



Index to the Revised Criteria for Accreditation

MARCH 2013



Academic
Quality Improvement
Program

The Higher Learning Commission NCA

Index to the New Criteria for Accreditation

Criterion One: Mission: The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. The institution's mission is broadly understood within the institution and guides its operations. (1.A, 1.C, 2.B, 2.D)

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. **(1.C)**
 - The College revised its mission statement in 2008 by using a process that involved staff, faculty, administration, students, and community members. The process concluded by the Board of Trustees providing final approval. (5P1; 8P1)
 - At the Board of Trustees annual retreat, the Board reviews and adopts the mission statement or recommends a process for its review. (5P1)
 - Illinois Central College has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization's mission. (Institutional Overview; Figure O-1)
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. **(1.C)**
 - Illinois Central College collaborates with an extensive group of organizations, individuals, and businesses in order to carry out its mission and achieve its vision. (Institutional Overview, #9)
 - The College's academic programs and student services are designed to support a comprehensive community college with an open-door policy. (1P15; [ICC 2012-2013 Catalog: Philosophy Statement, page 342](#))
 - Academic programs develop transfer and workplace readiness. (1P4)
3. The institution's planning and budgeting priorities align with and support the mission. **(2.B, 2.D)**
 - ICC creates a strong and clear orientation to its mission, vision, and core values, as well as to the College's overall governance structure, by emphasizing these elements of its culture in the hiring and employee orientation processes. (Institutional Overview, #5)

- The need for modifications to the work systems and processes are most often identified during the program planning process and because program planning is integrated with the College's strategic planning process, this ensures alignment with the College's mission and values. ICC strives for mission-based performance improvement. (Institutional Overview, #6)
- Annually, at the January strategic planning retreat, data are analyzed to identify which markets present the best opportunity for enrollment growth in light of the College's mission. (3P5)
- New employee orientation uses the BlueBook and includes an overview of the mission. (4P3; [ICC BlueBook](#))
- The annual budget planning process is aligned to program planning. (4P5)
- The budget is aligned to program planning which is aligned to strategic planning which is aligned to the mission. (Institutional Overview #6)
- All of the Strategic Priorities are aligned with and support the mission. (Criteria 1 Evidence Folder: Blueprint for the Future FY 2013)

1.B. The mission is articulated publicly. (1.A, 1.B, 5.B)

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities. (1.A)
 - The ICC Mission is included in the College catalog and on the website ([ICC 2012-2013 Catalog page 343](#); [ICC Website: Mission Statement](#))
 - Senior leaders further deploy the mission, vision, and core values through the Strategic Forum, new employee orientation, the annual Celebration of Learning, screen savers on all College computers, the BlueBook, the website, and on employee performance standards and development plans. (5P2)
 - The College's mission, vision, values, and strategic priorities align with institutional priorities and are published on the website ([ICC Website: Blueprint for the Future](#); Institutional Overview)
 - The mission statement is also included in the employee BlueBook, the web site, and the ICC Catalog. These common documents are

disseminated throughout the institution and are part of employee training and continued discussions at the management and employee level. (5P8; [ICC Website: Mission Statement](#); [ICC BlueBook](#); [ICC 2012-2013 Catalog page 343](#))

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
 - ICC's senior leadership, led by the President, is responsible for fulfilling the College's mission, preserving the values, and achieving the vision of the College. (Institutional Overview, #5)
 - The institution was designed and still operates as a community college established to meet the post-secondary needs of the citizens of the District and to supplement the area schools and four-year colleges. ([ICC 2012-2013 Catalog: Philosophy Statement, page 342](#))
 - The institution believes they provide the opportunity for learning experiences and create a broader and better understanding of a global community. ([ICC 2012-2013 Catalog: Philosophy Statement, page 342](#))
 - The student is the center of all that is done at the College. ([ICC 2012-2013 Catalog: Philosophy Statement, page 342](#))
 - Education at ICC leads to successful careers, transfers to baccalaureate programs, and life-long learning experiences. ([ICC 2012-2013 Catalog: Vision, pages 342-43](#); [ICC BlueBook](#))
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides. **(1.B, 5.B)**
 - The College strives to provide students (its intended constituency) the knowledge, skills, and understanding for successful and satisfying careers and for intelligent participation in, and preservation of, a free and democratic society. ([ICC 2012-2013 Catalog: Philosophy Statement, page 342](#))
 - The College is a comprehensive institution which offers an Associate in Arts degree, Associate in Science degree, Associate in General Studies

degree, 66 Applied Science programs, and 65 certificates. ([ICC 2012-2013 Catalog page 3](#) and [ICC 2012-2013 Catalog Addendum](#))

