Day. Ideas are also
The College’s Information and Telecommunication Systems (ITS) division oversees security of college-wide systems by operating according to the Policies and Procedures Manual. The Policies and Procedures Manual outlines extensive network security procedures, back-up processes, and user ID/password expiration guidelines. Datatel Colleague’s security is maintained for each user, restricting access to modules, screens, and fields on an as-needed basis that is determined by the user supervisors. Patches to the data system are reviewed and tested prior to installation. Finally, an extensive ITS audit is performed annually by an external firm. The IR office’s Operational Guidelines provides standards for data confidentiality. Data are held in strictest confidence and are used only for fulfilling the mandates and duties of LLCC and are not inappropriately released. Data held in the IR network files are accessible only by authorized IR staff.

RESULTS

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

The timeliness, accuracy, and format of LLCC data files and reports submitted to the Illinois Community College Board (ICCB) are analyzed every five years during the state coordinating board’s Recognition Evaluation. LLCC student, faculty/staff, financial, and facilities data submissions are evaluated for compliance pursuant to ICCB Rule 1501.201. Referencing accountability through reporting performance, this rule states that “complete and accurate reports shall be submitted by the District/College to the ICCB in accordance with ICCB requirements, on forms provided by the ICCB, where applicable.” As indicated in Figure 7.5, LLCC provides annually a wide variety of data for the ICCB. The IR office monitors timely submission of these reports by utilizing the ICCB’s online “Data Due Report.” Here, the ICCB tracks submission dates for each required report/data file and provides an easily accessible list. The IR staff regularly monitors this site to determine whether reports are being submitted in a timely manner college-wide.

The College also underwent a comprehensive audit of Datatel Colleague in the spring of 2012. Datatel Colleague is the College’s student administrative database and therefore the source for the majority of data analysis. The purpose of the Datatel Colleague audit was to better understand areas such as: how LLCC is

### Figure 7.5 – Data Submission and Reports Provided Annually to the Illinois Community College Board

<table>
<thead>
<tr>
<th>Student Data Reporting</th>
<th>Facility/Staff Data Submissions</th>
<th>Financial Data Submissions</th>
<th>Facilities Data Submissions</th>
<th>Other Data Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annual Completions Data</td>
<td>• Faculty, Staff &amp; Salary – Fall Individual</td>
<td>• Audit</td>
<td>• Facilities Data</td>
<td>• Program Review Report</td>
</tr>
<tr>
<td>• Annual Course Data</td>
<td>• Faculty, Staff &amp; Salary – Fall Summary</td>
<td>• Audit/Unit Cost Reconciliation</td>
<td>• Square Footage of Planned Construction and Owned Land</td>
<td>• Program Review Listing</td>
</tr>
<tr>
<td>• Annual Enrollment and Completion Data</td>
<td>• Faculty, Staff &amp; Salary – Annual Individual</td>
<td>• Audit/UFRS Reconciliation</td>
<td>• Construction Project Status Report</td>
<td>• Underrepresented Groups Report</td>
</tr>
<tr>
<td>• Annual Student Identification</td>
<td>• Budget</td>
<td>• Certificate of Chargeback</td>
<td>• RAMP – Resource Allocation Management Plan (Capital Budget Request)</td>
<td>• Performance Report</td>
</tr>
<tr>
<td>• Career &amp; Tech Ed Graduate Follow-Up</td>
<td>• Certificate of Tax Levy</td>
<td>• Certificate of Publication for Annual Financial Statement</td>
<td>• Facility Utilization Data</td>
<td></td>
</tr>
<tr>
<td>• Fall Enrollment Data</td>
<td>• Course Enrollment Data</td>
<td>• Uniform Financial Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fall Enrollment Survey</td>
<td>• Unit Cost</td>
<td>• Budget Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Noncredit Course Enrollment</td>
<td>• Spring Enrollment Survey</td>
<td>• Audit/Unit Cost Reconciliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spring Enrollment Survey</td>
<td>• Certificate of Chargeback</td>
<td>• Audit/UFRS Reconciliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students with Disabilities Annual Data</td>
<td>• Certificate of Tax Levy</td>
<td>• Certificate of Publication for Annual Financial Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summer Graduates for IPEDS</td>
<td>• Course Enrollment Data</td>
<td>• Uniform Financial Reports</td>
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<tr>
<td></td>
<td></td>
<td>• Budget Survey</td>
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<td>• Certificate of Publication for Annual Financial Statement</td>
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Source: LLCC Evaluation of ICCB Recognition Standards, October 2008
Currently using Datatel Colleague; what gaps exist between the functional areas available and those actually used at LLCC; and how LLCC should use Datatel Colleague to provide the best return on its investment. The audit team visited the campus and conducted interviews with groups organized by functional area. The focus of the audit included current use of Datatel Colleague’s Finance, HR/Payroll, Student, and WebAdvisor systems as well as the reporting environment. A report offering recommendations that have the potential to enhance efficiencies while optimizing use of Datatel Colleague was provided to the College.

**7R2. What is the evidence that your systems for Measuring Effectiveness meets the organization’s needs in accomplishing its mission and goals?**

Performance Indicator Scorecards and the Strategic Planning and Key Performance Indicators Dashboard are providing numeric evidence of the College’s progress in meeting its mission and goals while measuring the success of its planning efforts. Each has assisted the President’s Cabinet in identifying targets and measures for the College’s strategic goals. The data sources used to measure the College’s effectiveness include the LLCC Fact Book, reports compiled and submitted to the ICCB (or select reports from Figure 7.5), and other data reports. Year-end planning reports then provide specific outcomes information on all of the strategies tackled throughout the fiscal year in support of the College’s mission and goals.

**7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

The College understands how its reporting performance (e.g. timeliness, accuracy, using correct reporting format) compares with other community college in Illinois through continual use of ICCB’s “Data Due Report.” In addition, feedback from the last Recognition Evaluation reported that “Overall, Lincoln Land Community College’s final data submissions have been accurate and complete.” In each instance, the results pertained to LLCC’s reporting performance with its state agency (i.e. the ICCB). Comparisons that lead to a better understanding of how LLCC’s processes for Measuring Effectiveness compare with that of other institutions are not available currently through the NCCBP. But as noted in 3P1, the College’s processes and methodologies utilized in collecting and analyzing data align with state (ICCB) and national level (NCES) as well as NCCBP guidelines.

**IMPROVEMENTS**

**7I1. What recent improvements have you made in this category? How systematic and comprehensive are the processes and performance results for Measuring Effectiveness?**

LLCC’s Institutional Research office, working jointly with the Information and Telecommunication Systems staff in many instances, has implemented the following improvements to Measuring Effectiveness processes at LLCC.

