

AQIP Category Three Systems Portfolio
Understanding Students' and Other Stakeholders' Needs
Very ROUGH DRAFT – 11-3-2009 JK

Processes (P)

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?*

Since 1967 ICC's primary focus has been on delivering quality programs, offerings, and services to its students and stakeholders. In FY09, the College delivered 230,516 credit hours for 18,993 students, awarded 1,413 associate degrees and 570 certificates. In addition, it served 14,866 individuals through noncredit offerings. In that same year, 34 percent of the 4,288 students that graduated from 32 public and private feeder schools chose to enroll at ICC placing it in the 90th percentile among community colleges. As a result, ICC captured the largest market share of these graduates among area institutions of higher education. Understanding the needs and requirements of all potential students and then being able to meet those needs is vital to the mission and vision of the College.

Faculty and staff "listen to our students and business/industry community" through:

- Formal student focus groups
 - student use of the library,
 - course scheduling needs,
 - others
- Diversity Study Circles
 - Spring 2006
 - Spring 2008
- Student Government and Student Activities
 - Over forty (40) clubs, organizations and honor societies
 - Nine (9) sanctioned athletic teams
 - Additional extramural athletic teams
- Informal feedback in conversations with students both inside and outside the classroom
- Almost Fifty (50) Program Advisory Committees
 - Career and Technical Education (CTE) Programs hold annual Advisory Committee meetings with area businesses, clinical facilities and/or industry appropriate for the CTE program
 - Discussions provide the latest employer needs for the community, as well as, offering a forecast for the future.
- Service on community boards and organizations
 - Area Chambers of Commerce
 - Area Rotary Clubs
 - Tri-County Urban League
 - Area Medical Center Boards
 - Areas College of Nursing Boards
- College Board of Trustees
 - During formal monthly meetings

- Trustees out in the community
- ICC Educational Foundation Board
 - During formal monthly meetings
 - Board members out in the community

The Student Satisfaction Survey (SSI) provides insight into what is important for students. Seventy items are standardized with comparison data from other participating community colleges. The SSI uses a Likert scale of 1 through 7, with 7 being high. The performance gap is determined by subtracting the satisfaction score from the importance score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. ICC also developed ten customized items to probe the importance of emerging concerns. For instance, when the gaps in measurements for academic advisement began to widen, the cabinet added 4 questions in the fall 2006 survey to probe more deeply into the issue. The results of the SSI are disaggregated by student segment, prioritized based on importance of the needs and requirements for each segment and their satisfaction level assessed.

The college gathers other data from students in various forms to obtain the “voice of the customer”. Analysis occurs using the principles and processes of Six Sigma. Other than the SSI, other data tools used include:

- Community College of Survey Student Engagement (CCSSE)
 - Provides an understanding of student engagement both inside and outside the classroom
- Student Placement Scores
 - Math, reading and writing placement scores inform the college of foundational course needs
 - Insures proper placement of students into classes
- Student Success and Retention Data
- College Environmental Scan
- Labor Market Data
- Graduate Follow-Up Surveys
- Employer Surveys
- College Service Area Surveys
 - Technology Services
 - Learning Resource Centers
 - Student Service Centers
 - Food Services

Using Six Sigma DMAIC processes and strategies, the data is collected and analyzed for improved service and offerings. The College draws upon the external scan, advisory council input, and business and industry contacts to identify potential program opportunities. In 2008 the external scan revealed that business and industry needs for emerging occupations were not being effectively met. A Six Sigma team was assigned the task of identifying and responding to emerging market needs. As a result, the approach to curriculum development was modified. Currently, when an opportunity is

identified, the Institutional Research (IR) department defines the concept and gathers local market information and collects employer feedback. Once the need for the program is validated, then a faculty member is assigned to develop the curriculum. During the development phase several key issues are considered including the level of the application for approval by the ICCB, which has oversight and control over academic offerings. This includes full or temporary approval or a modification to an existing program. As this process moves forward, the appropriate associate dean(s), Instructional Administrators Circle (IAC), and vice-president(s) review and make recommendations. Final approval includes these principle participants along with the Curriculum Committee, Board of Trustees, ICCB, and IBHE. Also, as part of the strategic planning process, data from the various listening methods is considered as the cabinet and associate deans identify opportunities to meet student needs and expectations. For example, nontraditional students reported on the SSI that courses were not scheduled at times that were convenient for them. As a result, a Six Sigma team was formed to study the schedule of offerings. The team examined both the time of day that courses were offered and the mode of instruction (i.e. hybrid, web-based, traditional).

