Category 3: Understanding Students’ and Other Stakeholders’ Needs

3P1: Addressing Changing Student Needs
WCC employs a rigorous system of assessment to ensure that student outcome expectations are being met. The college identifies the changing needs of student groups using institutional quality indicators that include the following: 1) student preparation and expectation data gathered by the college’s Entering Student Survey; 2) job placement rates garnered through ACT Alumni Survey and the ICCB Career and Technical Education Survey; 3) student/user satisfaction surveys, including the Noel-Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement (CCSSE), and ICCB’s Career and Technical Education Survey; 4) licensure examination pass rates; 5) retention, persistence and success; 6) course/program completion rates; 7) employer satisfaction surveys; 8) transfer rates and performance; and 9) Top 25 Courses, the highest 25 courses by headcount or credit hour generation as of end-of-semester.

WCC’s collaborative reporting and improvement processes guide quality improvement efforts, support accountability and facilitate data-informed decisions. Division, unit and cross-functional teams review stakeholder feedback, survey and performance data with unit and institutional goals to determine the efficacy of processes and services. Improvement recommendations are proposed during unit goal setting and strategic goal setting processes [8P1].

Student Development is particularly service-oriented and seeks out student feedback from surveys, social media and one-on-one interactions. Student Services staff use indirect indicators of success including data from the Student Satisfaction Inventory and focus groups to review their programs along with more direct indicators, such as the number of students attending events, the number of events offered and the variety of times, locations and days for each event. All student complaints are reviewed by appropriate personnel and follow-up is guided by a formal set of procedures, as discussed in Section 3P6. As a result of ongoing needs assessment and changing student expectations, Student Development processes and procedures are increasingly technology-based. For example, a new phone system was implemented in FY2011 to help the college manage incoming phone calls more efficiently. An electronic queue displays callers waiting, organized by topic, on employee computer screens to aid in accurately and efficiently directing phone calls to appropriate personnel. Call and volume logs provide data to inform decisions related to staffing and hours of operation, as well as common issues. Also, student e-billing processes are now used and include text message updates to students. The increased use of technology for Financial Aid processes has dramatically decreased processing time.

The implementation of mywcc, an internal online communication tool for WCC students and staff, was enhanced in FY2011 and has allowed for increased automation of processes and access to institutional information. The WCC Intervention Form (WIF) is now available online through mywcc and is used by faculty, staff and students to flag academic and conduct concerns with students. New software has been purchased and implemented to track flagged students and related incidents, which provides a broader historical record of concerns and allows for more effective management of academic and conduct issues with students. Graduation application processes have been automated and are now available to students online. Students can apply for graduation through e-mail or online through mywcc instead of through a face-to-face meeting with an advisor, if they so choose. Assessment scores have also been made available to students through mywcc. Financial Aid processes are now entirely electronic, using mywcc and e-mail communication. The Transfer Evaluation Request Form (TERF) is available to students online and evaluation results for transferred credits are made available to students through mywcc within eight weeks of a request. Previously, credit transfer results were not made available to student until an application for graduation was made.

3P2: Building and Maintaining Relationships with Students
Based on the belief that serving students is WCC’s most important purpose, the college continuously strives to develop and maintain fruitful relationships with its prospective, current and former students.

Prospective Students: WCC fosters relationships with prospective students by attending community and high school events and hosting students for group and individual on-campus visits. The college’s “Experience WCC”
event invites both prospective students and their parents on-campus to learn more about the college’s academic units, offerings and the application process. **College Night, Parent’s Night**, and program-specific open houses are other tools WCC uses to connect with prospective students. College Night draws more than 2,000 parents and students to the campus to gather information about programs and services available at WCC and other institutions. In FY2011, WCC hosted three Parent’s Night events, including one event in Spanish, for parents of high school students to help parents and students navigate through the college admission process. Student Development staff, including Admissions and Counseling and Advising, work closely with prospective and new students to help them navigate the college’s systems and processes. WCC evaluates its services to prospective students through survey administrations and other measures.

WCC also proactively addresses the college readiness of prospective students and builds relationships within the community through the institutionalized **College Readiness AQIP Action Project** initiative. See Section 3P3 for more details on the College Readiness AQIP Action Project activities.

