

Addressing Regional Economic Need: Community Survey

Board of Trustees Meeting, July 28, 2015

BACKGROUND

Rock Valley College (RVC) has identified KPI to inform the college community about institutional health and development. The College KPI are presented in five categories aligned to Illinois Board of Higher Education (IBHE) Public Agenda Goals. College KPI categories include *Educational Attainment, Access, and Success; Affordability; Educational Quality; Accountability; and Addressing Regional Economic Need.*

The KPI category of *Addressing Regional Economic Need* aligns to the IBHE goal of integrating assets to meet economic needs by supporting State and regional economic development. Several summary reports address this KPI category and are conducted on a rotating basis, including the Labor Market Study, Economic Impact Study, Community Survey, and Employer Survey. This summary report presents results of the 2015 Community Survey.

The Community Survey provides evidence of the Higher Learning Commission’s (HLC) Criteria for Accreditation and supports the Board of Trustee’s Strategic Interests by examining the extent to which the College meets the district’s needs and expectations in relation to the College’s mission.

Survey Design

The 2015 Community Survey begins with two questions to determine eligibility to participate, one affirming that the respondent is at least 18 years old and another asking the respondent to confirm their zip code is within the Rock Valley College district. The remainder of the survey consists of the following six (6) sections:

- **General Satisfaction** – participants rate 18 statements on a four-point scale that ranges from Strongly Agree (4) to Strongly Disagree (3).
- **Program Quality and Importance** – presents seven (7) general descriptions of programming offered by the College, and asks participants to rate their impressions of the program quality, the importance of the programs to the community, and whether or not they have participated in such programs at Rock Valley College.
- **Location** – participants rate the degree to which various campus locations are welcoming and whether or not the participant visited those locations.

Rock Valley College Mission
 Rock Valley College is an educational leader in providing quality, accessible, lifelong learning opportunities, cultural enrichment, and support for economic and technological development.

Board of Trustee’s Strategic Interests
 Interest 2: Align the resources and potential of the College to educational need of the District thereby increasing effectiveness.

HLC Accreditation Criteria and Core Components
 1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

5.C. The institution engages in systematic and integrated planning.
 5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
 5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

- **Barriers to Participation** – presents 10 factors and asks participants to indicate the extent to which the factor makes it difficult or easy for the participant to participate in programs offered by the College.
- **Additional Feedback** – three (3) open-ended items provide participants opportunities to describe what the College does well and could do better to meet community needs, as well as provide additional feedback
- **Background Information** – presents five (5) demographic questions, as well as a question about whether or not the participant has enrolled in and earned degree or certificate from the College’s programs.

Survey Administration

The 2015 Community Survey was administered to a broad range of district residents using a multi-method approach. During the Spring 2015 semester, student groups on campus had the opportunity to apply for the opportunity to assist with survey administration. As a result of this process, three (3) student groups – Association of Latin American Students, Eagle Dance Team, and Students for Responsible Environmental Sustainability – assisted by distributing electronic survey links and administering the survey via tablets at various community events and locations. In conjunction with social media efforts and similar distributions efforts from staff; however, this collection resulted in oversampling of a younger demographic and provided a sample that was not sufficiently representative of the College district with respect to age.

In an attempt to correct this sampling error, additional survey responses were collected using targeted methods (e.g., targeted social media efforts directed to district residents over 40 and an email distribution to the Center for Learning in Retirement members). Despite these efforts, survey respondents were still younger than the general population and survey responses differed significantly by age.

Overall, 1,000 surveys were collected of which 862 were complete. Since analysis indicated that survey responses differed significantly by age, a stratified random sample was pulled from the 862 responses to report data more representative of the community’s opinions, resulting in the use of 318 completed surveys to inform this report. Table 1 shows the demographic composition of the stratified random sample as compared to the College region.