1.C. The institution understands the relationship between its mission and the diversity of society. (1.B)

1. The institution addresses its role in a multicultural society. **(1.B)**
 - The College is committed to recruiting and retaining a diverse student body and workforce. (2P2; 4P1; 9R1)
 - The College offers ESL courses, foreign language courses, and international studies courses. ([ICC 2012-2013 Catalog](#) pages 218, 257, 258, 259, 263, 264, 274, 275; [ICC Website: International Studies](#); 1P10)
 - The institution has a process to respond to community and student needs. (1P4)
 - The institution offers services for students with disabilities, services for under-represented and underprepared students, and offers English as a Second Language courses. (1P10)
 - The Institution created and follows a diversity pledge and includes this pledge in the training process for all employees. (Institutional Overview; 2P1; 4P4).
 - The institution's general education goals include that students will demonstrate awareness of diversity of cultures, ethics, values, and aesthetics. ([Assessment of Student Learning Plan 2011](#))
 - ICC is committed to non-discrimination and equal opportunity regardless of race, gender, ethnicity, religion, or physical capability. ([ICC 2012-2013 Catalog: Philosophy Statement, page 342](#))
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. **(1.B)**
 - Training includes the BlueBook, diverse hiring workshops, and ICC supports learning accommodations for students and follows ADA. ([ICC Website: Diversity](#); [ICC BlueBook](#))
 - ICC has a strategic initiative of Diversity which means that it has its own executive cabinet member and staff. (1P15; 8P1)
 - ICC works closely with its largest high school which is an urban, primarily minority-population high school. The College further offers wrap-around services for these students that begin before enrolling and continue through college completion. (Figure 8R2-12; Figure 8R2-13; 9P1; Figure O-3; Figure O-7)

- The College has executive leadership at the vice presidential-level, and this work aligns to the diversity and international initiatives at the College. ([ICC Website: Diversity](#))
- The College has a history of securing grant opportunities to promote minority student and/or first generation college-student retention and success opportunities including a TRIO program, a previous Upward Bound Program, and an in-house Harvesting Dreams program designed for minority students. ([ICC Website: Diversity](#))
- The College is an Equal Employment Opportunity employer and complies with all the federal, state, and local laws this entails. ([ICC Website: Human Resources](#))
- The College includes language sensitivity as part of its Brand Standards. ([ICC Website: Brand Standards](#))

1.D. The institution's mission demonstrates commitment to the public good. (1.E, 5.A, 5.B, 5.C)

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
 - The College offers community courses through its Community and Corporate Education Programs. (1P2; 1P3; 1P4; 1P5; 1P6; 1P14; Figure 8P2; Figure 8R2-14; Figure O-8; Figure O-9)
 - The College serves the public by providing lecture arts series and other community enrichment programs that attract community learners. (Figure 5P1)
 - The College works with business and industry to develop programs that meet market and employment demands. (9P1; 9P2; 9P6)
 - The College offers a non-credit GED, ESL, and Adult Basic Education program through continued grants. (1P8; Figure O-7; Figure 2R2-8)
 - The College offers a variety of programs developed for community members of all ages, and these programs are supported through the Corporate & Community Education department. ([ICC Website: Professional Development Institute](#))
 - ICC offers courses in a variety of modes and times as well as in multiple locations to serve the needs of student learners. ([ICC Website: Class Schedule](#))