**Current Students:** WCC builds and maintains relationships with current students through its new student orientation, Student Development services, instructional support and publications. In 2009, WCC opened a new Student Center building on the Sugar Grove Campus which houses all student services and Student Development staff in a single location making it easier for students to access services. The Student Center also houses a coffee bar and cafeteria along with event space to encourage student connections with one another and the college.

WCC’s New Student Orientation provides incoming students with the opportunity to meet other students, faculty and staff; to learn more about the college’s services and resources; and to learn about college expectations and study strategies that will help them become successful college students. New students at the Sugar Grove Campus receive intensive counseling from Admissions during their first semester at WCC to improve understanding and navigation of the college’s systems and requirements. This case-management model facilitates relationship building and increases new student retention. Due to its success in FY2011, the first semester counseling model is now being introduced at the **Aurora location**. A similar case-management model is used to build relationships with specific student groups, including veterans, Access Center students, TRiO participants, student athletes and students on academic probation in order to increase successful performance and retention. The assignment of a faculty or staff advisor to each student organization also fosters the development of relationships and provides intervention opportunities.

Student Development tracks contacts with counselors, Financial Aid, Assessment and Admissions for all students using SARS software. The ability to track student interactions with Student Development staff provides data related to the effectiveness of student services. The college’s student services, student activity and learning support offerings, highlighted in Sections O1, O2 and 1P10, are intentionally designed to build relationships among students, faculty, staff and administrators.

Current students are also kept abreast of campus happenings and resources through college publications, including the award-winning **Learning First!** publication targeted to students, the college website and student e-mail and announcements through mywcc, the college’s internal online system. Section 1P6 further discusses communication used with current students.

**Former Students:** WCC fosters relationships with its alumni through initiatives such as the Athletic Hall of Fame, Career Services offerings and Small Business Development Center [2P1], and the WCC Foundation and scholarships [6R2].

**3P3: Addressing Other Stakeholders’ Changing Needs**
WCC continuously assesses the changing needs of its stakeholder groups through collaborative, data-driven efforts including administrative liaison outreach, program development initiatives and community development outreach. WCC staff satisfaction and needs are assessed using the Noel-Levitz Institutional Priorities Survey.
Administrative Liaison Outreach: In the college’s continued efforts to identify its constituents’ service expectations, learning needs and demands, WCC has assigned liaison duties to many community organizations in the college’s district. Partnerships targeting the advancement of this initiative include civic, social service, community, governmental, programmatic, chambers of commerce and professional, economic development and workforce development organizations.

Program Development Initiatives: As highlighted in Sections 1P1, 1P2, 1P3 and 1P4, the college is committed to developing educational and training offerings that reflect the changing learning environment and needs of its constituents. The identification of local industry need is done through labor market research; benchmarking and environmental analyses, national, state, trade and industrial skill standards; and surveys of area businesses and advisory committees. The college also conducts demographic and industry projections in the annual District 516 Demographic Snapshot to proactively address future stakeholder need instead of exclusively reacting to economic and industry changes.

Community Development Outreach: Under the leadership of the Assistant Vice President of Workforce Solutions and Community and Adult Learning, the college actively engages workforce development and community programming students in the evaluation of its programming. Survey administrations provide insight into changing industry and community needs. Community outreach efforts by the Assistant Vice President of Workforce Solutions and Community and Adult Learning, Workforce Development and Community Education staff provide first-hand information regarding stakeholder needs.

WCC also proactively builds relationships within the community through the institutionalized College Readiness AQIP Action Project initiatives. Ongoing College Readiness initiatives include 1) expanded collaboration and improved communication with district high schools and other area community colleges facilitating the identification of college readiness benchmarks and best practices; 2) dissemination of placement testing data to high schools to contribute in detailed reviews of course-taking patterns and curriculum development; and 3) implementation of COMPASS testing in several district high schools to aid the evaluation of curriculum gaps and college readiness. Additionally, WCC held a College Readiness Summit in September 2010 to build on these partnerships with our district high schools by exploring additional ways to increase levels of preparation for college. The focus was on strengthening and aligning curricular, instructional and matriculation processes. Keynote speakers from the Illinois Community College Board and the Illinois State Board of Education addressed the Common Core Standards as they apply to high schools and community colleges. There were also breakout sessions to form action teams centered on five areas: 1) mathematics; 2) STEM (science, technology, engineering and math); 3) writing; 4) reading; and 5) student development and parent communications.