*Performance Indicator Scorecards.* The College developed scorecards to measure institutional effectiveness. Several years were invested in determining the parameters of each indicator. A scorecard exists for each of the College’s six goals. Each delineates the measures and targets for performance related to the respective goal. Data for the indices are listed on each scorecard along with weighted values, target range sets, data sources, and pertinent notes.

*Strategic Planning and Key Performance Indicators Dashboard.* The Strategic Planning and Key Performance Indicators Dashboard was developed to measure the College’s strategic planning efforts at the institutional level. The dashboard includes several key performance indicators for each of its six goals: Student Access & Success, Diversity & Cultural Competency, Economic Responsiveness, Community Engagement, Financial Strength, and Operational Strength. Each indicator is measured and target values are illustrated using a speedometer- or tachometer-like feature. The target values were determined by an analysis of the College’s historical data for each indicator and, where applicable, benchmarking data.

*Data Warehouse.* Institutional Research (IR) and Information and Telecommunications Systems (ITS) began the process of implementing a data warehouse at the College in 2009. The initial phase of implementation involved software implementation, training IR and ITS staff, identifying widely used reports, building the report templates, verifying the accuracy of the reports (i.e. confirming that the data warehouse reports mirrored standardized reports produced through Datatel Colleague) and ensuring data integrity. College staff were trained to use the warehouse template reports in
summer 2012. The warehouse reports provide staff quicker access to class retention, course performance, graduation, student progression data, and other enrollment management information.

712. How do your culture and infrastructure help to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

The culture at LLCC has moved towards data-informed decision making, increasing the amount of data requested, accessed, and analyzed. To support this movement, the College invested heavily in software to (a) facilitate access to data and (b) measure institutional effectiveness. Under the direction of the Board of Trustees, the President’s Cabinet began developing a Strategic Planning and Key Performance Indicators Dashboard in the summer of 2009. The Cabinet and IR staff worked with others inside the College to develop the measures, the weighted averages for each indicator, the target values, and other content that is visual in the Dashboard. At the same time, the IR and ITS offices were beginning the implementation of a data warehousing software tool. LLCC used both the data warehousing and dashboard software tools to create its dashboards.

The first dashboard originated with several performance indicator scorecards designed by the President’s Cabinet. Each is data intensive and illustrates a measure of the College's planning strategies. The Strategic Planning and Performance Indicators Dashboard provides (a) an annual look into the College's strategic plan and (b) a review of the successes and ongoing challenges of planning efforts. While the Dashboard’s purpose is to promote continuous improvement and gauge the College’s planning efforts, it is also an information source for LLCC’s many stakeholders.
CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

INTRODUCTION

LLCC’s planning process is systematic (8P1), integrated across the different units/divisions and levels (8P4) of LLCC through the College’s goals and strategies (8P1, 8P2, 8P3), and aligned with the annual budgeting process (8P1). The College’s Strategic Planning and Key Performance Indicators Dashboard facilitates measurement of strategic planning efforts (8P5) at the institutional level. Key performance indicators exist for each of the College’s six goals. Target values were established using an analysis of historical data for each indicator and, when possible, benchmarking data. A database documents the College’s planning initiatives while aligning each with budgeting (8P3) information. This facilitates sorting of strategies by College goal.

A focused improvement for this area is the College’s “Continuous Quality Improvement: Learning to Make Systematic, Informed Decisions” action project. This team developed a comprehensive professional development program to assist faculty and staff in developing the skills needed to advancing the College’s improvement efforts. As this action project is implemented, the College wants to verify that departments and units/divisions are fully implementing the training (i.e., “advancing the vision, achieving the mission, and deploying the values of LLCC” by living or carrying out the College’s mission, vision, and values). Therefore, LLCC welcomes feedback on how to best document and measure the culture change related to its Continuous Quality Improvement (CQI) training.

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 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement examines your organization’s planning processes and how your strategies and action plans help you achieve your mission and vision.*

**PROCESSES**

**8P1. What are your key planning processes?**

LLCC’s planning process is systematic, integrated, strategic, and operational. As outlined in Figure 8.1, the annual process (a cycle initiated in August and culminating the follow August) begins in late summer and early fall with a review of prior fiscal year’s planning strategies. College planning strategies are documented in a planning and budgeting database. During the review, individual unit planning and budget leaders categorize the previous year’s planning strategies as “complete,” “no longer a priority,” or “for continuation into the next year.” Once senior leadership completes the updating, all faculty and staff are brought into the planning process with Institutional Improvement Day. This day’s activities are designed to facilitate college-wide input regarding strategies for the next fiscal year’s plan. The afternoon sessions, for example, allow division-level discussion of planning initiatives for the next year. Planning initiatives identified during Institutional Improvement Day activities are moved into consideration in the planning process at the Planning Leadership Roundtable.

The Planning Leadership Roundtable is a cross-divisional discussion of potential initiatives that have arisen from various college-related activities, processes, and data compilations involving both internal and external constituents. These include but are not limited to:

- LLCC Environmental Scan and Fact Book;
- LLCC Strategic Planning and Key Performance Indicators Dashboard;
- Previous year-end operational plan update;
- Department/unit/program effectiveness data, including Academic Program Review;
- Recommendations from various advisory committees, teams, and groups;
- Recommendations from the Shared Governance structure;
- Recommendations and information from economic development groups and Chambers of Commerce within the College’s District; and
- Other emerging planning opportunities from the Board of Trustees or President.

The Planning Leadership Roundtable allows cross-divisional strategies to be identified and included in the planning process.

The review of LLCC’s Environmental Scan allows emerging factors such as demographic shifts to inform the planning process. The Environmental Scan is a comprehensive compilation of the District’s population, labor and jobs, and education demographics and trends. The Environmental Scan also brings into the planning process detailed LLCC data on funding and finances, facilities and budget, student body profiles and student satisfaction, faculty and staff, academic programs, enrollment and academic achievement.

New strategies considered in the planning process are tied to at least one of the College’s six goals (Student Success and Access, Financial Strength, Economic Responsiveness, Community Engagement, Diversity and Cultural Competency, and Operational Strength) in LLCC’s planning and budgeting database. The planning and budgeting database allows sorting of strategies by goal. The President’s Cabinet reviews each planning strategy for its potential to contribute to the overall strategic plan. New strategies at this point meet one of several designations. A strategy can be moved into the budgeting process (because it requires new funding), combined with another strategy, deferred, eliminated, put on hold, moved directly into the plan (because it did not require new funding), omitted by a member of the President’s Cabinet, or categorized as a low priority.