- The College's tuition rate remains below the state average of public two-year colleges. (Evidence for Criterion 1: Tuition & Fees at Illinois Community Colleges)
 - The College offers a textbook rental program for students. ([ICC Website: Bookstore](#))
 - The College's facilities are available for public use. Multiple groups ranging from local churches to local 4-H clubs use the campus facilities for community events. (Evidence for Criterion 1: Calendar of Community Events)
 - The College's library and computers are open to the public. Community members may borrow library books by using a community local library card and may secure a guest log-on to computers. ([ICC Website: Library](#))
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
- ICC is a publically funded institution, and the mission is to provide educational opportunities for the community. ([ICC Website: Mission Statement](#); ICC 2012-2013 Catalog page 342-343)
 - ICC's budgeting process is based on needs assessment aligned with student learning. (1R4)
 - ICC's first core value and first strategic priority are both student learning and the institution is committed to continued assessment of student learning which is aligned to the program planning and budgeting process. (1R4)
 - ICC considers both community members and employer feedback when planning budgets. (1R4)
 - ICC offers high quality, high cost career and technical education programs at the same tuition rate as lower cost courses and programs. ([ICC website: Tuition](#))
 - Community residents over the age of 65 are offered free-tuition for credit-courses. ([ICC website: Tuition](#))
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.A, 5.B, 5.C)**
- ICC responds to the needs of its community and external constituencies in a variety of ways, including continuing education, outreach, customized

training, and extension services. (Institutional Overview, #1; Institutional Overview, #3; Institutional Overview, #6; Institutional Overview, #8; 1P2; 1P3; 1P5-1P12; 1P14-1P16; 1P18; 3P3; 3P4; 4P9; 5P9; 8R2; 9P1; 9P4)

- Illinois Central College practices periodic environmental scanning to understand the changing needs of its constituencies and their communities. (1I2; 3P1; 3P3; 4P8; 4P12; 4I2; 5P2; 8P1; 8P2; 8P8; 8I1; 9P1)
- ICC demonstrates attention to the diversity of the constituencies it serves. (Institutional Overview, # 2; Institutional Overview, # 8; 1P6; 2P1-2P6; 2R1-2R4; 2I1; 2I2; 4P4; 4I1; 5P5; 5P8; 6P1; 6R3)
- ICC's outreach programs respond to identified community needs. (Institutional Overview, #2; Institutional Overview, #3; Institutional Overview, #7; Institutional Overview, #8; 1P2; 1P12; 3P3; 3P4; 4R3; 5P5; 7P2; 8P1; 8P3; 8R1; 8R2; 9P1; 9P2)
- Each Career and Technical Education program receives input from an advisory committee whose membership is comprised of prospective employers. (Institutional Overview, #1; Institutional Overview, Figure O-9; 1P2; Institutional Overview, Figure 1P4-2; 1P4; 1P13; 1P18; 1R3; 3P3; 3P; 6P1; 9P1)
- Career and Technical Education programs are aligned to regional workforce training and regional economic needs. (Evidence for Criterion 1: Blueprint for the Future; Institutional Overview, Figure O-5; Institutional Overview, #8; 9P1)
- As a publically funded institution, the College partners with other publically funded organizations (such as Workforce Network and Career Link) to develop on-demand programs and partnerships which lead to a greater educational and skill-based learning gain for the community. (Institutional Overview, Figure O-9; 3P3; 9P1)
- ICC uses Facebook as a way to connect to the community. The college also does a public mailing of our publication *ICC Today* to all households in the district. We use these tools to engage with our current and potential stakeholders. ([Facebook](#))

Criterion Two: Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. (1.E)

- In compliance with Section 1501.503 of the Administrative Rules of the Illinois Community College Board (ICCB), Illinois Central College's financial accounts are formally examined and verified by an external auditor on an annual basis. Results of the annual external audit for the fiscal year ending June 30 are submitted to the ICCB every year on or before October 15. ([ICCB Administrative Rules](#))
- ICC has a key planning process and the ICC Board of Trustees have oversight of the planning process and the budget. Outside auditors review the college's financial integrity and accounting practices. (Figure 6P1-1: Key Work Processes and Key Requirements; Figure 8P1-1: Strategic Planning Process)
- As a publically funded institution, ICC's budget is a public document for both internal and external stakeholders. (Evidence for Criterion 2: FY 2013 budget)
- Budget policies and procedures are published on the ICC intranet and are agreed upon practices and policies that all follow. (Evidence for Criterion 2: Purchasing Guidelines)
- The College has an Ethics Advisor and Ethics Commission in according with the Board of Trustees policy. The Ethics Advisor provides guidance to the officers and employees of Illinois Central College concerning the interpretation of and compliance with the provisions of this ordinance and state ethics laws. ([ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article XV: Ethics](#))
- The College has a conflict of interest policy, gift policy, discrimination policy, nepotism polices, and harassment policy. ([ICC Employee Handbook](#); [ICC Faculty Handbook 2012-13](#); [ICC Board of Trustees Bylaws and Administrative Policies](#))
- All college employees complete prevention of harassment training as part of their employee training. ([ICC Employee Handbook](#))
- The College abides by Equal Employment Opportunity Commission regulations. ([ICC Website: Human Resources](#))

