Category 3: Understanding Stakeholder Needs

Category 3 Overview
In the category of Understanding Stakeholder Needs, WCC employs an aligned approach to organizational quality development. The college groups and manages operations as processes that are repeatable and regularly evaluated for improvement. The college strives to make sure that what is learned is shared among organizational units, that processes address the organization’s key goals and strategies, and that coordination occurs among units, divisions, and departments. Items selected for inclusion in Category 3 are designed to reflect that the college’s understanding of student and other stakeholder needs is an ongoing process that is central to fulfilling the college’s mission and strategic goals.

3C1: Student and Other External Stakeholder Sub-Categorizations
WCC sub-categorizes students in a variety of ways. Common sub-categorizations of students include the following: 1) enrollment status including prospective, new or returning student, program enrollment, credit hour enrollment, full- or part-time status, class cohort, reverse transfer, alumni, and campus at which the student is enrolled to take classes; 2) demographic indicators including traditional/nontraditional, age, gender, racial/ethnic background, town of residence, zip code, and high school; and 3) program enrollment including credit (transfer and career education) non-credit, general education, adult basic education (ABE), ESL, GED, seniors who participate in the Lifelong Learning Institute, Continuing Professional Education (CPE), business training, community education, and distance learning; and 4) special services or programming needs including students with disabilities, athletes, student support services, and tutoring.

Other external college stakeholders include: foundation members; advisory members; legislators; district residents; local, state, and federal governments; community groups that can be divided into the following sub-categorizations: civic; social service; community; governmental; programmatic; professional; chambers of commerce; economic development; and workforce development.

3C2: Short- and Long-Term Requirements of Students and Other Stakeholder Groups
WCC seeks to ensure that students’ and stakeholders’ outcome expectations are being met and exceeded through a robust array of services that demonstrate the college’s values of accessibility, service, value, quality, and innovation.

First, WCC students’ short-term expectations include ready access to diverse course offerings and efficient certificate or degree completion. The college facilitates access with student success by providing resources which meet the college’s students’ other short-term expectations: Financial Aid; Adult Education Learning Center; Assistance for Students with Disabilities; Center for Learning Assessment; Bookstore; Career Services; Child Care; Computer Access; Counseling and Advising; Fitness Center; Learning Enhancement; Student Activities; Student Support Services; Todd Library; Transfer Information; and Tutoring. The college’s students’ long-term expectations include preparation for further education and employment (See results Section 1R2).

Second, WCC’s other stakeholders’ short- and long-term expectations are reflected in the college’s strategic goals and include the expectations of providing value to the college’s district through the prudent management of resources; the ability to offer a vibrant range of educational and training offerings that reflect the changing learning environment, economy and needs of the college’s constituents; and active engagement in community organizations and partnerships that enhance the educational environment of the district.

3P1: Changing Student Needs
WCC employs a rigorous system of assessment to ensure that student outcomes’ expectations are being met. The college identifies the changing needs of the college’s 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, ACT’s Withdrawing/Non-Returning Survey and Alumni Survey, and ICCB’s Career and Technical Education Survey; 4) licensure examination pass rates; 5) retention/persistence/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 10th day and end-of-semester.

WCC’s collaborative reporting and improvement processes guide quality improvement efforts, support accountability, and facilitate data-driven 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.

3P2: Building and Maintaining Student Relationships

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. WCC evaluates its prospective student services through survey administrations and other measures.

Current Students: The college builds and maintains relationships with current students through its new student orientation, student service offerings, instructional support, and publications. 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 college expectations and study strategies that will help them become successful college students. The college’s student services, student activity, and learning support offerings, highlighted in Sections 3C2, 1P10 and 1P5, respectively, are intentionally designed to build relationships among students, faculty, staff, and administrators. The assignment of a faculty or staff advisor to each student organization also fosters the development of relationships and provides intervention opportunities. Current students are also kept abreast of campus happenings and resources by, but not limited to, the following: college publications; Learning First!, a college publication targeted for students; college Web site: student e-mail and announcements.

Former Students: WCC fosters relationships with its alumni through initiatives such as Career Services offerings, WCC Foundation and scholarships (See Section 6R1), the “Fabulous 40” alumni recognition program (See Section 9R1), the Athletic Hall of Fame and alumni participation in special projects including the Brand Identify project (See Section 5R1).

