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**Organization Dimension Performance Indicator Responses** McHenry County College 6/16/2008

**PI 2.1 First-Term Students**<sup>1</sup> To what degree does your institution's organizational structure facilitate the following actions as they apply to students<sup>1</sup> during their first term of enrollment at your institution?

Evaluate Each	Very Low/None <sup>1</sup>	Low <sup>2</sup>	Medium <sup>3</sup>	High <sup>4</sup>	Very High <sup>5</sup>	N/A
Identification of "first-time-at- your- institution" students <sup>2</sup>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Targeted communications <sup>3</sup> at the institutional level	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early warning initiatives include special attention to first-time students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising includes special attention to first-time students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> Limit to students who have not achieved sophomore standing. <sup>2</sup> This identification is used by the institution in to encourage outreach to this population. For example, class rosters might note which students are first-time students. <sup>3</sup> These communications include institution-level (beyond a specific class or program) contacts with first-time-at-your-institution students that are designed to foster connections with the institution and address the unique needs of first-time students.

**PI 2.2 Continuing Students** To what degree does your institution's organizational structure facilitate the following actions as they apply to any enrolled student who has not achieved sophomore status?

Monitoring progress toward degree/certificate completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make it easy for students to connect to appropriate sources of campus-based assistance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special attention for students repeating courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special attention for students with grade point averages below 2.0	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special attention for returning students after a break in their enrollment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PI 2.3 Partnerships** To what degree does the institution's organizational structure facilitate partnerships between units/departments that result in an integrated approach to the new student experience (e.g., student services and instruction)?

	Very Low/None <sup>1</sup>	Low <sup>2</sup>	Medium <sup>3</sup>	High <sup>4</sup>	Very High <sup>5</sup>	N/A
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> Integration implies that there are routine communications and/or linkages (as appropriate) between discrete functions (e.g., new student seminar and pre-term orientation, academic advising and orientation). Integration may also imply that some initiatives (e.g., service learning, Supplemental Instruction) are implemented collaboratively by both instructional and student services units.

**PI 2.4 Financial Resources**<sup>1</sup> Which of the following statements best describes the financial resources<sup>1</sup> to support effective management of the new student experience?

- Funding is adequate and reasonably consistent from year to year.
- Funding varies somewhat from year to year and/or is not fully adequate.
- Funding is either highly inconsistent from year to year, clearly inadequate, or fails in some other way to support effective management.
- Insufficient evidence exists to judge the adequacy and consistency of funding (e.g., management system(s) is/are newly established or highly dependent on external grant funding.)

<sup>1</sup> This performance indicator is not intended to suggest that effective management requires specially allocated financial resources. A management structure that takes the form of a working group (e.g., task force, committee, council) may only require minimal,

occasional, or no specified institutional funding.

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