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

The most important process to build and manage relationships begins with the student and the faculty member; both in the classroom and outside of class during office hours or in the hallways. Academic advisors also support this building of relationships through formal and informal advisement processes. The culture is further reinforced through the variety of offerings and services provided to students. In addition to face-to-face activities, the College annually completes the external scan to gain additional perspective on the demographic, labor market, and skill level of the high school juniors and seniors. Data and analysis of the results informs the College of the needs and expectations of students and stakeholders.

College recruiters use several methods for “acquiring” new students. These include high school visits, career fairs, College Night, Discover ICC, “It’s Your Turn”, campus visit days, and speaking to classes at high schools. Faculty and other College representatives speak to classes and groups to engage students and encourage enrollments. Prospect cards are collected to provide the College an opportunity for follow-up.

In 2009, a Blueprint team was assigned to develop strategies and processes to actively engage all employees in the recruitment of students. Action plans include creating an online prospect card; creating and deploying a guide to recruitment for all employees; and distribution of a “Gold Card” providing employees with an easy to access contact card to give to interested individuals.

The SSI and CCSSE surveys provide insight into how the students view the organization. Data is segmented by student and market segment. The data is used to establish priorities and incorporate them into the Blueprint for the Future strategic plan. The College uses this data to increase engagement, course success, and retention of students.

Methods to obtain actionable information from former students include surveying through the Career and Technical Education Follow-up Survey, the Non-Returning Student Survey, and the Transfer Student Survey to determine whether or not the College met their needs and requirements. The Non-Returning Student Survey provides insight into the reasons a student failed to persist in College. An Employer Follow-Up Study obtains feedback on the skills of our Career and Technical Education (CTE) graduates. This survey is mailed to each class of graduates within six months of graduation, which includes spring, fall, and summer terms.

Recruiters and faculty gain valuable information about prospective students through interviews, prospect cards, and inquiries. As customers often do not voice their needs, the external scan assists in understanding the demographic, labor market, competitor assessment, and skill levels of the high school seniors about to graduate. By using a variety of methods, both direct and indirect, ICC develops an understanding of the changing needs of prospective students.

The College initiates, builds and maintains student relationships through a variety of strategies, processes, and venues including, but not limited to: (maybe group these better somehow)

- Multiple contact of recruiters to area high schools and organizations
- Promotional materials, radio and TV ads, billboards and other marketing efforts
- College Website
- Local educational TV Channel 17
- Student-oriented publications
 - College student newspaper, The Harbinger
 - Student activity and club/organization newsletters
 - Student groups newsletters (QUEST, New World)
 - Summit, the student literary publication
- Advising/Counseling Services
 - Academic advisement appointments
 - Personal counseling sessions
 - Workshops: test anxiety, financial aid, resume writing, etc.
- Faculty office hours
- Informal conversations with college staff and faculty
- Student academic support services
 - Learning Resources Centers/Libraries
 - The Studio (Writing Lab)
 - Math Lab
 - Learning Labs (including athletic academic support program)
 - Access Services and accommodation
 - New World
 - QUEST
- Student Government and Student Activities
 - Over forty (40) clubs, organizations and honor societies