3P3: Identifying Changing Other Stakeholder 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.

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 nearly 90 of the 109 community organizations in the college’s community organizations database. Partnerships targeting the advancement of this initiative include civic, social service, community, governmental, programmatic, professional, chambers of commerce, economic development, and workforce development organizations.
Program Development Initiatives: As highlighted in Sections 1P1, 1P2 and 1P3, 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 to proactively address future stakeholder need.

Community Development Outreach: Under the leadership of the Assistant Vice President of Community Development, 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. As of a result of these administrations, Workforce Development developed offerings for an additional eight professions in 2007. Community outreach efforts by the Assistant Vice President of Community Development, and workforce development and community education staff provide first hand information regarding stakeholder needs.

Additionally, as described in Sections 3P1 and 5C1, 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 (See Section 8P1).

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

3P5: Addressing New Student and Stakeholder Groups
WCC new student and stakeholder groups within its educational programs and services during the college’s program review and development processes, described in Sections 1P2 and 1P8.

3P6: 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 4-step process: 1) A student must present his/her grievance to the Assistant Vice President of Student Development, whom 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. 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.
3P7: Student and Other Stakeholder Satisfaction
WCC’s processes and measures for determining student and other stakeholder satisfaction are described in Sections 3P1 and 3P3.

3RI: Student Satisfaction
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, shares feedback from the college’s four most recent administrations of the Noel-Levitz Student Satisfaction Inventory.

Of those WCC students surveyed in FY2007, 96.1% are satisfied with the course content in their learning area and its reflection of current industry standards and procedures. 92.5% of WCC students expressed satisfaction with the quality of instruction they received and 94.0% expressed satisfaction with faculty knowledge in their fields and 94.4% expressed satisfaction with college’s instructional technology.

Reflective of WCC’s commitment to technology integration, 94.8% of students responded with satisfaction with the availability and accessibility of computer labs. Overall, students report high levels of satisfaction with academic support services, admissions counselors, campus safety, and the college’s commitment to non-traditional students.

Representative of student satisfaction with support services, includes student evaluations. The following is a sample of student comments from student evaluations for the Access Center for Student with Disabilities: Extra help for classes. They listen to your needs. They are wonderful people. The dedication these ladies have. They genuinely care about their job and try to find all options possible to give their students. Staff is welcoming, courteous, understanding; has a
positive attitude. Access Center for Students with Disabilities makes my semester easier. I hope to use them as my college days continue. It has helped me from dropping out. Thank you for your help!

**3R2: Results for Building Relationships with Students**

Supported by a student-to-faculty ratio of 17:1 and a dedicated support staff, WCC carries a rich tradition of building strong relationships with its students. Approximately 88% of Alumni Survey respondents stated that if they could start college over again that WCC would be their first choice while 87% stated that their WCC education has improved their quality of life. The chart entitled Student Satisfaction with Campus Climate Indicators illustrates student satisfaction feedback from the college’s four most previous 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.

As part of Waubonsee’s 40th anniversary celebration and discussed in Section 9R1, the college recognized forty college alumni and students as part of the “Fabulous 40.” Each of these individuals provides a living example of how the college is fulfilling its mission and serves as an example of the relationships that the college has established with students. The following is a sample of profiles of seven of the “Fabulous 40”: 1) Dr. John Avendano knows the life-changing power community colleges hold. He has first-hand knowledge both from the perspective of a student and also as Vice President of Academic Affairs and Student Development at Illinois Central College. 2) A self-described “very shy, timid” high school student, Sonia Zafar developed into a dynamic student leader and academic star as a student at WCC. 3) A standout on the softball diamond while a student at WCC, Tracey (Latham) Stoneberg continues this athletic excellence today, playing in tournaments nationwide with her team, Aero Mixed Softball, winners of the Illinois state title and top-three finishers at the World Championships in 2005 and 2006. 4) A lifelong resident of the area, P. Sean Michels leads the booming Sugar Grove community as Village President, ensuring a healthy climate for residents, businesses and builders. 5) After his family returned to the United States, 16-year-old Puamuh T. Ghogomu II found his way at WCC and flourished. 6) Now an attorney at a top employment and labor law firm, Ghogomu attributes much of his success to the nurturing and academically challenging environment he found at WCC. 7) Danny Jaquez has not let serious obstacles stand in his way. Critically injured in 2000, Jaquez worked tirelessly to continue the pursuit of his dreams, including being awarded the prestigious Lincoln Academy Student Laureate Award.