Table 1: Demographics of Stratified Random Sample of Survey Respondents

Demographics		Survey Sample (stratified by age)	RVC Region ¹
Age²	18-20	8%	8%
	21-30	15%	15%
	31-40	15%	15%
	41-49	17%	16%
	50 or over	45%	45%
Gender	Male	36%	49%
	Female	64%	51%
Race/ Ethnicity	Asian	3%	2%
	American Indian or Alaska Native	<1%	<1%
	Black or African American	7%	9%
	Hispanic or Latino	13%	13%
	Native Hawaiian or Other Pacific Islander	0%	< 1%
	White	74%	73%
	Two or more races	2%	2%
	Unknown	2%	--

Percentages may not add to 100% due to rounding.

RESULTS

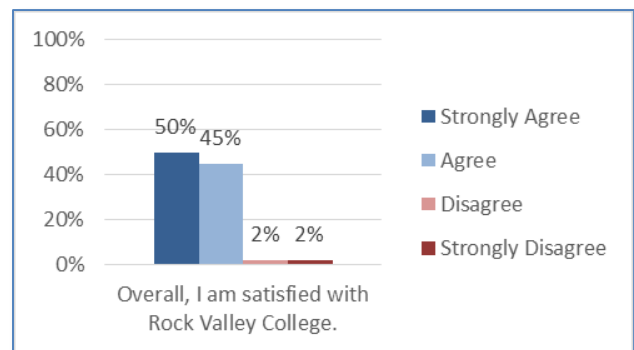
Community Satisfaction

Satisfaction was rated on a four-point scale ranging from Strongly Agree (4) to Strongly Disagree (1). The expected outcome was that a majority of the participants would rate satisfaction items as Agree (3) or Strongly Agree (4). Results of the community satisfaction section of the survey are consistent with expected results.

General Satisfaction. Figure 1 indicates that 95% of survey respondents are generally satisfied with the College. These findings are similar to those from the 2011 Community Survey, when 99% of respondents Strongly Agree or Agree that they had positive feelings about the College.³ Data presented in Figure 2 further supports general satisfaction with average ratings on a four-point scale ranging from 3.08 for feeling well informed about the

College's programs to 3.48 for the community benefitting from the programs offered by the College.