- Nine (9) sanctioned athletic teams
 - Additional extramural athletic teams
- Service recovery from faculty evaluations and complaints
- Student focus groups scheduled and surveys provided for specific feedback
- Offering of PSY 114 – Orientation to College and PSY 119 – Career Choice and the resulting communication
- Student Cohort Groups
 - QUEST (honor student cohort group)
 - New World (college TRIO cohort program)
 - Upward Bound (high school TRIO support program)
 - Phi Theta Kappa Honor Society
 - Sigma Kappa Delta, English Honor Society (Sigma Tau Delta?)
 - Over 40 Student Clubs and Organizations
<http://www.icc.edu/campusLife/clubsOrganizations.asp>
 - Health Careers Programs
 - AIT Career Programs
 - Education Majors Programs
- Campus food services
 - Special interest days
- Health Services/Wellness Center
- Sports/Athletics
 - Nine Athletic Programs
 - Intramural Programs
 - Disc Golf
 - Fitness Center
- Cultural Opportunities
 - Art Exhibits and Sculpture
 - Vocal, instrumental, jazz groups and performances
 - Plays and theatre productions
 - Readers Theatre
- International Study Opportunities
 - Study Abroad
 - Exchanges
- Academic Competitions
 - Skills USA/VICA
 - Speech
 - Clinical Laboratory Science
 - Animal Judging
 - Engineering
 - Math
- FYICC Student Orientations
- Transfer Day/College Night
- It's Your Turn (evening non-traditional female introduction to college)

- College-wide committees with student representatives
 - Gallion Faculty Awards Committee
 - Student of the Year Committee
 - Traffic Committee
 - College Board of Trustees
- Educational Foundation Scholarships
- Child Care Center
- Dual credit and dual enrollment offerings during high school
- College for Kids
- Summer Athletic Camps for area K-12 students

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

The College uses different listening and learning techniques for each student and stakeholder group in order to obtain actionable information and feedback on its educational programs and services and student and stakeholder support. To obtain actionable information and obtain feedback from the workforce the College uses the PACE from NILIE. Their research suggest that by capturing the opinion of the workforce, leadership can motivate the institutional structure, supervisory relationships, teamwork, and student focus climate factors toward an outcome of student success and institutional effectiveness. Within this structure NILIE uses an organizational system ranging from coercive to collaborative using a five point system. Systems operating in the collaborative range generally produce better results in terms of productivity, job satisfaction, communication, and overall climate. By focusing on the responses from the workforce in the four climate areas the College identifies the key requirements that may help the institution move the overall performance of a climate factor toward the collaborative level of operation. For instance, in 2007 the PACE results indicated a need to improve teamwork. A focus group of employees provided input on how to build teamwork and a group of managers then developed a set of managers' expectations for building teamwork.

Listening methods for employers include the Employer Follow-Survey, the almost fifty (50) annual Career and Technical Advisory Committees, and one on one meetings scheduled by the Business Outreach specialist. Regularly scheduled meetings of users of this information will meet to review the feedback and recommend actions to the appropriate College committee or CTE Program.

Listening methods for the community include the publicly elected Board of Trustees, public comment at Board meetings, manager's participation on community boards such as the Chamber, Workforce Network, Rotary Clubs, non-profits, and feedback to the information desk, Facebook, Twitter, and the college website.

As part of the process improvement, Six Sigma teams gather voice of the student and stakeholder as an input to the DMAIC or DMADV process. The process owner integrates this into the ongoing data collection activities to measure process effectiveness.

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

Business and industry relationships are maintained and strengthened through the almost fifty (50) Career and Technical Advisory Committees held annually by the specific CTE Programs. The information and relationships built through this networking, advisory and support process are crucial to the success of the CTE Programs.

With the downturn of the local economy in 2008 and 2009, the college has been involved in a local Peoria area Rapid Response Team made up of members of **Workforce Development, ICC's Career Center, and other community service providers.** Pam W. please check.

Monthly College Board of Trustee meetings inform and build the relationship with the elected college board of trustee members who then in turn inform the business and industry in their networks. The annual College Board of Trustees Retreat and additional meetings and socials also help to build the support and relationship of the trustees to the College and its needs and offerings.