As described in Sections 3P1 and O5, the college’s division, unit and cross-functional teams review stakeholder feedback, survey and performance data with unit and institutional goals to determine the efficacy of the college’s processes and services. Improvement recommendations are proposed during unit goal setting and strategic goal setting processes [8P1].

3P4: Building and Maintaining Stakeholder Relationships
Building and maintaining relationships with key stakeholders is addressed in Section 9P1.

3P5: Targeting New Student and Stakeholder Groups
WCC targets new student and stakeholder groups within its educational programs and services during the college’s program review and development processes, described in Sections 1P4 and 1P13.

3P6: Addressing Student Complaints
WCC has defined processes and procedures for the disposition of student complaints. Students who have complaints may initiate the complaint through the Office of the President, the Office of the Assistant Vice President for Student Development or the academic deans’ offices. A letter of acknowledgement regarding the complaint is sent to the student, with a follow up letter from the Assistant Vice President for Student Development providing a process for resolution of the student’s concern.
As detailed in the college’s Student Handbook, a student grievance is defined as an alleged misinterpretation or misapplication of a college policy, college procedure, college rule, state law or federal law. Grade appeals are handled in a separate procedure as outlined in the handbook. Harassment complaints are handled according to the Harassment Policy. All other student grievances follow a four-step process: 1) A student must present his/her grievance to the Assistant Vice President of Student Development, who will direct the student to the appropriate administrative supervisor, within one calendar year of the date of the alleged occurrence; 2) The appropriate administrative supervisor conducts a full investigation surrounding the student’s grievance. Such investigation includes the student’s written description of the grievance, along with his/her requested remedy and a written response by the staff member involved in the grievance. The investigation should not exceed 30 calendar days; 3) Upon receipt of the administrative supervisor’s report documenting remedial actions, the student may file an appeal within 10 calendar days. The appropriate unit Assistant Vice President or Vice President is responsible for reviewing all information presented by the student and the administrative supervisor while facilitating a resolution; and 4) Upon receipt of the Assistant Vice President or Vice President’s report, the student may file a written appeal to the Executive Vice President of Educational Affairs within 10 calendar days. The Executive Vice President of Educational Affairs reviews the facts of the case within 30 calendar days from receipt of the appeal and then submits a final written determination of grievance to the student and staff member.

3R1: Determining Student and Other Stakeholder Satisfaction

WCC’s processes and measures for determining student and other stakeholder satisfaction are described in Sections 3P1 and 3P3. Satisfaction measures are primarily assessed using multiple surveys, including: Noel-Levitz Student Satisfaction Inventory and Institutional Priorities Survey, Community College Survey of Student Engagement (CCSSE), and the Alumni Survey.

<table>
<thead>
<tr>
<th>Survey</th>
<th>Description</th>
<th>Measures</th>
<th>Who Takes the Survey</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noel-Levitz Student Satisfaction Inventory (SSI)</td>
<td>Survey items regarding products and services at WCC to gain insight into the holistic student experience. Students rate importance and satisfaction using a seven-point Likert-type scale.</td>
<td>50 items grouped into eight scales: 1) Academic Counseling and Advising Effectiveness; 2) Admissions and Financial Aid Effectiveness; 3) Campus Climate; 4) Campus Services; 5) Institutional Effectiveness; 6) Registration Effectiveness; 7) Safety and Security; and 8) Student Centeredness.</td>
<td>Current students</td>
<td>During the spring semester, alternating years</td>
</tr>
<tr>
<td>Noel-Levitz Institutional Priorities Survey</td>
<td>Complement to SSI. Survey items ranked by employees based on importance and agreement that WCC meets student expectations.</td>
<td>Behaviors related to: 1) Active and Collaborative Learning; 2) Student Effort; 3) Academic Challenge; 4) Student-Faculty Interaction; and 5) Support for Learners</td>
<td>Current WCC employees</td>
<td>The same years as the SSI</td>
</tr>
<tr>
<td>Community College Survey of Student Engagement (CCSSE)</td>
<td>Objective is to measure behaviors most closely related to student academic success, and utilize results to improve quality of student learning and academically related interactions and experiences. First administered in spring 2010.</td>
<td>Information related to satisfaction with: 1) WCC, major, and current employment; 2) Reflection; 3) Financial aid; 4) First job after graduation and number of jobs held since WCC graduation.</td>
<td>Current students</td>
<td>During the spring semester, alternating years (different years from SSI)</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Collect information about what alumni are doing educationally and career-wise after graduating from WCC</td>
<td></td>
<td>WCC alumni</td>
<td>Annually</td>
</tr>
</tbody>
</table>