**3R3: Stakeholder Satisfaction**

Representative of stakeholder satisfaction with the college’s performance are two awards. First, WCC’s Health Care Interpreting Program, designed by the college to address the ability of healthcare providers to provide appropriate medical attention to the district’s growing Hispanic population, was awarded the 2007 Illinois Council on Continuing Higher Education Initiative Award. Second, the college was honored in 2007 with The River Valley Workforce Investment Board’s Innovative Solutions Award for its “Improved Career Skills Training: Soft Skills
Development Series” and an Honorable Mention Collaboration Award that honored the college’s partnership role in “Assessment and Training Initiatives.”

Additionally, stakeholders’ satisfaction is reflected in the college’s partnership with the Center for Economic Progress to offer the Volunteer Income Tax Assistance (VITA) Program. Student, faculty and community volunteers assisted more than 640 eligible clients to prepare and file state and federal tax returns this year, generating nearly $900,000 in net refunds and $372,000 in Earned Income Tax Credit. The program’s volunteers contributed more than 1,000 hours of time over 21 days to help local taxpayers.

3R4: Results for Building Relationships with Key Stakeholders
Results for building relationships with key stakeholders are discussed in Section 9R1.

3R5: 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, which indicates that WCC students state satisfaction levels higher than the national community college group means.

<table>
<thead>
<tr>
<th>Facult y are fair and unbiased in their treatment of individual students</th>
<th>FY2002 WCC</th>
<th>FY2004 WCC</th>
<th>FY2006 WCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.40</td>
<td>5.21</td>
<td>5.25</td>
<td>5.27</td>
</tr>
<tr>
<td>5.61</td>
<td>5.43</td>
<td>5.65</td>
<td>5.68</td>
</tr>
<tr>
<td>5.50</td>
<td>5.56</td>
<td>5.36</td>
<td>5.36</td>
</tr>
<tr>
<td>5.55</td>
<td>5.33</td>
<td>5.49</td>
<td>5.38</td>
</tr>
<tr>
<td>5.56</td>
<td>5.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Satisfaction: WCC v. National Group Means

3I1: Improving Processes and Systems
WCC employs an integrated approach to improving processes and systems. The college’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the college’s ability to improve processes and systems for understanding the needs of key student and stakeholder groups. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3.

3I2: Setting Targets for Improvement
WCC employs an integrated approach to the creation of targets and priorities. The college’s quality WCC’s quality infrastructure, which incorporates the college’s Strategic Planning Framework and planning process, facilitates the creation of targets and priorities for understanding students’ and other stakeholders’ needs. WCC’s quality infrastructure, Strategic Planning Framework and planning process are discussed in Sections 8P1 and 8P3. Communication of targets and priorities is discussed in Section 5P5. Leadership and communication systems supporting the creation of targets and priorities are discussed in Section 5C1. WCC’s Organizational Effectiveness Model is discussed in Section 7C2.

Improvement priorities addressing the needs of the college’s students include 1) the current construction of the college’s new Student Center and 2) the implementation of the “mywcc” online portal which will create unique, personalized network portals for students, employees and faculty.
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 2020 College Master Plan (See Institutional Overview Section 06), began construction on a new student center in February 2007. The 58,000-square-foot student center, which rests at the heart of the Sugar Grove Campus, will centralize 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 “mywcc” implementation is underway. This system will serve 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. Hardware and software platforms for “mywcc” have been installed and are in a testing stage. The “mywcc” work group is populating “mywcc” with content and constructing templates for the tabs and channels that contain the unique information that will be available to the individual roles of students, staff and faculty. A cross-functional team that serves as a content management group has been formed and meets regularly to manage and monitor the growth and maturation of the system. The “mywcc” implementation is discussed in 7C1.

Improvement priorities addressing the needs of the college’s key stakeholders are addressed in Sections 212 and 812.