Figure 1: Overall Satisfaction

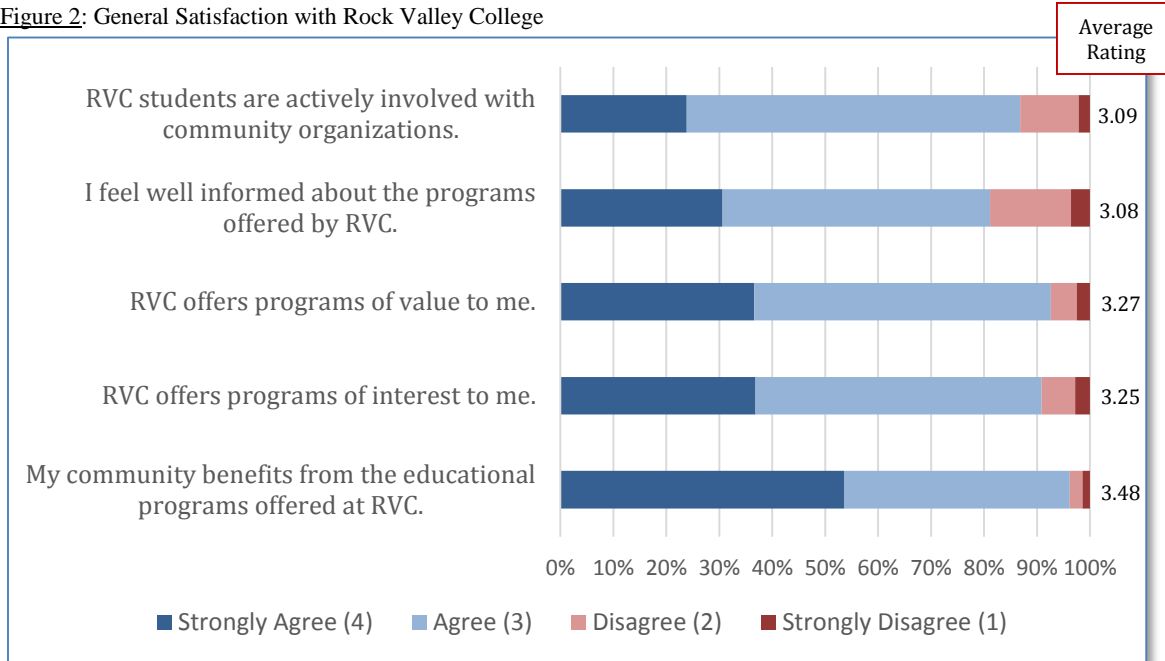


¹ Demographic data for the RVC Region were pulled from Economic Modeling Specialists Intl. (EMSI) and include Boone, Ogle, and Winnebago counties.

² Age ranges match the categories used by the Community Survey. The EMSI categories used for comparison purposes were 15-19, 20-29, 30-39, 40-49, and 50 or over. District residents under 15 were excluded from EMSI data to provide the closest possible comparison to survey respondents, which were all 18 or older.

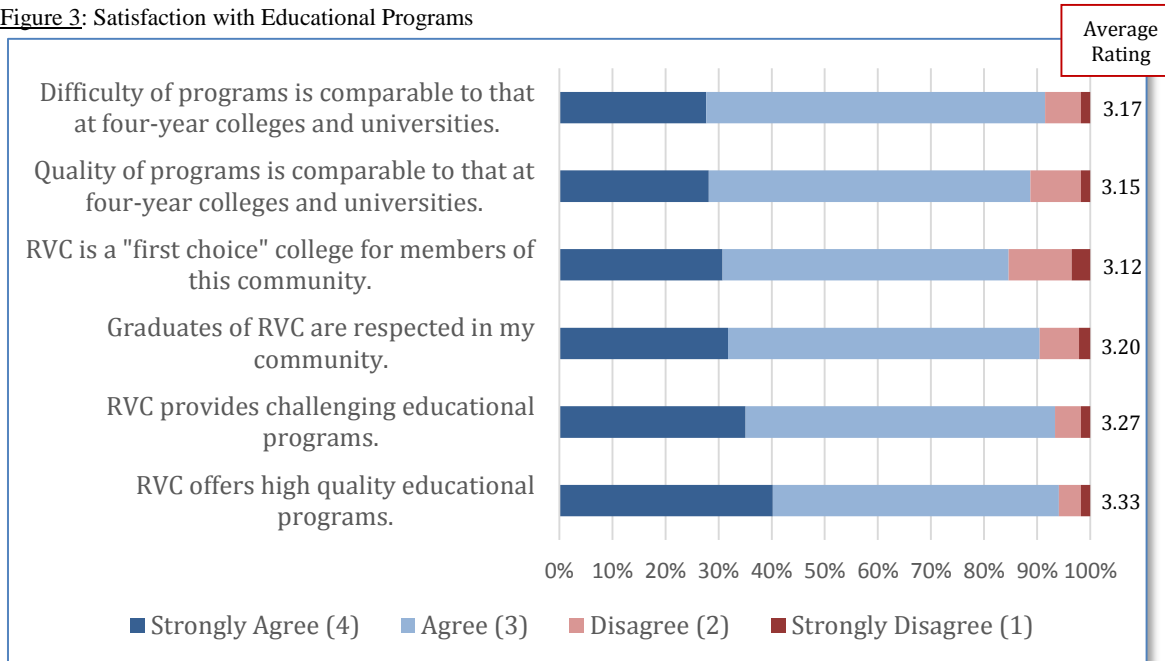
³ Results from the two surveys can only be loosely compared because the survey was substantially revised between administrations.