Other methods of building and growing relationships with key stakeholders include:

- Community Tuesdays held in the evening at ICC North
 - Social events and informational sessions held for the community
- ICC Educational Foundation Initiatives and Events
 - Annual October Community Celebration honoring all student scholarship awardees in conjunction with the business scholarship donors and individual/family/organization scholarship donors
 - Donor Wall Tribute honoring and recognizing the contributors to the ICC Educational Foundation
 - Working with the City of Peoria to sponsor students through Peoria Promise
- Annual High School Counselor Articulation Luncheon to inform the area high schools of our needs
- FYICC, the college's orientation program for new students and their family and friends
- ICC Today publication distributed four to five times/year to surrounding area households
- PDI Fun Shops, non-credit learning opportunities for the community

*As part of the process improvement, Six Sigma teams gather voice of the student and stakeholder as an input to the DMAIC or DMADV process. The process owner integrates this into the ongoing data collection activities to measure process effectiveness. **Do we need this?***

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

The College is known for its willingness to innovate. For example, Midland High School administration approached the College with a proposal that allows high school seniors an

option to complete their senior year on the ICC campus. This proposal led to the development of dual credit offerings for courses that meet both secondary and post-secondary school graduation and degree requirements. Beginning with the 2008-2009 school year Midland High School seniors attended classes full-time on the ICC campus, met their high school requirements, participated in all high school activities, and completed their first year of College.

Curriculum development is a key process for innovating educational programs offered at the College. The Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) are responsible for assuring that credit courses in applied science programs meet a common standard for quality. These institutions also impose limitations on duplication of effort among Colleges and consider regionalization of certain programs. New courses must be approved before they can be offered for credit. In addition to this approval, documented program evaluation procedures must be applied. The ICCB requires the College to complete the Accountability/Program Review report on a five-year rotation basis, according to their Classification of Instructional Programs (CIP) code. In 1993, Illinois Central College changed its requirements for the Associate in Arts and Science degree to meet the state-recommended minimum requirements for both the Associate of Arts and the Associate of Science degrees. The new requirements added three more semester hours of both mathematics and humanities/fine arts for the general education requirement. Meeting the state model for these degrees made ICC eligible to participate in the Illinois Articulation Initiative (IAI), which is designed to allow students to meet the general education requirements at more than 100 participating universities and Colleges in Illinois. To remain current with IAI standards and to assure that credit courses will transfer to other institutions, ICC monitors the transfer requirements to determine if the College's programs are preparing students for transfer. When this process discovers a problem, the curriculum is changed to keep program requirements up to date.

The Curriculum Committee meets each month to review and approve or deny proposals for new courses, programs, and course changes. The committee also considers deletion of programs as proposed by departments that may no longer be relevant. These procedures are detailed in the Curriculum Committee Procedural Guide, which is updated annually. This guide is the formal tool used by faculty members to develop programs. Program development procedures are documented and provide faculty members with adequate support for new course and program development. Throughout the year, the Coordinator of Instructional Services receives recommendations which are taken to the curriculum committee, voted on, and, if approved, incorporated into the curriculum guide and program offerings. In addition to the formal guide, the Coordinator of Instructional Services provides tutorials to faculty and staff members who are writing program proposals as needed. Beginning in 2006, the procedures, forms, and other requirements for curriculum development were placed on the website to improve access, reduce cycle time and virtually eliminate the need for paper.

Noncredit workshops and training classes do not require approval by the Curriculum Committee. Noncredit offerings are driven by public demand and can be developed as the

need is determined. Workshops are developed to respond to a business' request or to be marketed to a targeted audience with clearly defined objectives. In addition, College for Kids, offered each summer in two two-week sessions is a popular service for the community and builds a familiarity and beginning relationship for future students.

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?*
(3P6)

Complaints may be collected during the various listening and learning techniques used for each student and stakeholder group discussed previously in 3P1, 3P2, and 3P 4. In addition, student and stakeholder complaints are received through emails, phone calls, letters, in-person and the College's website. Embedded in ICC's CougarCARE principles and the Service Excellence training is the requirement that ICC employees will try to understand student's needs and not dismiss them as trivial. Employees are to apologize for the problem, and take immediate action to address the situation. If employees need extra assistance, they are responsible for contacting the individual best equipped to help the student or stakeholder with their problem. Student dissatisfaction is minimized through prompt resolution of complaints and if necessary, a refund of tuition. Training in the Cougar Care principles was deployed in the fall of 2008 as part of the Service Excellence Training initiative.