Surveys Utilized by WCC
3R2: Results for Student Satisfaction

The 2011 administration of the Student Satisfaction Inventory (SSI) provided WCC with a wealth of information related to student satisfaction. When students were asked if they would choose to re-enroll at WCC, on a scale of 1-7, WCC scored a 5.74. Overall satisfaction with WCC was 5.54 out of 7.

A driving force behind WCC’s increasing enrollment is its commitment to sustaining an environment of quality teaching and learning. The college’s learning-centered approach to facilitating student access with success continues to yield high levels of student satisfaction. The tables entitled Student Satisfaction with Instruction and Student Satisfaction with College Services share feedback from the college’s four most recent administrations of the Noel-Levitz Student Satisfaction Inventory.
Reflective of WCC’s commitment to technology integration, 95.8 percent of students surveyed in FY2011 indicated satisfaction with the availability and accessibility of computer labs. Overall, students report high levels of satisfaction with the availability of tutoring services, academic advisors, campus safety, online access to services, business office hours and new student orientation services.

WCC also administers an Alumni Survey. Results of the 2009 Alumni Survey are included in the table entitled Alumni Student Satisfaction with Various Aspects of WCC.

### 3R3: Results for Building Relationships with Students

Supported by a student-to-faculty ratio of 20:1 and a dedicated support staff, WCC carries a rich tradition of building strong relationships with its students. The chart entitled Student Satisfaction with Campus Climate Indicators illustrates student satisfaction feedback from the college’s four most recent administrations of the Noel-Levitz Student Satisfaction Inventory. WCC students note high levels of satisfaction with the positive academic climate, sense of community and the college’s communication.
WCC also hosts a number of events to build relationships with students, including the following events in FY2011:

✓ The Illinois College Automotive Instructors Association annual conference. WCC was a founding member of this organization approximately 25 years ago.

✓ The ninth annual Working for the Fox Valley Job Fair, a Brighter Futures event that is part of a collaborative partnership among the First Transitions of Oak Brook and partners of the Illinois workNet Center, the Illinois Department of Human Services, the Illinois Department of Employment Security, the Kane County Department of Employment and Education and WCC. Coverage of the event was on the NBC Chicago local newscast.

✓ The annual Automotive Open House for area high school students and vocational centers.

✓ WCC hosted the annual Interpreters’ Conference. This year’s event was entitled “Connecting the Cultures.”

✓ WCC co-hosted a Career Pathways Expo with the Valley Education for Employment System (VALEES). The purpose of the Expo is to broaden students’ career awareness of traditional and nontraditional career pathways.

✓ WCC’s annual Counselors’ Breakfast involving more than 40 counselors from area high schools.

✓ The fourth annual Manufacturing Career Awareness Event with 300 students and 15 area manufacturers.

✓ Staff from Fund Development, Workforce Development, and Governmental and Multicultural Affairs, in collaboration with Valley West Community Hospital, facilitated the Brighter Futures event, “Entry Level Careers in Health Care.”

✓ The SBDC hosted Google 101 Workshop. The SBDC was selected as one of four pilot locations in the state to launch a new program by Google and the Illinois Department of Commerce and Economic Opportunity (DCEO) to train small businesses on Google business tools.

✓ The WCC Illinois Clean Energy Community Foundation (ICECF) grant team hosted a Renewable Energy Open House.