Budgeting is incorporated into the planning process when planning strategies are categorized as requiring new funds. The President’s Cabinet determines if the requested funds should be granted for the strategy. In some cases the President’s Cabinet will identify alternative fund sources. For example, a strategy may be more appropriately funded through Carl Perkins funds or Technology Fees rather than the operational budget. Planning strategies are coded by funding source and prioritized during this final step in the process. Once this process is completed, the College has an annual plan and a proposed budget that are subject to approval by the Board of Trustees.
**8P2. How do you select short and long term strategies?**

Long term strategies, defined locally as three to five years, emerge from LLCC’s strategic planning process. Selecting these multi-year strategies begins with the President commissioning a review group with college-wide representation. This group reviews the current strategic plan; the College’s mission, vision, core values, and goals; LLCC’s environmental scan (scan components detailed in 7P2); and several other documents (e.g., current local, state, and national planning initiatives as well as any AACC planning documents) to identify potential long-term strategies. These proposed long-term strategies, after review by the President and the President’s Cabinet, inform and/or become the College’s strategic plan.

Short term strategies are developed by the divisions and departments as part of LLCC’s operational planning process. Operational planning aligns the division and department short term strategies with the multi-year strategies in the strategic plan. Operational planning begins at Convocation when the President communicates the College’s institutional focus for the year. Throughout the fall semester and at Institutional Improvement Day, College divisions meet to brainstorm and determine annual (i.e., short term) strategies which support the College’s institutional focus and its strategic plan. These division-level strategies then move into the planning process described in 8P1 (step 11 in Figure 8-1) where members of the President’s Cabinet review them for goal alignment and prioritization.

**8P3. How do you develop key action plans to support the organizational strategies?**

Action plans generally evolve under the leadership of the President’s Cabinet. The process of identifying action plans and associated strategies begins during the fall
semester. During that period of time, divisions, departments, and units develop annual initiatives that support both the institutional focus and strategies associated with the strategic plan. While these initiatives or strategies commonly originate at the department level, each is subject to review by the division’s senior leadership. Approved initiatives are moved into the College’s planning and budgeting database. This database is a repository for college-wide planning initiatives and budgeting information. The planning and budgeting database aligns each strategy to one of the College’s goals, allowing strategies to be sorted and measured by goal. In practice, the database also supports the tracking of strategies and action plans.

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across the organization’s various levels?

Three mechanisms interplay at LLCC to coordinate and align planning processes, organizational strategies, and action plans across the organization’s various levels. First, each department of the College has an individual mission and goals written to support the mission, vision, and goals of the College. These departmental mission statements and goals align planning across the College’s many levels. Second, the fall Institutional Improvement Day structures opportunity for planning within the College’s units. Division-wide or unit planning is possible because the College is closed that day, and all scheduled activities focus the college community on improvement efforts. Third, the Planning Leadership Roundtable structures the opportunity for cross-divisional conversations. At this meeting of all planning and budgeting leaders, cross-divisional strategies are identified for inclusion in the planning process.

8P5. How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

The Strategic Planning and Key Performance Indicators Dashboard was developed to measure the College’s strategic planning efforts at the institutional level. The dashboard includes multiple key performance indicators for each of its six goals: Student Access & Success, Diversity & Cultural Competency, Economic Responsiveness, Community Engagement, Financial Strength, and Operational Strength. Each indicator is measured and target values are assigned using gauges such as speedometers or tachometers. The target values were determined by an analysis of the College’s historical data for each indicator and, where applicable, benchmarking data.

The College develops performance scorecards to measure institutional effectiveness and inform the dashboard. Several years were invested in determining the current parameters of each indicator. A scorecard exists for each of the College’s six goals. Each delineates the measures and targets for performance for the respective goal. The performance score card for Student Access and Success or Goal 1 is provided in Category 7 (see Figure 7.4).

The President’s Cabinet developed these key performance indicators to measure progress within the College’s six goal areas. Each performance indicator includes an analysis of trend data associated with each goal. Data for the indices are listed on the scorecard along with weighted values, target range sets, data sources, and pertinent notes. The resulting indicator data are analyzed by the President’s Cabinet and shared with the Board of Trustees annually.

8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

The mission of LLCC is “to provide district residents with quality educational programs and services that are accessible, affordable, and responsive to individual and community needs.” This statement, as well as the six goals of LLCC (Student Access and Success, Diversity and Cultural Competency, Economic Responsiveness, Community Engagement, Financial Strength, and Operational Strength), are stated in broad enough terms to be adaptable to changing situations involving the College’s organization, resources, and opportunities. The action steps developed in the annual strategic planning process must relate to one of the six stated College goals. LLCC’s budget flows from those proposed action steps and requests submitted in the College’s annual planning process. Action steps are funded based on institutional priority and the availability of funds. [crit.5A3]

LLCC is a locally controlled community college which does not allocate revenue outside of its immediate scope of operation. Resource allocation for any given fiscal year begins with the establishment of baseline budgets within departments. These baselines are based on departmental expenditure patterns over the preceding several years. In order to meet departmental and
LLCC has the fiscal resources to support its operations. This is clearly demonstrated in LLCC’s 2011 net instructional unit cost of $248.23 per credit hour (2011 Unit Cost Report, ICCB). This is higher than the state average of $215.86 due in part to the large geographical size of the District and the resulting need to operate four educational service centers and three additional locations – the Capital City Training Center, LLCC Hillsboro, the Aviation Center, and the Illinois Small Business Development Center – which totals 652,273 gross square footage. LLCC’s tax revenue is $3,641 per FTE student compared to the state average of $215.86 due in part to the large size and small student-to-faculty ratio. LLCC is able to deliver affordable, high-quality education.

In addition, financial ratios reported to the Higher Learning Commission demonstrate the financial health of LLCC as follows:

**Primary Reserve Ratio:** 0.3699  
This ratio measures financial reserves against annual operating expenditures, a measure of financial flexibility. This ratio should be .25 or greater.

**Net Operating Revenue Ratio:** 0.0392  
This ratio measures operating performance, or the ratio of net revenues after expenses to total revenues, and should be a positive number.

**Return on Net Assets:** 0.0597  
This ratio measures the increase in net assets in relation to total assets and should be a positive number.