Students who have complaints involving faculty members are encouraged to first discuss them with the faculty member. If the issue is not resolved to the student's satisfaction, the student can request a meeting with the appropriate Dean/Associate Dean. When a student is dissatisfied with the response at that level, the student is advised of the formal grievance procedure outlined in the Student Handbook. The student must submit a written complaint to the Dean of Student Services. The Student Appeals Committee, chaired by the Vice President for Academic Affairs and composed of two full-time professional staff, two faculty and two students, is convened within five days of the formal complaint to hear testimony of any involved party. The committee provides a written response to the student within five days of the hearing. **Similar procedures exist for staff. Khris C. ---- is there more we can say here for employees?**

Student-to-student disputes are resolved through the Dean of Student Services. A general code of student conduct is included in the Student Handbook. Working with the Campus Safety and Security Office, the Dean resolves these conflicts using measures ranging from discussion with the involved parties, warnings, expulsion and potentially criminal charges. The Dean of Student Services serves as the adjudicator in resolving student disputes.

The College gathers data through the SSI to assess student satisfaction with the complaint processes. **As a result of a review in 2008 by the Planning and Organizational Effectiveness Office and the IR Office, the College is developing a complaint data management process. Results from this improvement are expected during the FY10 school year. Is this correct Vicky and David?**

Results (R)

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? (3P7)

- Student satisfaction is determined from the SSI results. SSI are collected every other year and analyzed for improvements.
- CCSSE results are collected every other year (alternate years of SSI) and analyzed for improvements.
- Employer Survey are conducted annually. Each program used the data for improvements.
- Graduate Surveys are conducted annually.

3R2. What are your performance results for student satisfaction? (3R1)

- Insert SSI Table of Results
- Insert Graduate Survey Results

The **Career and Technical Program Follow-up Study** (formerly known as Occupational Follow-up) is a survey of career program completers conducted annually by each of Illinois' 48 community colleges. The ICCB requests survey results for specific career and technical programs on a five-year review cycle, and requires a 50% response rate from the graduates of those programs. The ICCB collects and aggregates the survey data, which are directly linked to performance-based funding, and reports on the findings. Illinois Central College's rate of response for FY 2007 career and technical program graduates designated for collection by the ICCB came in at 69.4%. It is important to note, though, that in an effort to enhance the program review efforts of all of the college's career and technical programs, the Office of Institutional Research annually surveys each program's graduates. The overall response rate of FY 2007 career and technical graduates was 65.4%.

The Office of Institutional Research surveys career and technical program graduates at six months following the completion of the term during which they received their credential(s). For example, July graduates are surveyed the following January, December graduates the following June, and May graduates the following November. This provides for greater comparability among each term's graduates with respect to employment or continuing educational status, employment retention, and the "distance" from which graduates make assessments about the effectiveness and quality of instruction and services, among other variables. A staff member labels the envelopes and surveys, obtains cover letters from program directors or associate deans, provides postage-paid response envelopes, and administers the survey, mailing it to non-responders up to three times. For the FY 2007 career and technical program graduates, staff mailed 752 total surveys. Of these, 739 were deemed deliverable and 483 (65.4% of deliverable surveys) were returned.

Over 72% (345) of respondents indicated that they attended ICC to obtain skills needed for entry into a new or different job. About 9% (43) were seeking to improve skills needed at their present job, while another 6.3% (30) cited transfer to another college as

their primary objective. Just over 30% (144) indicated that they were taking college courses at the time that they completed the survey. Of those, 76.4% (110) were taking courses related to their ICC program of study. Nearly all respondents (98.1%) at least somewhat agreed that they achieved their primary academic goal(s) while at ICC; seventy-six percent (363) strongly agreed.

Seventy-eight percent (378) of respondents reported that they were employed full-time (30 hours or more per week), while 14.3% (69) were employed part-time. Only 3.32% (16) reported being unemployed and seeking employment. Eighty percent (350) of employed respondents reported having jobs related to their ICC program of study. Of the 90 (20.5%) graduates with jobs unrelated to their program of study, 28.7% (25) reported being unable to find a job within their field as the primary reason. About 16% (14) either preferred another field or found a better paying job outside of their field. Only two graduates (2.3%) reported that they had not passed licensing tests required to work in their chosen field. Employed graduates worked an average of 36.9 hours per week, not including overtime. Average rate of pay was \$15.55 per hour for the 424 respondents (87.8%) willing to disclose salary information, an increase of \$1.25 compared with FY 2006 graduates and an increase of \$0.65 over FY 2005 graduates.