- The College recognizes the two unions 1) United Brotherhood of Carpenters and Joiners of America Union and 2) Teamsters Local Union 627 Affiliated with International Brotherhood of Teamsters. The College follows collective bargaining when establishing policy with union members. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Teamsters 9-15-2011 to 6-30-2013; ICC Contract – Board of Trustees and United Brotherhood of Carpenters and Joiners of America Local Number 2189)
- Full-time faculty and the administration follow the Interest Based Bargaining model to develop the faculty contract. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014)
- Faculty are expected to maintain accepted and recognized standards of professional conduct and ethics appropriate to his/her professional position. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014)
- Faculty are expected to display personal and professional integrity by dealing honestly and fairly with respect for all students, other college staff members, and the community. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014)
- The employee grievance process is included in the employee handbook and appropriate contracts. (Evidence for Criterion 2: ICC Employee Handbook; ICC Contract – Board of Trustees and Faculty 2011-2014; ICC Contract – Board of Trustees and Teamsters 9-15-2011 to 6-30-2013; ICC Contract – Board of Trustees and United Brotherhood of Carpenters and Joiners of America Local Number 2189)
- It is the policy of this college that no person, on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or veteran's status, shall be discriminated against in employment, in educational programs and activities, or in admission. Inquiries and complaints may be addressed to the Vice President of Diversity, International and Adult Education. ([ICC Website: Human Resources](#))

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

- The College publishes a print catalog yearly that lists current programs and courses. The same catalog is found in the ICC website. ([ICC 2012-2013 Catalog](#))
- Costs and course offerings are published each semester. ([ICC Website: Class Schedule](#))
- Textbook information including names of texts, costs of texts, publisher information, and rental options is published with the course schedule. ([ICC Website: Textbook FAQ's](#))
- The tuition cost is agreed upon by the ICC Board of Trustees. ([ICC Website: Tuition](#))
- Illinois Central College notes in its catalog and website that it is an AQIP Participant, accredited by the Higher Learning Commission and a member of the North Central Association. To contact the Higher Learning Commission, go to <http://www.ncahlc.org> or call (800) 621-7440. (ICC 2012-2013 catalog; [ICC Website: Homepage](#))
- All Career and Technical Education programs that are accredited/approved are noted on the website and are included in ICC's federal compliance worksheet. ([ICC Website: Understanding Accreditation](#))

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. (1.D, 5.C)

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
 - The Bylaws of the Board of Trustees detail their processes and procedures for elections, roles, and decision making. ([ICC Board of Trustees - Bylaws and Administrative Policies](#))
 - The duties and responsibilities of the Board of Trustees may be broadly summarized as follows: (1) to appoint the president, other administrative personnel, and all teachers; (2) to fix the principal objectives and policies of the institution; (3) to hold, preserve and invest the assets of the district; and (4) to represent the institution to the public. ([ICC Board of Trustees - Bylaws and Administrative Policies, Section I: Bylaws of the Board of Trustees, 1.1 POWERS, DUTIES, AND RESPONSIBILITIES OF THE BOARD OF TRUSTEES OF ILLINOIS CENTRAL COLLEGE](#))
 - Illinois Central College elects an ICC Student Trustee. (3P2)

- The Illinois Central College Board of Trustees minutes are public documents and available on the ICC Website. ([ICC Website: Board of Trustees](#))
 - During the annual Board of Trustees retreat, the Board affirms the mission statement of the College, and during each board meeting the Board moves forward the mission of the institution. (5P1)
 - Two ICC Board of Trustee Members are also members of the ICC Educational Foundation, the Foundation responsible for raising external funds for College development and student scholarships. (2P1; 2P3; 3P3)
 - At the annual Board Retreat, the Board of Trustees reviews results of a SWOT analysis and such “reviews provide an opportunity to uncover new information” and develop a strategic plan. (7P4; Figure 8P1-1: Strategic Planning Process)
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations. **(1.D, 5.C)**
- All new Career and Technical Education programs approved by the Curriculum Committee are reviewed and approved by the Board of Trustees prior to submission to Illinois Community College Board for approval. (1P4)
 - Full-time faculty responsibilities are agreed upon by the ICC Board of Trustees. (1P11)
 - Faculty have professional responsibilities and expectations to the student, the profession, and to the department and college. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014)
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
- As the bylaws state, “Institutional responsibility for governance, operation, and administration of a comprehensive two-year college program is vested in the local board of trustees of each community college district.” ([ICC Board of Trustees Bylaws and Administrative Policies, Section I: Bylaws of](#)