✓ Major Decisions Week featuring keynote speaker Patrick Combs along with several sessions focused on making the most of your college experience, choosing a major, choosing a career and preparing career-related materials.
Under the auspices of the Fulbright Occasional Lecturer Fund, WCC welcomed Dr. Igor Dubina, Associate Professor of Economic Information Systems, Post-Doctoral Scholar in the Department of Theoretical Cybernetics and Applied Mathematics at Altai State University in Russia, to campus to discuss “Creativity across Cultures.”

More than 400 students attended the Lit-R-Sea event at the Aurora location hosted by the Adult Literacy Project and Student Activities. The Aurora Public Library, Head Start, Family Focus and the Visiting Nurses Association also participated.

WCC sponsored several events and workshops during Financial Aid Awareness Month.

“Climate Change and You” a free presentation from the national nonprofit Alliance for Climate Education (ACE).

### 3R4: Results for Stakeholder Satisfaction

Academic deans and Program Development staff consult with and facilitate the creation of industry advisory groups to inform instructional decisions related to occupational programs. Advisory groups are made up of local business professionals that advise on and provide resources for curriculum development, internship opportunities and assessment of industry needs and expectations. Health Information Technology, Industrial Technology, Automotive Technology and Graphic Design are examples of WCC programs that have recently benefited from the college’s use of industry advisory groups. Representative of stakeholder satisfaction with the college’s performance are two awards. First, the Kane County Board of Health recognized WCC’s Nursing program as a 2010 Public Health Hidden Hero award recipient for the program’s participation in the H1N1 vaccination clinic initiative. Second, The Driver Safety program won Best Performance in the DDC-4 category and a Trend Setter award in the DDC-Alive at 25 category from the National Safety Council.

WCC also participates in the National Community College Benchmark Project (NCCBP) and Kansas Study of Community College Instructional Cost and Productivity. Both benchmarking projects are housed at the National Higher Education Benchmarking Institute at Johnson County Community College. The institute currently works with more than 450 community colleges on the two projects. The above chart shows data on WCC career degree program completers from 2007-2010.

### 3R5: Results for Building Relationships with Key Stakeholders

The NCCBP asks questions regarding the level of community participation in key institutional events. WCC’s results from 2007-2010 are shown on the table below.

<table>
<thead>
<tr>
<th></th>
<th>Employed in Related Field (%)</th>
<th>Pursuing Education (%)</th>
<th>Employers Satisfied with Preparation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>55.19%</td>
<td>30.19%</td>
<td>88.00%</td>
</tr>
<tr>
<td>2008</td>
<td>53.33%</td>
<td>30.24%</td>
<td>85.71%</td>
</tr>
<tr>
<td>2009</td>
<td>57.68%</td>
<td>37.97%</td>
<td>100%</td>
</tr>
<tr>
<td>2010</td>
<td>67.94%</td>
<td>11.83%</td>
<td>81%</td>
</tr>
</tbody>
</table>

WCC Career Degree Program Completers Progress

Note: Includes market penetration data from 2 academic years prior to reporting period, i.e., AY2005-2006 data was reported for 2007.

N/R= not ranked due to comparison group response rate < 5 institutions.

(a) Two-way tie for 12th place in 2008 Market Penetration: Cultural Activities Comparison Group ranking.

(b) Two-way tie for 2nd place in 2008 Market Penetration: Sporting Events Comparison Group ranking.

Community Participation
WCC also administers an Occupational Employer Follow-up Survey to determine employer satisfaction with students technical and non-technical skills, their readiness for the workforce and how willing that employer is to hire WCC graduates. For the last three years, over 95 percent of the employers who responded to the survey reported that they would be willing to hire another WCC graduate.

<table>
<thead>
<tr>
<th></th>
<th>General Satisfaction</th>
<th>Technical Skills</th>
<th>Non-Technical Skills</th>
<th>Readiness for Workforce</th>
<th>Willingness to Hire WCC Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>100.0%</td>
<td>90.0%</td>
<td>89.7%</td>
<td>96.7%</td>
<td>100.00%</td>
</tr>
<tr>
<td>2009</td>
<td>90.0%</td>
<td>90.0%</td>
<td>82.5%</td>
<td>82.5%</td>
<td>95.00%</td>
</tr>
<tr>
<td>2010</td>
<td>100.0%</td>
<td>87.5%</td>
<td>83.9%</td>
<td>84.4%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Additional results for building relationships with key stakeholders are discussed in Section 9R1.