From year to year, it remains important to note the percentage of our graduates who work within the ICC district after graduating. Despite a decrease of over 3% from FY 2006, nearly 78% (344) of respondents indicated that they have remained in the district to work. The implications here are simple, but important. ICC graduates who stay in the district enhance the well-being of all residents by contributing to the pool of workforce skills, adding to the tax base, reducing the burden on social services and the levels of publicly supported subsidies, and increasing the overall level of economic activity through purchases of goods and services. Furthermore, these graduates are ambassadors of the college, hopefully with good impressions of what ICC did for them and what it could do for family members, friends, and coworkers.

3R3. What are your performance results for building relationships with your students? (3R2)

The College’s CCSSE results provide benchmark data and progress over the past three administrations.

Illinois Central College – CCSSE - All Students			
Benchmark	2004 Results	2006 Results	2008 Results
Active and Collaborative Learning	45.2	47.2	50.8
Student Effort	46.3	46.1	48.0
Academic Challenge	45.2	46.5	48.6
Student-Faculty Interaction	45.1	47.5	49.8
Support for Learners	46.4	46.4	48.2

ICC has increased scores on all five of the benchmarks from 2004 to 2008 and from 2006 to 2008. The results from the CCSSE are being used as measures for many institutional Blueprint and Six Sigma teams.

- **2008 Student Satisfaction Inventory (SSI) Results**
Top Ten Needs/Requirements by Groups

Needs/Requirements of Students In Order of Importance

Only the top 10 needs/requirements are shown for the institution and each group
Key: Green – exceeding expectations; Blue – close to meeting student expectations; Yellow – below student expectations; Red – in the lower quartile for meeting expectations; White – not identified in the group's top 10

Item	All Students	Develop-mental	Minority	Nontrad. Aged	Occupational	Traditional Aged	Transfer	Full-time	Part-time
Classes are scheduled at times that are convenient for me.	1	2	3	1	10	2	1	1	1
Cost as factor in decision to enroll.	2	1	1		5	1	4	2	10
I am able to register for classes I need with few conflicts.	3	4	10	5	1	4	6	4	3
The quality of instruction I receive in most of my classes is excellent.	3	5	5	2	4	5	5	4	2
My academic advisor is knowledgeable about my program requirements.	4	3	8	3		3	2	3	8
There is a good variety of courses provided on this campus.	5	6		6	3	6	8	6	7
I am able to experience intellectual growth here.	6	9	4	4	8	8	7	7	5
The campus is safe and secure for all students.	7	8	9	7			10	8	6
Nearly all of the faculty are knowledgeable in their fields.	8	10		9	9	10	9	8	9
Faculty are fair and unbiased in their treatment of individual students.	9	7	7	8	6				4
My academic advisor is approachable.	9							7	
My academic advisor is knowledgeable about the transfer requirements of other schools.	10					7	3	5	
Importance of financial aid in decision to enroll			2						
Adequate financial aid is available for most students.			5						
Parking lots are well-lighted and secure.				10	7				
Program requirements are clear and reasonable.					2				
My academic advisor is approachable.						9			
Faculty are usually available after class and during office hours.								9	
The amount of student parking space on campus is adequate.								10	

Fall 2008 Administration

NCCBP (National Community College Benchmark Project) Data – October, 2006

- Next term persistence rate: 51.36%
- Fall to fall persistence rate: 41.61%

3R4. What are your performance results for stakeholder satisfaction? (3R3)

- Insert PACE Results

Of the 46 standard PACE questions, the top ten mean scores have been identified as areas of excellence at Illinois Central College.