[the Board of Trustees, 1.1 POWERS, DUTIES, AND RESPONSIBILITIES OF THE BOARD OF TRUSTEES OF ILLINOIS CENTRAL COLLEGE](#)

- All members of the Board of Trustees adhere to the general conflict of interest statute relating to public officers in Illinois (50 ILCS 105/3) and more specifically to the provisions set forth in the Community College Act (e.g. 110 ILCS 805/3-48). ([ICC Board of Trustees Bylaws and Administrative Policies, Section I: Bylaws of the Board of Trustees, 1.1 POWERS, DUTIES, AND RESPONSIBILITIES OF THE BOARD OF TRUSTEES OF ILLINOIS CENTRAL COLLEGE](#))
 - All members of the Board of Trustees adhere to hearing and acting with reason on controversial issues in accordance to the ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article III, Section 5: Controversial Issues. ([ICC Board of Trustees Bylaws and Administrative Policies](#))
 - All members of the Board of Trustees adhere to Board of Trustee's Affirmative Action Policy Statement in accordance to the ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article V: Personnel, Section 1. ([ICC Board of Trustees Bylaws and Administrative Policies](#))
 - The Board of Trustees are elected in accordance with applicable state statutes. ([ICC Board of Trustees Bylaws and Administrative Policies](#))
 - All members of the Board of Trustees adhere to roles as Officers of the Board in accordance with the Board of Trustee's Officers of the Board definitions found in the ICC Board of Trustees Bylaws and Administrative Policies, Section I, Article III: Officers of the Board. ([ICC Board of Trustees Bylaws and Administrative Policies](#))
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. **(1.D)**
- Faculty are responsible for curriculum management and updates. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014); ICC Faculty Handbook 2012-13; Institutional Overview, #9; 1P1; 1P3; ICC Contract – Board of Trustees and Faculty 2011-2014: Article 8, Section 8).

- The Board of Trustees delegates textbook selection and selection of instructional material to faculty members. ([ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article III, Section 9](#))
- The Board of Trustees acts on recommendations received from the Provost who receives input from faculty committees including: Academic Standards, Curriculum Committee, Assessment Committee, Tenure Recommendation Committee, Sabbatical Recommendation Committee, General Education Committee, Faculty Travel Committee, Professional Standards Committee, and Online Task Force. (Evidence for Criterion 2: ICC Joint College Advisory Committees)

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning. (4.A)

- Faculty have academic freedom. This is included in the faculty contract and is included in the faculty handbook. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014, Article 8)
- Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in presenting issues and of the student to freedom in learning. It carries with it responsibilities as well as rights. ([ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article V, Section 11](#))
- The faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of employment duties. ([ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article V, Section 11](#))
- The faculty member is entitled to freedom in the classroom to discuss the course subject matter, but the faculty member should be careful not to introduce topics which have no relation to the subject. ([ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article V, Section 11](#))
- Students' educational rights and responsibilities are described in the student handbook and the college catalog. ([ICC Student Handbook 2012-13](#), page 21; [ICC 2012-2013 Catalog](#), page 329.)

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. (1.E, 4.D)

1. The institution provides effective oversight and support services to ensure the

integrity of research and scholarly practice conducted by its faculty, staff, and students. **(4.D)**