Figure 2: General Satisfaction with Rock Valley College



Satisfaction with Educational Programs. Figure 3 shows the level of satisfaction with educational programs offered by the College. More than 85% of respondents either Strongly Agree or Agree with positive statements about the College’s educational programs. Average ratings on a four-point scale ranged from 3.12 for RVC being a “first choice” college to 3.33 for the College offering high quality educational programs.

Figure 3: Satisfaction with Educational Programs



Satisfaction with Economic Development. Figures 4 and 5 show levels of satisfaction with the College’s contributions to economic development and cultural enrichment, respectively. Data in these figures provide further evidence of the community’s satisfaction with the College. Approximately 95% of

respondents either Strongly Agree or Agree with positive statements related to economic development, and at least 90% of respondents either Strongly Agree or Agree with positive statements related to cultural enrichment.

Figure 4: Satisfaction with Economic Development

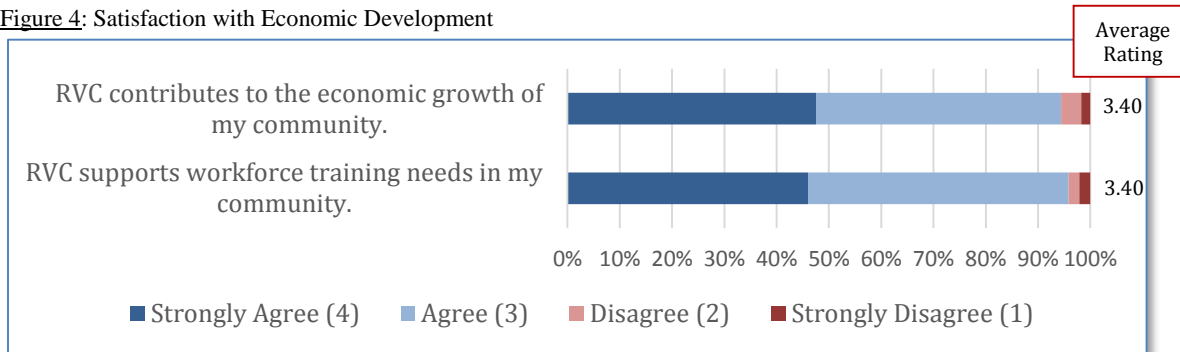
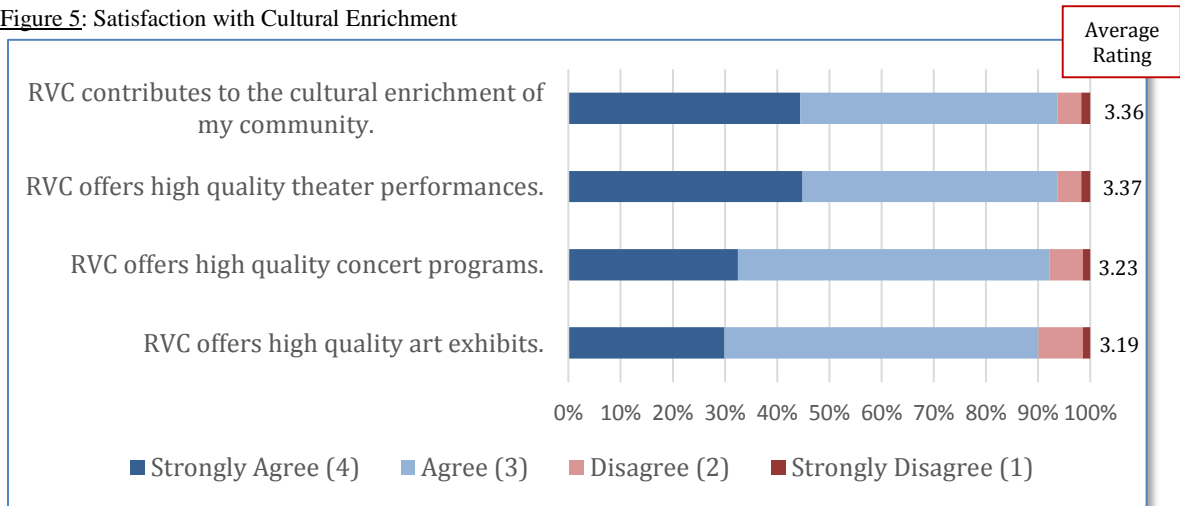