- The extent to which I feel my job is relevant to this institution's mission, 4.30 (#8)
- The extent to which students receive an excellent education at this institution, 4.18 (#31)
- The extent to which this institution prepares students for a career, 4.16 (#35)
- The extent to which this institution prepares students for further learning, 4.16 (#37)

- The extent to which my supervisor expresses confidence in my work, 4.11 (#2)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.06 (#18)
- The extent to which I am given the opportunity to be creative in my work, 3.99 (#39)
- The extent to which faculty meet the needs of the students, 3.98 (#17)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.97 (#23)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.97 (#9)

Of the 46 standard PACE questions, the bottom ten mean scores have been identified as areas in need of improvement at Illinois Central College.

- The extent to which I have the opportunity for advancement within this institution, 3.10 (#38)
- The extent to which information is shared within this institution, 3.19 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.26 (#15)
- The extent to which decisions are made at the appropriate level at this institution, 3.31 (#4)
- The extent to which a spirit of cooperation exists at this institution, 3.45 (#25)
- The extent to which open and ethical communication is practiced at this institution, 3.46 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.47 (#22)
- The extent to which this institution is appropriately organized, 3.47 (#32)
- The extent to which my work is guided by clearly defined administrative processes, 3.52 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.54 (#11)

The results from the PACE survey indicate that personnel perceive the composite climate at ICC to fall toward the upper-range of the Consultative management style. The scale range describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous in-depth case studies. The four systems are Coercive management style (i.e., a mean score rating between 1.0 and 2.0), Competitive management style (i.e., a mean score rating between 2.0 and 3.0), Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

As previously stated, the Collaborative management style is related to greater productivity, group decision making, and the establishment of higher performance goals when compared to the other three styles. Thus, the Collaborative system is a system to be sought through planning and organizational learning. As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.02), which represented a lower-range Collaborative management environment. The Institutional

Structure climate factor received the lowest mean score (3.53) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. When compared to the 2007 ICC mean scores, the ICC 2008 mean scores increased slightly.

Illinois Central College PACE Climate as Rated by All Employees		
Factor	ICC 2007	ICC 2008
Supervisory Relationships	3.65	3.77
Institutional Structure	3.33	3.53
Teamwork	3.60	3.74
Student Focus	3.88	4.02
Custom (communication, conflict, workgroups)	3.50	3.61
Overall	3.60	3.75

* Overall does not include the customized section developed specifically for ICC.

- Insert Employer Survey Results
- PDI Survey Results

3R5. What are your performance results for building relationships with your key stakeholders? (3R4)

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? (3R5)

Improvement (I)

3II. 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?

Recent improvements for students and stakeholders needs recently include the following:

- New David R. Leitch Career Center for Academic Advising, Counseling and Career Services
- Reactivation of the Rapid Response Team for Job Loss Support and Retooling Needs in the Community
- Strengthened Minority Recruitment and Retention

- Recruiter added
- Advisor added
- Manual High School ICC Office established
- Wrap-Around Services enhanced
- African American Male Discussion Group developed
 - Discussions held 3 times/semester for all employees
 - Partnerships, mentoring and activism teams working
- Learning Labs for Academic Tutoring
 - Now established at all three major campuses
 - Additional tutors hired over the past 4 years using budgeted funds; not grants
- New Educational Programs Added
 - Culinary Arts Management Applied Science Degree Program
 - Geospatial Technologies Certificate
 - Games Programming Certificate
 - Green Building Environment Applied Science Degree Program
 - Green Building Environment Certificate Program
 - Architectural Construction Technology Applied Science Degree Program
 - HVA/R Technology Applied Science Degree Program
- Continually adding new online and hybrid courses
 - Increases flexibility and accessibility for students
- Linked courses to improve retention
 - SOC 110 and ENGL 110
 - BUS 110 and ENGL 111
 - READ 104 and PSY 114
 - ENGL 110 and PHYSC 114
 - CMGEN 110 and PSY 114
 - HIST 210 and LIB 111
- New developmental courses
 - PSY 104
 - LIB 111
 - PHYSC 100
 - CMGEN 100
- Woodview Commons Built on Campus
 - Provides a student housing option
- Remodeled science labs on East Peoria Campus
- Technology Center Built onto East Peoria Campus Main Academic Building
 - Added Computer Labs on 3 floors
 - Café Breve and 3 floors of Wireless Study Areas
- ICC South Campus established in for Pekin area community **Fall, 2008?**
- Printed and Class Scheduling Six Sigma Teams
 - Improve offerings and times of classes
 - Improved communication of offerings
- Smoke Free Campus Fall, 2009
- 8th Grade Visits on East Peoria Campus