**Viability Ratio:** 0.6216  
This ratio measures the ability to cover debt with current assets and should be 1.0 or greater. [crit.5A1]

Institutional expenses are monitored monthly on a global level and are reported to the Board of Trustees in monthly financial statements. Departmental expenditures are monitored on a quarterly basis in meetings held between departmental budget managers and a member of Budgeting office staff. Departmental budget managers manage their budgets on an on-going basis at any time since transactions are posted online in real-time or at the moment of occurrence. [crit.5A5]

LLCC demonstrates an appropriate level of human resources. Approximately 56% of credit hours are delivered by full-time faculty, a percentage that has been consistent for a long period of time (57.2% in 2009; 55.4% in 2010; 56.1% in 2011). Numbers of administrative, professional, and classified staff members reported to the Illinois Community College Board (ICCB) in the annual salary survey are comparable to LLCC’s cohort group of Illinois community colleges (2011 Salary Survey, ICCB). While LLCC’s classification of positions as Administrative, Professional, or Classified may differ from cohort institutions, the total numbers are very comparable. [crit.5A1]

Required qualifications for LLCC administrative, professional, and classified staff are commensurate with the level of the position, responsibility, and norms for institutions of higher education. Position qualifications are listed on both the official job description and the job description questionnaire (JDQ). All faculty teaching in transfer level programs are required to have appropriate master’s degrees in the respective discipline or master’s degrees along with a minimum of 18 credit hours in the discipline being taught. Those teaching career technical courses require either bachelor’s degrees or, in limited instances, associate’s degrees with certification and experience appropriate for the discipline being taught. Compliance with required qualifications is verified via official transcripts. In addition to ensuring that new hires are appropriately credentialed, LLCC is dedicated to continuing professional growth for employees once they are hires. New LLCC employees undergo two days of orientation to the College. Each faculty member is allotted $350 per year in professional development funds. Two Professional Development Days for all LLCC Faculty and Staff are held each academic year covering a wide range of topics. Funds are available for attendance at conferences and for tuition reimbursement for coursework. In total, LLCC allocated $435,000 towards staff development during FY2011. [crit.5A4]
LLCC has spent in excess of $70 million over the past 12 years building new facilities and renovating older facilities. The investment has resulted in over 435,000 net assignable square feet (NASF) of space designed to provide a quality environment for learning. Facilities and grounds are in excellent condition with minimal deferred maintenance. LLCC provides an average of 84 NASF per FTE student. This is above the state average of 72 NASF per FTE student (2012 Data and Characteristics, ICCB). [crit.5A1]

The College’s technological infrastructure is at an appropriate level to support faculty, staff, and student needs on the main campus as well as at the educational service areas. The network infrastructure includes 58 servers and 66 virtual servers; 34 network closets on the main campus with an additional 14 at the educational service areas; 3696 power over Ethernet (POE) ports; 1680 megabit network ports and 3504 gigabit network ports; multiple fiber running on and off campus; and internet bandwidth of 45 mbs from Illinois Century Network (ICN). Nine buildings on the main campus provide wireless access with an additional seven wireless buildings at the Educational Service Areas. [crit.5A1]

The College’s technology resources include 997 lab PCs and 65 Macs in 65 computer labs, three Mac labs, and seven portable labs. There are 475 total faculty and staff PCs and 97 faculty and staff laptops. Approximately 250 to 300 of these computers are replaced each year. Printing is available on the College’s 120 networked printers and 47 multifunction printers. The enterprise systems portfolio includes approximately 25 software packages including Blackboard as the College’s learning management software; EZProxy for off-campus student access to library subscription databases; Ellucian Colleague for a student information systems, human resources/payroll, and Colleague financials; Ellucian WebAdvisor for students’ external web-based access; Zogotech Estudias as a business intelligence software; and various Microsoft products such as Exchange (email), Forefront (antivirus), SharePoint (intranet), and SQL (relational database management). [crit.5A1]

8P7. How do you assess and address risk in your planning processes?

Four aspects of the College’s planning process are opportunities to assess and address risk. First, the College’s internal review process is not tied to a specific timeline such as every three or five years. This flexibility allows the strategic plan to be revisited as warranted by internal or external conditions. Second, LLCC’s Institutional Research office keeps the College’s environmental scan current. Regular updating and reviewing of the scan help determine whether an internal review of the strategic plan is warranted. Third, risk with current strategies is averted through mid-year updates to the President’s Cabinet and the annual closing of the operational plan in August/September. Fourth, the development and continued existence of a “special projects” fund enables the College to react, readjust, and/or capitalize on opportunities or challenges that arise but are not part of the strategic plan.

8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

The planning process is structured so that strategies and action plans originate from multiple levels and areas of the College. These strategies and action plans are reviewed at the President’s Cabinet level. Once a strategy is approved as aligning with and contributing to one of the College’s goals, any training associated with implementing the strategy is planned and scheduled for delivery by the appropriate departmental budget manager. For example, the College’s strategy for implementation of a data warehouse was described in 7I1. The initial phase began in 2009 with events such as software selection and implementation, building report templates, verifying the accuracy of the reports, and ensuring data integrity. Training of the Institutional Research (IR) and Information and Telecommunications Systems (ITS) staff was included in the initial implementation phase. The IR Director then scheduled and delivered the training needed by other staff members (i.e., using data warehouse templates) during a later phase of implementation. That training continues as needs arise.

The College also makes efforts to train its staff in areas that can improve planning efforts. Annually, staff from the Budget, Financial Planning, and Analysis office provide training on the Planning and Budgeting database to the departmental budget managers. CELT provides ongoing assessment training to faculty who initiate planning strategies through the annual Academic Program Review process. The College’s initial action project – “Continuous Quality Improvement: Learning to Make Informed, Systematic Decisions” – was launched so that all faculty and staff would (a) develop a common
### Figure 8.2 – Key Performance Indicators by LLCC Goal

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<td>ABE students who were post tested and were successful</td>
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<td>ASE students who were post tested and successful</td>
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<td>Source: LLCC Strategic Planning and Key Performance Indicators Dashboard</td>
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vocabulary and (b) become skilled in identifying and using CQI tools appropriate for the task or process under study. Such a foundation was considered vital to increasing employee engagement in all aspects of the College’s planning and improvement efforts.

**RESULTS**

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

LLCC measures the effectiveness of its planning process by utilizing key performance indicators (KPIs). Designed by the Office of Planning and Improvement and the President’s Cabinet, KPIs are the basis for evaluating the College’s strategic plan. The KPIs are organized by the College’s six strategic goals – Student Access and Success, Financial Strength, Economic Responsiveness, Community Engagement, Diversity and Cultural Awareness, and Operational Strength. Figure 8.2 provides a complete listing of the KPIs and corresponding data sets for each strategic goal.

Effectiveness measures for the College’s planning process are collected and analyzed annually. The College’s Planning and Institutional Improvement office maintains performance score cards for each goal. The performance scorecards provide historical trend data which aid in the development of the College’s interactive dashboard and its updates. The College’s KPIs and data sets are illustrated in the Strategic Planning and Key Performance Indicators Dashboard. The College monitors the success of its planning efforts through this dynamic dashboard. The dashboard’s dials, gauges, charts, and pictorial representations afford stakeholders the opportunity to visually observe the College’s progress in meeting its goals. Each performance scorecard (i.e., its KPIs and data sets) is updated annually as more current data become available.