3R6: Results Compared
WCC’s systematic, process-driven approach to developing learning options, environments and support systems continues to yield high levels of satisfaction from students and stakeholders and demonstrates its leadership. Comparative measures include feedback from the Noel-Levitz Student Satisfaction Inventory (SSI), the NCCBP and Kansas Study.

On average, WCC scored 0.06 points higher than national averages for each item on the SSI, on a seven-point scale. The table below, Student Satisfaction: WCC v. National Group Means in FY2011, shows all items on the SSI that had greater than a 0.15 difference.

3I1: Recent Improvements
Recent improvements in understanding and addressing the needs of the college’s students and other stakeholders include: 1) the construction of the college’s new Student Center; 2) the implementation of the “mywcc” online portal which is a unique, personalized network portals for students, employees and faculty; 3) the revision of the college website; 4) U.S. Department of Education Title V grant initiatives; 5) Project Graduation AQIP Action Project initiatives; and 6) the college’s participation in two Foundations of Excellence self-studies.
First, representative of WCC’s commitment to meeting the needs of a diverse student body and growing full-time enrollment, the college, as part of its Comprehensive College Master Plan [O8, 8R2], opened a new student center in 2009. Construction began on the new student center in February 2007. The 58,000-square-foot student center, which rests at the heart of the Sugar Grove Campus, centralizes the college’s services to students including registration, academic counseling, food service, recruitment and retention, student activities, career services, financial aid, assessment and other support functions in a one-stop facility. Second, the implementation of mywcc was completed in 2009. The mywcc system serves as a web portal for WCC students, faculty and staff. The portal function creates a virtual campus where users have access to information about events on campus, special announcements, e-mail, calendars, the college’s administrative software system, courses, online groups and other campus resources. Students are able to register and pay for classes using mywcc. The college’s intranet site was fully integrated into mywcc early 2011. Faculty, staff and administrators now have access to all of the college’s intranet resources via the system. Third, the college launched a new and enhanced website (www.waubonsee.edu) based on student feedback and testing. The new site includes completely revamped navigation and organization based on research of students’ expectations and use of the website. Being a primary tool for communication with stakeholders, improving website usability was an important initiative. Fourth, the U.S. Department of Education awarded WCC a Title V grant for the project “Removing Barriers to Student Success.” Funding of more than $3.2 million will be received over five years and will leverage the college’s commitment to provide outstanding learning opportunities and remove barriers to student success to all students. The Title V grant, as part of the federal government’s “Strengthening Institutions – Hispanic-Serving Institutions” program, is intended to help institutions enhance and expand their capacity to serve Hispanic and other low-income students. WCC’s Title V project will include identifying and addressing the specific needs of Hispanic students as well as improving overall institutional effectiveness. Fifth, WCC’s Project Graduation Initiative is focused on encouraging current and former WCC students to pursue completion of an associate degree and/or certificate, as discussed in Section 111. Sixth, as part of both the Title V and Project Graduation initiatives, the college applied for and has been accepted into the 2011-2012 two-year cohort for the Foundations of Excellence® first-year and transfer self-studies. Both of these self-studies will directly address stakeholder needs and effect change in process, procedures and policies throughout the college.

The Diversity Leadership Council [411] organized and executed a Peace Pole planting on the Sugar Grove campus as part of the college’s Arbor Day celebration on April 28, 2011. Started in Japan in 1955 as a response to the Hiroshima bombings and bearing the message “May Peace Prevail on Earth” in a different language on each of their four sides, Peace Poles can be found at more than 200,000 sites around the globe. WCC’s Peace Pole languages include English, Arabic, French and Spanish, as well as a Braille plate.

312: Setting Targets for Improvement

WCC employs an integrated approach to the creation of targets and priorities. The college’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the creation of targets and priorities for measuring effectiveness. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1. Communication of targets and priorities is discussed in Section 5P7. Leadership and communication systems supporting the creation of targets and priorities are discussed in Section 5P5. WCC’s approach to institutional effectiveness is discussed in Section 7P1.