The primary tool for obtaining student dissatisfaction is the SSI. The needs and requirements are segmented by all student and market segments. Challenges are items that have high importance and low satisfaction. This information is used by Cabinet to identify strategies to improve student satisfaction, learning, and persistence. The information is used to establish an opportunity for improvement but the Blueprint team or Six Sigma team assigned to address the issue must collect additional data to understand what needs to drive the action plan. The College gathers data through the SSI to assess student satisfaction with the complaint processes. As a result of a review in 2008 by the Planning and Organizational Effectiveness Office and the IR Office, the College is developing a complaint data management process. This complaint data management process is expected to be further systematized during the FY10 academic year.

This same procedure is used for aggregating and analyzing workforce dissatisfaction. The primary tool for obtaining dissatisfaction information from the workforce is the PACE. Respondents are given an opportunity to write comments about areas of the institution they find most and least favorable. During the 2007 administration, 50.4% of the 684 respondents provided comments. In completing the qualitative analysis NILIE classified the comments into the most appropriate PACE climate factors. This procedure results in a list of comments that provides further insight into the ratings of the participants.

These processes are improved as part of the review of the external scan/internal assessment conducted by the IR Office and Planning and Organizational Effectiveness Office each year following the strategic planning cycle. Using the feedback provided by Cabinet and other members throughout the planning process and a review of the data obtained, the IR Office adjusts its process to obtain actionable information. For example, in 2005, the Cabinet determined that it wanted to receive climate survey information annually. As the instrument used at the time was too costly, another instrument was identified that could meet the requirements of the Cabinet in a cost-effective manner.

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's formalized strategic planning process, the establishment of Six Sigma as the quality improvement process and principles used at ICC, along with the annually updated External Environmental Scanning Report and Internal Assessment and the Institutional Indicators provide the infrastructure to support targeted improvements and monitor the progress of the college. Refer to the Strategic Planning Process figure.

ICC Strategic Planning Process					
Step	Month	Input	Process Step	Output	Participants
1	Jan.	External Scan & Internal Assessment	Review mission, vision, values, external scan, internal assessment & progress on goals; Reaffirm/revise core competencies; Identify strategic challenges and advantages (SWOT); Prioritize strategies to address challenges/advantages	Draft document outlining strategies	C, A, IR
2	Feb.	Findings from SWOT analysis; Proposed strategies	Review results of Cabinet Retreat and the strategies to be employed	Listen to perspectives to identify blind spots and make recommendations relative to strategic plan	SF & invited guests
3	Feb.	Findings from SWOT analysis; Proposed strategies	Review results of Cabinet Retreat & Strategic Forum meeting	Obtain agreement on strategic direction	T
4	March/ April	Strategic plan	Develop division, department, & program plans to align with four goals	Division, department, & program plans	C, M, F, S
5	May	Division plans	Cabinet reviews division plans (including capital, staffing, building/remodeling, software/hardware needs) and incorporates approved allocations in the budget	Revised plans, Priorities for capital, staffing, building/remodeling, hardware/software	C
6	June	Tentative Budget	Review tentative budget	Revisions, if necessary	T
7	July/ August	Tentative Budget	Approve budget	Approved budget	T
8	Aug	Year-End Progress Report, Strategic Plan	President issues year-end progress report and plans for the year	Deployment of plans	All employees
9	July- June	Strategic Plan, Division, Department, Program plans	Managers work with staff to deploy plans	Plans deployed	All employees
All year	All year	Strategic Plan, Division, Department, Program plans	Ongoing monitoring of Institutional Indicators for progress of plans	Work the plans, monitor progress	All employees

C = Cabinet (senior leadership including faculty rep); A = Associate Deans/Deans; IR Director = IR; Strategic Forum (includes managers and two faculty reps) = SF; Board of Trustees (elected officials representing student, business, and community), M = Manager, F = Faculty, S = Staff