8R2. What are your performance results for accomplishing the organizational strategies and action plans?

Results for accomplishing the College’s strategies and strategic plan goals are available to both internal and external stakeholders via the College’s dynamic dashboard. Figure 8.3 represents graphically the College’s success in its planning efforts with Goal 1 – Student Access and Success. The dial on the left depicts overall progress while the charts at the right demonstrate progress within the five measures of Student Access and Success. Predetermined data sets or performance indicators interact to create the five measures of Student Access and Success – enrollment, student college readiness, student satisfaction and engagement, persistence, and completion and employment. The performance indicators for the enrollment measure include the annual headcount for credit students (Figure 8.4), annual headcount for dual credit students (Figure 8.5), non-credit enrollment (Figure 8.6), distance learning enrollment (Figure 8.7), and annual headcount for credit students ages 31 to 55 (Figure 8.8). The pictured KPIs and data sets are static for the purpose of these examples.

![Figure 8.3 – The Five Measures for Student Access and Success](source: LLCC Strategic Planning and Key Performance Indicators Dashboard)
Enrollment Measures

**Figure 8.4 – Annual Headcount for Credit**

![Graph showing annual headcount for credit from 2008 to 2012.](source)

**Figure 8.5 – Annual Headcount for Dual Credit**

![Graph showing annual headcount for dual credit from 2008 to 2012.](source)

**Figure 8.6 – Annual Headcount for Non-Credit**

![Graph showing annual headcount for non-credit from 2008 to 2012.](source)

**Figure 8.7 – Annual Headcount Distance Learning**

![Graph showing annual headcount for distance learning from 2008 to 2012.](source)

**Figure 8.8 – Annual Headcount for Students Ages 31 to 55**

![Graph showing annual headcount for students ages 31 to 55 from 2008 to 2012.](source)

To further demonstrate the College’s performance results for accomplishing its strategies, data sets for the persistence measure are provided. Seven data sets combine to measure success with student persistence at LLCC: retention within term (Figure 8.9), fall to fall retention (Figure 8.10), semester to semester retention (Figure 8.11), distance learning retention within term (Figure 8.12), and retention by demographic criteria. Three data sets are combined to arrive at the demographic retention measure: retention for students ages 31 to 55 (Figure 8.13), retention by gender (Figure 8.14), and retention by ethnicity (Figure 8.15).

Persistence Measures

**Figure 8.9 – Within Term Retention**

![Graph showing within term retention percentages from 2008 to 2012.](source)

**Figure 8.10 – Fall to Fall Retention**

![Graph showing fall to fall retention percentages from 2008 to 2012.](source)
Figures 8.2 to 8.15 presented the measures for two indicators of Goal 1 – Student Access and Success. The College’s performance results for accomplishing its strategies related to all six goals can be found (a) in charts found throughout the systems portfolio and (b) electronically in LLCC’s Strategic Planning and Key Performance Indicators Dashboard.

8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

Targets for performance of the College’s strategies and action plans for the next one to three years are depicted in the dashboard for each effectiveness measure. Targets exist for each performance indicator and were determined through a historical data review by the President’s Cabinet. The College’s Institutional Research office then compiled weighted performance indicator data to arrive at an overall score. The score was assigned to a red (improvement needed in this area), yellow (special attention needed), or green (meeting or exceeding expectations) range. In Figures 8.4 to 8.15, performance targets are denoted by the yellow and green lines on each chart. In each instance, the College strives to maintain performance at or above the yellow line.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations, and if appropriate, of organizations outside of higher education?

The performance results for the College’s Planning Continuous Improvement processes are provided in the results questions throughout the systems portfolio and electronically in the dashboard. Where possible, LLCC benchmarks these measures through participation in the
National Community College Benchmarking Project (NCCBP), Community College Survey of Student Engagement (CCSSE), the Noel Levitz Student Satisfaction Inventory (SSI), and Illinois Community College Board (ICCB) Performance Reports. For example, NCCBP retention benchmarks are included in 1R6 (Figures 1.23 and 1.24). CCSSE benchmarks are provided in Figure 3.27. The Noel-Levitz SSI benchmarks are found in 1R6 (Figures 1.25, 1.26, 1.27, and 1.28), 3R6 (Figures 3.21, 3.22, 3.23) and 6R5 (Figures 6.9, 6.10, 6.11). LLCC’s GRS rates are compared with the state average in 1R6 (Figures 1.21 and 1.22). Hence benchmarking as well as establishing performance targets is done at the institutional data level (rather than at the program, department, or unit level) of progress towards goal achievement.

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The best effectiveness measure of the College’s planning processes is examining whether the College actually achieved the goals established through the planning process. The College’s planning process is the basis for all College operations and tied to the annual budgeting process. Goals and targets are discussed annually as the President’s Cabinet reviews the dashboard. Data requests, tracking of the KPIs, and Planning Leadership Roundtable involvement suggest an emerging culture of evidence.

The effectiveness of planning activities is also measured in part through participation levels. Attendance at the college planning sessions (i.e., Institutional Improvement Day, the Planning Leadership Roundtable) and college-wide involvement in reviewing the College’s strategic plan is evidence of engagement in the College’s improvement processes. In addition, employees are asked to provide feedback on Institutional Improvement Day activities on an annual basis. Evidence of participation exists as documentation (i.e., attendance, minutes, and outcomes) for the various events.

IMPROVEMENTS

8II. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

Recent improvements to processes associated with Planning Continuous Improvement include the following:

**Principles of Continuous Quality Improvement.** One of the College’s initial action projects was “Continuous Quality Improvement: Learning to Make Systematic, Informed Decisions.” This action project team developed a comprehensive professional development program to assist faculty and staff in the development of skills related to advancing the College’s improvement efforts. The resulting curriculum is grounded in advancing the vision, achieving the mission, and deploying the values of LLCC.

**Reviewing the Strategic Plan.** One of the College’s action projects was “Strategic Planning – Transformation.” This action project team’s charge was twofold: (a) design a process for review of the College’s strategic plan and then (b) implement the review process with LLCC’s current strategic plan. This process included a review of the College’s mission, vision, core values, goals, and key performance indicators. This action project team’s work resulted in slight modifications to the College’s mission statement, vision statement, core values, and goals.

**Performance Indicator Scorecards.** The College developed scorecards to measure institutional effectiveness. Several years were invested in determining the parameters of each indicator. A scorecard exists for each of the College’s six goals. Each delineates the measures and targets for performance related to the respective goal. Data for the indices are listed on each scorecard along with weighted values, target range sets, data sources, and pertinent notes.