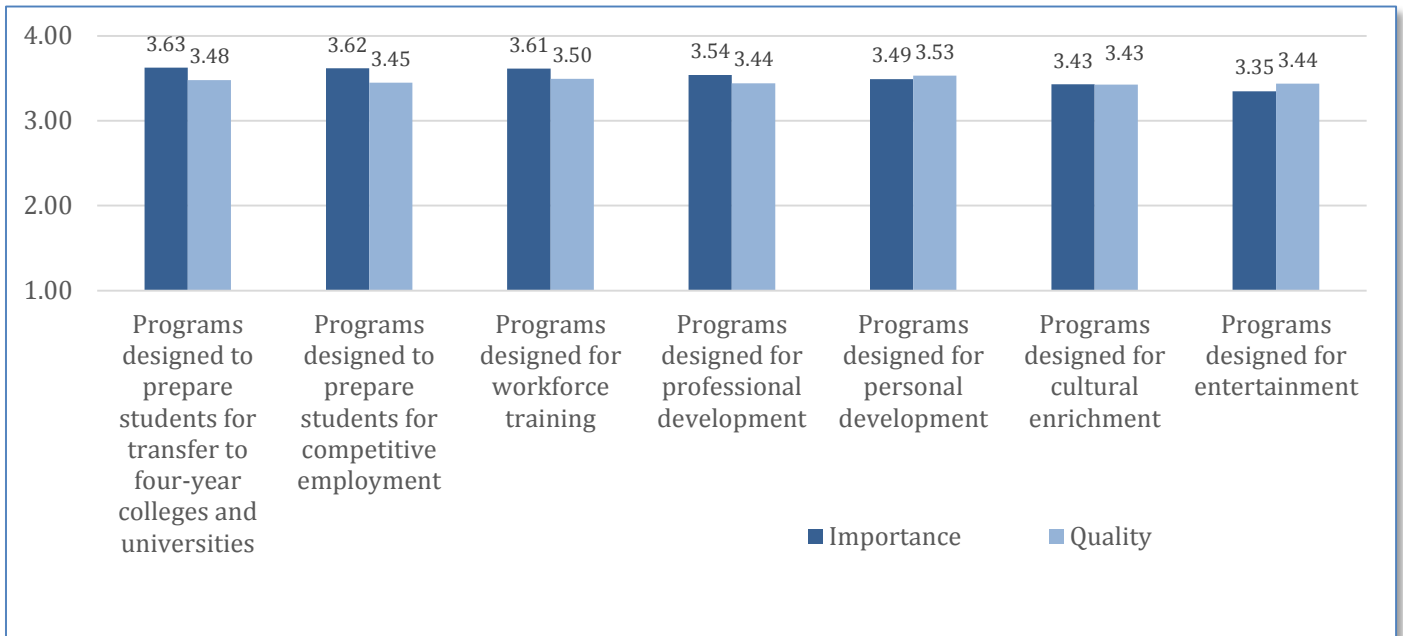
Figure 5: Satisfaction with Cultural Enrichment



Program Importance and Quality

Figure 6 shows average program importance compared to average program quality, both on four-point scales. On average, survey respondents rated program quality between Good (3) and Excellent (4) and program importance between Important (3) and Very Important (4) for all programs. Differences between program importance and program quality indicate potential gaps in meeting the community’s needs, especially if program importance is rated higher than program quality. The programs with the greatest gaps are those designed to prepare students for competitive employment, with an average importance rating of 3.62 and an average quality rating of 3.45.