**Strategic Planning and Key Performance Indicators Dashboard.** The College developed the Strategic Planning and Key Performance Indicators Dashboard to (a) measure the College’s strategic planning efforts at the institutional level and (b) illustrate the performance indicator scorecards. The dashboard includes many key performance indicators for each of its six goals: Student Access & Success, Diversity and Cultural Competency, Economic Responsiveness, Community Engagement, Financial Strength and Operational Strength. Each indicator is measured and target values are assigned using gauges such as speedometers or tachometers. The current target values were determined by an analysis of
the College’s historical data for each indicator and, where applicable, benchmarking data.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?
The College’s commitment to developing a business intelligence/data warehouse, coupled with a Strategic Planning and Key Indicators Dashboard, serves to focus the Board of Trustees, President’s Cabinet, and the entire College community on measures of progress related to the LLCC’s strategic planning goals. As utilizing CQI principles and tools becomes more of the College culture, the senior leadership anticipates that reviews of institutional and departmental processes will become more routine and serve to focus the College on process improvements and measurable data-verified results. The senior leadership recognizes this as an area for continued emphasis at the College.
CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

INTRODUCTION

Building Collaborative Relationships commonly requires the time and effort of multiple divisions or units at LLCC. These external relationships (9P1, 9P2, 9P4, 9P5) are valued and considered vital to the institution’s existence. Yet admittedly the College has not made a concerted effort to identify, prioritize, and evaluate its key collaborative relationship. In retrospect, processes that seem to have a natural home at the College (e.g., educational institutions from which LLCC student matriculate, organizations that supply materials and services to LLCC students, and external agencies related to accreditation) are more systematic than those that fall under multiple units or divisions (9P3, 9P7) of the College.

LLCC recognizes that it does not have a formal process to effectively document, measure, and evaluate new or existing collaborative relationships. Such a system would allow the College to prioritize its efforts and investments with external partners, a process that may prove valuable in a time of rapidly dwindling state funding. The College request feedback on how to design an aligned and integrated process in this area. Furthermore, LLCC is interested in learning of best-practices for benchmarking institutional performance in this area.

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 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines our relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission.

PROCESSES

9P1. How do you create, prioritize, and build relationships with educational institutions and other organizations from which you receive your students?

The College creates collaborative relationships with high schools, employers, and non-profits throughout District 526. These partnerships create awareness and facilitate the transition of students to the institution, making LLCC the “community’s college.”

District 526 includes 37 public high schools, a career center, and two state residential institutions – the Illinois School for the Visually Impaired and the Illinois School for the Deaf. Relationships with the District high schools are built through the recruitment process, dual credit and dual enrollment programming, and curriculum articulation efforts.

Recruiters, under the direction of Public Relations and Marketing, and staff at the Educational Service Areas (ESAs) provide high school counselors and potential students timely information on academic programs and the enrollment process. To build and maintain these secondary school relationships, recruiters visit each high school at least twice in both the fall and spring semesters. JumpStart – LLCC’s dual credit program – exemplifies the type of collaborative partnerships built with the District secondary schools. With oversight provided by the Dean of District Learning Resources, JumpStart exists to maximize opportunities for students to earn college credit while still in high school. This involves a well-defined process of evaluation of teaching credentials, articulation of curriculum, and performance evaluation to ensure courses maintain the rigor necessary for college credit.

The process for creating these dual credit partnerships varies. Some have evolved from ongoing relationships created initially through the College’s recruitment and marketing process. Others emerged from articulation agreements created under Tech Prep (now known as the Partnership for College and Career Success). At times, District high schools have approached LLCC about creating such partnerships. Regardless of how the partnerships were initiated, the process involved many one-on-one conversations between LLCC’s Dean of District Learning Resources and superintendents, counselors, and teachers at the respective high school. In five years, dual credit programming grew from 510 students involving 20 instructors at 16 schools to 853 students involving 46 instructors at 21 high schools.

These high school relationships are maintained through regular on-site visits. During these visits, the College staff member (e.g., Dean of District Learning Resources, an Academic Dean, a Faculty Coordinator, the Special Programs Coordinator, recruiters) solicits feedback from high school administrators, counselors, teachers, students, and their parents primarily through ongoing informal conversations. Such outreach has led to changes in how the dual credit program is administered, variations in the dual credit delivery, and the creation of a dual enrollment program.

Staff at the Educational Service Areas (ESAs) have led development of the College’s dual-credit variations. Three such programs are HEAT (Higher Education Academic Transfer), PACT (Professional Accelerated Career Training), and First Semester. First Semester targets high school seniors who have completed all graduation requirements by December, providing a program that leads to 12 college credits delivered at one of the local high schools. This cooperative venture provides high school seniors a structured option for an early start in college during the spring semester, facilitating their transition to college.

Other collaborative partnerships have emerged from the College staff building and maintaining relationships with federal and state agencies, local non-profit organizations, and various community initiatives. For example, collaboration between the Sangamon County Community Foundation and the Greater Springfield Chamber of Commerce resulted in the Central Illinois Nursing Initiative at LLCC. This collaboration was associated with the Quantum Growth Partnership, a five-year economic development initiative that identified the medical industry as an emerging opportunity for economic growth. By aligning local nursing education opportunities, this program expanded the capacity for nursing education, curriculum articulation, and diversity in the region.
The Capital City Training Center (CCTC) builds collaborative relationships primarily through partnerships with various businesses and state offices. The business or state agency benefits by having a one stop training solutions provider. The staff at the CCTC does all the research, locates the instructor and training location, secures the class materials, and provides the support necessary to successfully complete the training. Many of these collaborations are longstanding relationships (e.g., Central Management Services, the Illinois Department of Employment Security), evidence of the College’s ability to build and maintain strong partnerships with local business and the state government.

9P2. How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?
Collaborations with four-year universities are created and built upon ongoing conversations about student transition and curriculum needs. These relationships involve on-site visits from recruiters representing four-year institutions, participation in the Illinois Articulation Initiative (IAI), and the formation of two-plus-two articulation agreements with upper-division institutions.

Student Transfer Day is an annual event in which representatives from both public and private four-year institutions are invited to campus to talk with LLCC students who will be transferring. This program is organized by the Advising and Counseling office, and changes to the program are based on annual survey feedback from participating schools. In addition to Student Transfer Day, recruiters and admissions specialists from four-year institutions work with a designated LLCC academic advisor to schedule individual visits to campus.

LLCC has been a participating member of the Illinois Articulation Initiative (IAI), a statewide transfer agreement, since 1993. Membership means general education courses transfer “as a package” when LLCC students earn a transferrable associate’s degree prior to entry at the senior institution. Participation in IAI facilitates student transfer because general education requirements at the receiving upper-division institution are considered complete. Knowing the value of the IAI to the College’s students, members of LLCC’s faculty and staff serve on discipline-specific IAI panels.