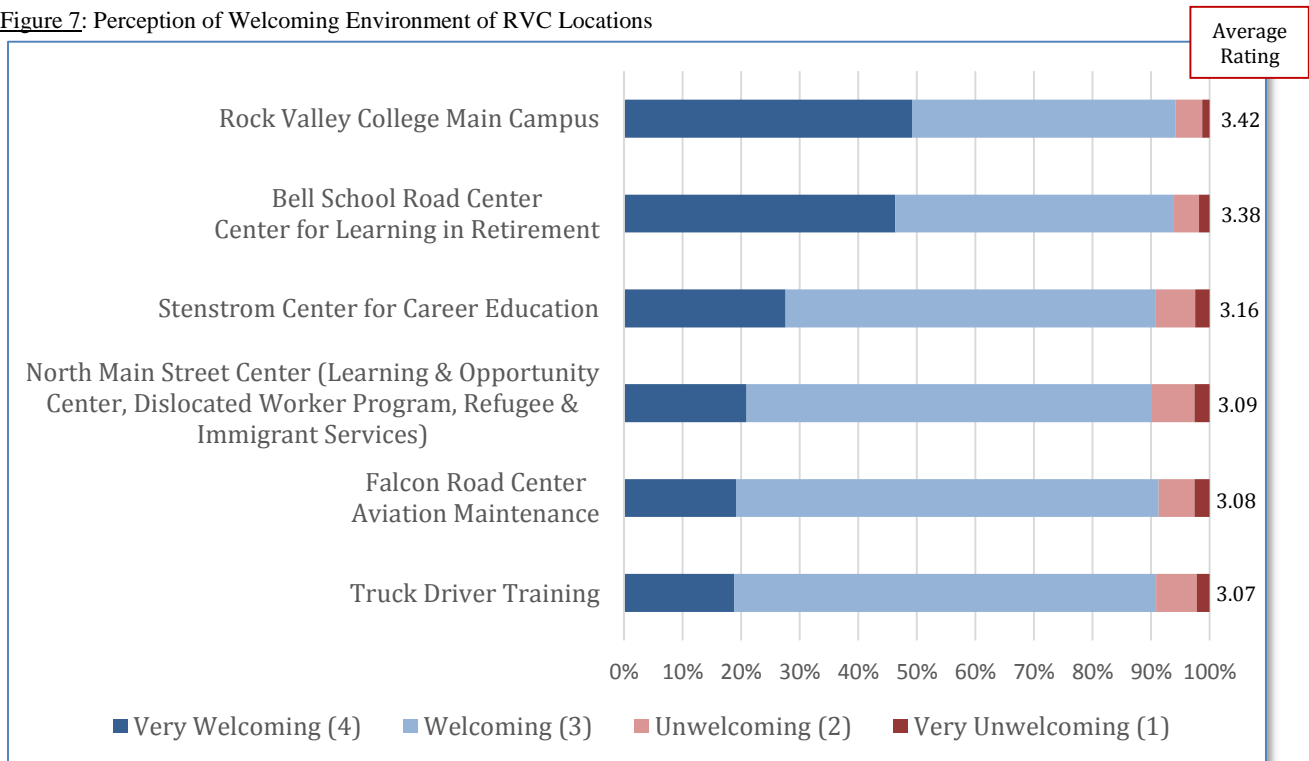
Figure 6: Program Importance and Quality



Welcoming Environment

Figure 7 shows the degree to which each RVC location is perceived as welcoming by the community. The locations perceived to be the most welcoming are Main Campus and the Bell School Road Center. The locations perceived to be the least welcoming are the North Main Street Center, Falcon Road Center, and Truck Driver Training.

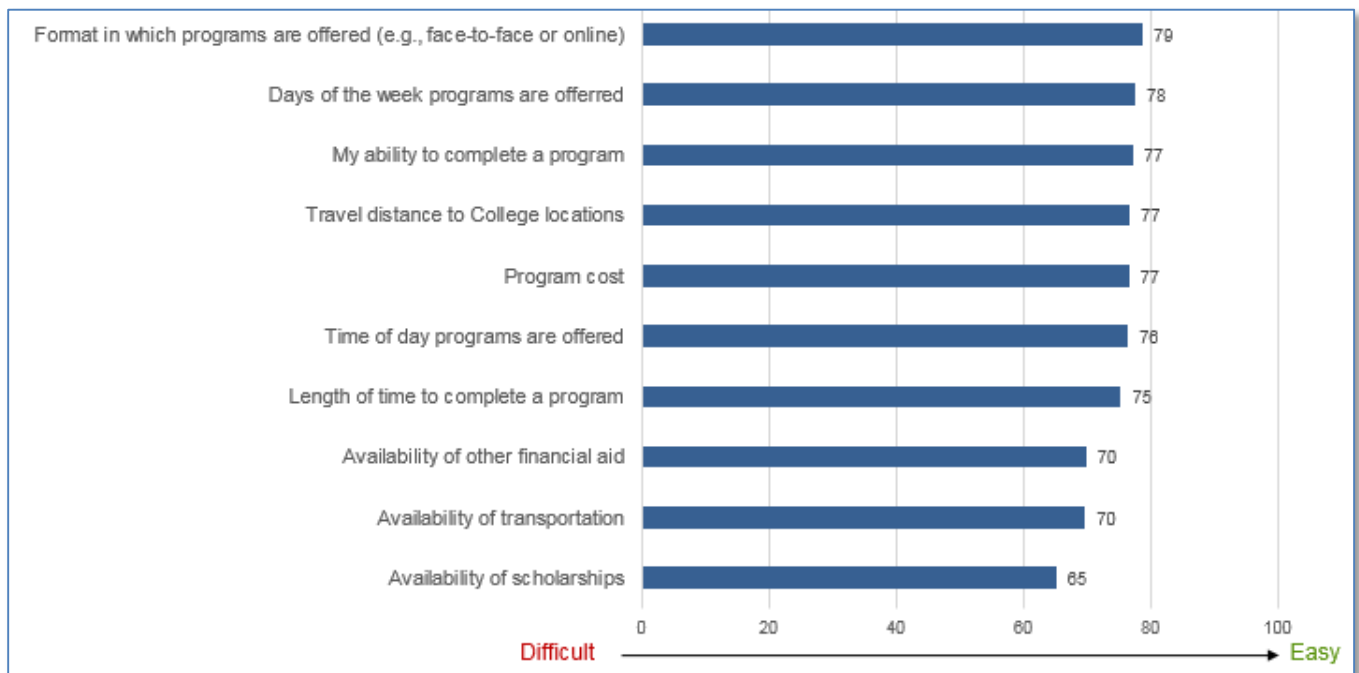
Figure 7: Perception of Welcoming Environment of RVC Locations



Potential Barriers

Figure 8 shows factors that could be potential barriers to participation in RVC programs. Average values ranged from 65 to 79 on a 100-point scale, suggesting that community members do not perceive these factors as generally inhibiting their ability to participate in the College’s programs. The three factors that are perceived to be most hindering are the availability of financial aid, scholarships, and transportation.

Figure 8: Potential Barriers to Participation in RVC Programs



FINDINGS AND CONCLUSIONS

In general, initial results of the 2015 Community Survey presented in this summary report suggest that the College is meeting the district’s needs with respect to its mission to provide quality, accessible, lifelong learning opportunities, cultural enrichment, and support for economic development. Additional analyses will be conducted, such as disaggregating responses by demographic variables (i.e., gender, race/ethnicity, age, zip code, level of education, and employment status) to determine the degree to which these general results are consistent for particular subgroups within or segments of the district.