In addition to participation in the IAI, LLCC students benefit from two-plus-two agreements negotiated with four-year institutions to facilitate transfer in specific majors. Two-plus-two agreements are initiated by either the senior institution or LLCC’s faculty/administration. One dozen two-plus-two agreements exist currently, allowing LLCC students to complete baccalaureate programs in accounting, nursing, early childhood education and numerous other fields.

LLCC also partners with educational and governmental institutions, working cooperatively to confer certain degrees or certificates. Partners involved in these cooperative agreements include the Association of Illinois Electrical Cooperatives (Electrical Distribution Lineman), the Illinois Department of Healthcare and Community Services, and the Sangamon County Detention Facility.

In programs at LLCC that prepare students for direct entry into the workforce, faculty and staff create relationships with local business and industry as well as non-profits to ensure graduates have the appropriate skills and knowledge to succeed. At times, these collaborations involve multiple for-profit and non-profit organizations. For example, the Truck Driver Training program works with staff associated with the Secretary of State’s office, the Illinois Association of Publicly Funded Truck Driver Training Programs, the Workforce Investment Act, the Department of Rehabilitation Service, and area businesses. Such relationships have resulted in a 100% placement rate of graduates with approximately 70% still retained at their initial job one year later.

Gathering regular input from local business and industry is vital to successful placement of graduates. Working from this understanding, the Career and Technical Education (CTE) and Health Professions programs maintain advisory committees with employers who hire LLCC graduates. These committees meet at least once each year, providing an avenue for those in education, business, and industry to discuss trends, curriculum, student placements, and the preparedness of graduates. Regular conversations such as these lead to changes that benefit all parties involved. For example, the Occupational Therapy Assistant (OTA) program recently increased an earlier focus on service-learning based on feedback from its OTA advisory board.
9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

Many of these collaborative relationships emerge from a common interest in serving students or citizens living within District 526. For example, the Division of Rehabilitation Services (DRS) under the Department of Human Services has a common interest in serving students with disabilities. Consequently, DRS provides comprehensive evaluations of students to determine eligibility for benefits under the Vocational Rehabilitation Act. The College’s Special Needs Professional refers LLCC students to DRS for this service. Eligible students are then jointly counseled by the Special Needs Professional at LLCC and a rehabilitation counselor at DRS regarding available benefits and services.

Transporting students to the Springfield campus and each of the Educational Service Areas is also a concern at the College. The Director of Student Life has actively worked with the Springfield Mass Transit District (SMTD) regarding the availability of evening bus service to campus. Students dependent upon public transportation were not able to take night classes because the final pickup time at campus occurred before the end of night classes at 9 PM. Through the Director’s collaborative work with staff at the SMTD and the University of Illinois at Springfield, late evening bus routes were added on a provisional basis. Based on ridership by students at both institutions, these routes have been maintained and are now considered profitable by SMTD. Now, a similar conversation is addressing the sustainability of public transportation in the rural areas of Sangamon County. The Executive Director for Taylorville/Litchfield is a member of this Transit Partnership Group (TPG), providing a voice regarding the transportation needs of LLCC students outside the city of Springfield.

Another partnership to benefit students pertains to insurance. LLCC students not covered under a parent’s or guardian’s policy are provided the opportunity to purchase insurance under a group plan made possible through a bid accepted from the Illinois Community College Systems Purchasing Consortium. Other College partnerships with sister higher education institutions enable enhanced services to LLCC students. For example, LLCC students completing courses primarily at the Jacksonville ESA are afforded MacMurray College services that include the learning center, cafeteria or food service, dormitories, and participation in intramural sports.

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

How relationships are created, prioritized, and built is dependent upon the type of service, supply, or material needed. Items or services purchased from vendors may include, but are not limited to:

- furniture,
- office supplies,
- printing,
- banking services,
- auditing services,
- insurance for college employees and buildings,
- food service, and
- technology services/equipment.

With most purchasing, vendor selection is subject to the rules governed by the ICCB (Illinois Community College Board) as stated in the Illinois Compiled Statutes (110 ILCS 805/3-27.1). These are outlined in LLCC Board Policy and Procedure (Board Policy 6.4, Purchasing/Contracts). Consequently, the College must conduct a sealed bid process for items that are $25,000 and over. As long as the vendor adheres to the specifications outlined in the bid, the lowest responsible bidder is awarded the contract. For items costing $10,000 to $24,999, at least three quotes are sought.

At other times, the College may choose to participate in consortium purchasing. With consortium purchasing, items, commodities, services, etc., have already been bid. As a result, members are afforded the opportunity to take advantage of group pricing or previously negotiated plans. As LLCC builds vendor relationship through either process, the College is always mindful of previous purchasing experience, the quality of product/service provided, service provided after the purchase, and the vendor’s willingness to back the product/service provided.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

The College itself as well as its faculty and staff create voluntary affiliations with a variety of educational associations. For example, the College is associated with
The League for Innovation in the Community College. The President and members of the Board of Trustees are actively involved with both the Illinois Community College Trustees Association (ICCTA) and the Association of Community College Trustees (ACCT). Individual faculty are associated with discipline-specific professional associations.

The College is affiliated with the Higher Learning Commission (HLC). Specific programs are accredited through their respective external governing agencies, such as the Nursing program with the National League for Nursing Accrediting Commission; the Airframe and Powerplant Mechanics program with the Federal Aviation Administration; and the Occupational Therapy Assistant program with the Accreditation Council for Occupational Therapy Education and the American Occupational Therapy Association. Nine degree programs at LLCC currently hold their respective association’s accreditation.

The College maintains collaborative relationships with various national, state, and local agencies as well as local Chambers of Commerce. Service-learning is an active part of LLCC’s Biology, Criminal Justice, Honors, and Occupational Therapy Assistant programs. Service-learning engages LLCC students with more than 20 community agencies in a variety of projects and programs. Community partners include the Central Illinois Food Bank (Criminal Justice Program) and Special Olympics (Occupational Therapy Assistant Program). The value of these partnerships is assessed by the students and faculty, using a variety of reflective tools.

The College participates in assorted consortia, most emerging from LLCC’s affiliation with the Illinois Community College Board. For example, LLCC is a participating member of the Illinois Shared Enrollment and Graduation (ISEG) consortium facilitated by Southern Illinois University at Carbondale’s Office of Institutional Research. Because of that involvement, the College is able to track LLCC students to graduation with a bachelor’s degree from one of the participating public universities in Illinois. LLCC also participates in consortium agreements with 24 other community colleges in the state of Illinois to share academic programs. Through these agreements, District 526 residents can apply to and complete an academic program not offered at LLCC yet still pay the in-district tuition rate of that particular community college.

LLCC also partners with groups within the community. Some of these partnerships are short in duration and narrow in scope. For example, students in the Construction program partnered with a local park district to build log cabins and restrooms. Other community partnerships maintain a longer life and have a broader impact. The HIRE Education program in Workforce Development is more exemplary of this type of community partnership. The HIRE Education program involves 10 different construction-related unions partnering with LLCC to design a pre-apprenticeship program. The success of this program has been recognized by the Illinois Department of Public Transportation (IDOT). As a result, staff with LLCC and IDOT collaborated for over a year to develop a program specifically for IDOT, a program that emphasizes skills used by unions/contractors who are commonly awarded IDOT contracts. This new partnership led to a reorganization of IDOT training, removing it from social service agencies and awarding the training program to eight community colleges in Illinois. Each of these community colleges now delivers a version of the curriculum and procedures developed by LLCC for the original HIRE Education pre-apprenticeship program. The success of the first program has assisted in maintaining relationships with local unions, increased the College’s ability to apply for additional funding through other state and federal earmark grants, and increased the number of disadvantaged students served by LLCC.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?
This varies by partnership but generally is initiated with two-way conversations regarding how each party can benefit. For example, our dual credit program, or JumpStart, is still a relatively new offering involving many high school partners. District high school administrators and faculty as well as the parents of high school students are requesting more of these offerings. However, the College must balance the demanded access with the need for quality across these programs (i.e., dual credit offerings are of the same standard as an on-campus offering). This means the voice of each party is represented and heard during the initial planning period and throughout the life of the partnership. Once a partnership is established, evaluation assumes a more formal method than conversation, such as the use of surveys and focus groups.
9P7. How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

Relationships between and among departments are commonly forged around workplace-related topics, concerns, or needs. For example, the Adult Education staff became concerned about the basic academic skills of dislocated workers. Given the number of local jobs in allied health, a pre-CNA bridge was designed to assist dislocated workers in meeting the academic prerequisites for nursing. Using a Workforce Investment Act (WIA) grant, a curriculum was developed collectively by the Health Professions, Adult Basic Education, and Instructional Technology and Distance Education staff. From the first pilot bridge program to the current one, the College established best practices based on what works and what does not, changing the curriculum accordingly with each successive delivery.

Other means exist to enhance internal relationships. The Leadership Planning Roundtable facilitates a cross-divisional approach to the College’s annual planning and budgeting process. Ad hoc tasks forces are created when an improvement project would benefit from a diverse, college-wide membership. The College’s AQIP action project teams have had a similar effect on relationship building as teams work to improve processes at the College.

Communication between and among departments or units at the College occurs through a variety of formal structures. Internal communications are conducted via the LincLetter, campus-wide email, and publications such as The Lamp (LLCC’s student newspaper) and the Student News (a publication issued by the Vice President of Student Services office). Employee groups are represented on committees that have a voice in institutional issues. Some of these groups include the Faculty Senate, the Classified Personnel Advisory Committee (CPAC), and the Academic Deans. The College’s new Shared Governance structure was implemented to facilitate communication across divisions and the institution as a whole.

RESULTS

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

This measurement is a complex task because of (a) the number of partnerships in which LLCC is engaged and (b) the varying purpose of each partnership. Intended outcomes for the majority of these collaborative relationships are aligned with the mission and goals of the College. Hence, it is the overall goal of the College that is measured rather than the relationship directly. For example, Goal 3 is Economic Responsiveness and states that LLCC will provide leadership in meeting the economic needs of the community. In the dashboard, one indicator of meeting this goal is successful employment in the workforce within six months of completing training. Therefore, partnerships associated with HIRE Education are measured based on the number of completers successfully employed. Designing a standardized method to measure the effectiveness of such collaborations at a less aggregate level is challenging yet represents an opportunity for improvement at LLCC.

LLCC does make significant efforts to conduct regular analysis of certain collaborative relationships although each is, in reality, an indirect measure. These measures include:

- the number of students enrolled in dual credit;
- the College’ s market penetration rate of graduating high school seniors; and
- the Career and Technical Education Follow-Up Survey.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

LLCC considers District high schools and employers among its key collaborative relationships. One indirect, external measure associated with the District high schools is LLCC’s dual credit partnerships. These enrollments represent students served by LLCC offerings. Figure 9.1 depicts LLCC’s duplicated headcount in dual credit for the past five years.
The percentage of high school seniors who choose to attend LLCC directly after high school is another indirect, external measure of the College’s relationship with District high schools. As depicted in Figure 9.2, this rate has generally hovered between the low to mid-twenties. In general, almost a quarter of graduating high school seniors in the District chose to attend their local community college.

At this time, the College does not have internal measures – direct or indirect – for processes related to building its key collaborative relationships. Beginning to identify such measures represents an opportunity for the College.

**9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organization and, if appropriate, of organizations outside of higher education?**

The College lacks comparative measurements in the area of Building Collaborative Relationships at this time. In 2010, LLCC joined the National Community College Benchmarking Project (NCCBP). Participation in NCCBP positions the College to begin making national peer comparisons with two current measures: CTE graduates obtaining employment in jobs related to their field of study and enrollment of graduating high school seniors at LLCC (i.e., market penetration rate).

**IMPROVEMENTS**

**9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?**

While many areas of the College are actively involved in building collaborative relationships, processes used in this area are not widely known and measures to evaluate these relationships are indirect or absent. A factor contributing to this current situation is that processes associated with building and maintaining collaborative relationships do not have a true process owner. Consequently, opportunities for improvement exist in Building Collaborative Relationships. The AQIP Steering Team has an action project proposal that involves indexing the College’s partnerships. This AQIP
Steering Team views this action project proposal as a huge undertaking but one that would position the College to (a) catalog its collaborative relationships and (b) assess the associated level of commitment and benefit to the College for each. This action project was not prioritized as one of the top two for the College to launch in 2013. It therefore remains in the queue for future consideration.

9I2. How do your culture and infrastructure help you select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?
LLCC is highly responsive to the needs of stakeholders in the community, and forming partnerships is a common route for meeting those stakeholder needs. Forming such collaborative partnerships moves the College toward achieving two of its strategic goals – Economic Responsiveness and Community Engagement. The existence of LLCC’s Strategic Planning and Key Indicators Dashboard and performance indicator scorecards positions the College to measure progress towards achieving its goals. The development of new measures and further refinement of existing measures will strengthen the College’s ability to establish targets related to Building Collaborative Relationships.
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