- A College employee oversees fair use of material and provides assistance for copyright questions. (Evidence for Criterion 2: ICC Copyright in Education FAQs)
- All college personnel and students have access to information concerning fair use and copyright services. ([ICC Website: Copyright Services](#))
- The College has an article in the Faculty Contract that determines when faculty own material and when the College owns material. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014, Article 9)
- Students have the option to complete student orientation which includes responsible student conduct. Students are responsible to uphold this conduct. ([ICC Student Handbook 2012-13](#), Student Conduct Code, pages 21-22; [ICC Website: Student Orientation Material](#))
- The faculty contract includes information on fair use and copyright. (Evidence for Criterion 2: ICC Contract – Board of Trustees and Faculty 2011-2014, Article 9)
- Institutional Review policies and procedures have been designed to ensure that decisions made by the IRB embrace the ethical principles set forth by the Health and Human Services Code of Federal Regulations, Title 45, Public Welfare, Part 46, Protection of Human Subjects, the Declaration of Helsinki, the National Commission of Protection of Human Participants of Biomedical and Behavior Research, The Nuremberg Code, and the Belmont Report. (Evidence for Criterion 2: Institutional Review Board, Statement of Principles)
- All research involving human subjects must be formally reviewed and approved before any data are collected. Research protocols should be completed and submitted to the Director of Institutional Research for review. The level of reviews include: exempt, expedited, or full Institutional Review Board review. (Evidence for Criterion 2: Institutional Review Board, Statement of Principles)
- Matters relating to academic misconduct, including academic honesty or contrary action such as cheating, plagiarism, or giving unauthorized help on examinations or assignments are detailed in the academic misconduct section of the College catalog and the student handbook. ([ICC Student](#)

[Handbook 2012-13](#), page 7; [ICC 2012-2013 Catalog](#), page 322)

- Faculty are encouraged to use Safe Assign, a plagiarism detection tool, included in BlackBoard. ([ICC Website: Instructional Innovation: BlackBoard](#))
 - Faculty are encouraged to include the consequences of academic dishonesty in individual course syllabi. (Evidence for Criterion 2: ICC Faculty Handbook 2012-2013)
2. Students are offered guidance in the ethical use of information resources. **(4.D)**
- The ICC Student Handbook includes a student code of ethics. ([ICC Student Handbook 2012-13](#))
 - Another form of plagiarism is copying or obtaining information from another student. Submission of written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent, is plagiarism. ([ICC Student Handbook 2012-13](#))
 - Composition courses, and other writing intensive courses, as well as library research courses offer instruction on using resources correctly according to multiple style manuals so that a student may avoid plagiarism. The College provides library guides that are available 24 hours a day for students. These guides assist the student conducting research. College librarians offer in-class orientations on the information available at the library, both in hard copy and in databases, and how to incorporate this material into student work. ([ICC Website: Library](#))
3. The institution has and enforces policies on academic honesty and integrity. **(4.D)**
- The institution outlines its academic integrity policy in the ICC Student Handbook which includes academic misconduct and violation of academic integrity. ([ICC Student Handbook 2012-13](#), “Academic Misconduct,” page 7)
 - All academic departments follow the same policy for a violation of academic integrity. (Evidence for Criterion 2: Violation of Academic Integrity)
 - A judicial process for students is published in the student handbook. ([ICC Student Handbook 2012-13](#), “Grievance Procedure,” page 19)
 - Students will be expected to conduct themselves as responsible members of the academic community. Any departure from acceptable norms will be

the cause for disciplinary action. Violation of College Polices and plagiarism are among the causes for disciplinary action. (Evidence for Criterion 2: ICC Board of Trustees Bylaws and Administrative Policies, Section II, Article IV, Section 12)

Criterion Three: Teaching and Learning: Quality, Resources, and Support: The institution provides high quality education, wherever and however its offerings are delivered.

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
 - For Associate in Arts and Sciences, Associate in Arts, Associate in Science, Associate in General Studies, and Associate in Engineering Science degrees, only courses that are part of the Illinois Articulation Initiative (IAI) can be taken by students to meet general education degree requirements. (1P1)
 - Advisory committees review and provide feedback and recommendations on the program curricula and on the general program objectives. (1P2)
 - The Transfer Center works closely with both primary transfer institutions and with institutions identified by individual students to ensure that ICC courses meet transfer requirements. (1P2)
 - Transfer courses are submitted for articulation agreements to four year institutions every five years. (1P13)
 - Program directors/teaching chairs work with advisory committees and external accrediting agencies to ensure that programs of study, and the courses within them, are kept current with stakeholder needs. (1P13)
 - Each course is developed with specific course level goals and general education goals. Student learning is assessed based on mastery of the course level goals and general education goals. (1P17)
 - New ICC courses are reviewed by the appropriate Illinois Articulation Initiative (IAI) panel, and if approved by that panel, the information is presented to the General Education Committee by the campus IAI representative. The Committee then votes to change or update the general education degree requirements and the College catalog is then modified and reviewed for accuracy. (1P1)
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate

programs. **(3.A)**

- Illinois Central College's "Purpose of General Education" statement and seven accompanying general education goals were first developed in 1993 under the leadership of the academic dean. The General Education Committee affirms the goals annually by vote. (1P1)
- Course level goals are linked to the specific general education goal(s). (1P1)
- The faculty members serving as program directors/teaching chairs for Career and Technical Education programs (applied science degrees and certificates) are responsible for establishing and revising the course level goals within their respective disciplines. (1P2)
- Program level goals are defined in the official program plans and are updated through the annual program planning process. (1P2)
- The College's Assessment Plan identifies three types of goals – course level goals, program goals, and general education goals. (Evidence for Criterion 3: Assessment of Student Learning Plan)

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

- Regardless of instructional mode, class location, or class duration, all course sections must be planned and organized in accordance with the official master syllabus. (ICC Website: [Curriculum Development System](#); Evidence for Criterion 3: Course Syllabus)
- According to ICC's dual credit policy, "dual credit instructors teaching college-level, credit courses must meet the same requirements as on-campus faculty, and dual credit instructors teaching career and technical education courses must have appropriate credentials and teaching competencies. (Evidence for Criterion 3: Dual Credit at ICC, page 2)

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. (3.A, 4.A, 4.B, 4.C, 4.D)

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. **(4.B)**

- ICC's goals for student learning are an outgrowth of the College's mission, vision, and values. The College has established general education goals for student learning that outline the skills, knowledge, values, and attitudes

students will possess upon completion of a degree (Figure 0-2).
(Institutional Overview, #1)

- ICC's Philosophy states that the College "provides a broad general education curriculum for students in all programs as a basis for further study and specialization." ([ICC 2012-2013 Catalog](#), page 342)
 - In 1995, the College formed the General Education Review Committee (now the General Education Committee), a standing, cross-disciplinary committee comprised of faculty members and deans/associate deans. (1P1)
 - The Committee reviews the general education goals annually for appropriateness and relevance and determines a course of action should the Committee decide to take up the issue of revision. (1P1)
 - General education goals are periodically reviewed by entire faculty. In 2010, a review of the general education goals resulted in a series of action projects in which the general education goals were revised and defined. Information about these action projects is located on the College website. ([ICC Website: AQIP Action Projects](#))
 - The College believes the general education goals should provide the foundation for all degree-seeking students' educational endeavors. (1P1)
 - The General Education Committee, which convenes monthly, reviews the College's core general education curriculum for its alignment with Illinois Board of Higher Education (IBHE) standards for general education and program articulation. (1P1)
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. **(3.A, 4.B)**
- ICC's goals for student learning are an outgrowth of the College's mission, vision, and values. The College has established general education goals for student learning that outline the skills, knowledge, values, and attitudes students will possess upon completion of a degree (Figure 0-2).
(Institutional Overview, #1)
 - The College believes the general education goals should provide a foundation for all degree-seeking students' educational endeavors. (1P1)
 - General education requirements are a central component of each degree program at Illinois Central College (Figure 1P1-2). (1P1)

- “The general education requirements of Illinois Central College prepare our graduates to become productive members of society and life-long learners.” ([ICC 2012-2013 Catalog](#), page 2)
 - For Associate in Arts and Sciences, Associate in Arts, Associate in Sciences, Associate in General Studies, and Associate in Engineering Science degrees, only courses that are part of the Illinois Articulation Initiative (IAI) can be taken by students to meet general education degree requirements. (1P1)
 - General education course requirements for every program of study are articulated in the catalog. The general education component of each program adheres to distribution requirements of the Illinois Community College Board and is intended to impart broad knowledge in a way that ensures students “become productive members of society and life-long learners.” ([ICC 2012-2013 Catalog](#))
 - General education goals are published in its catalog, its student handbook, and its faculty handbook. General education goals are also included on all course syllabi. ([ICC 2012-2013 Catalog](#))
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. **(3.A)**
- According to ICC’s Catalog, “general education courses are an essential part of undergraduate education at all colleges and universities and are required for all degrees. These courses provide an extensive range of learning opportunities to complement areas of specialization.” ([ICC 2012-2013 Catalog](#), page 2).
 - The goals for general education include goals for critical thinking, communication, creative problem solving, and information literacy. ([ICC 2012-2013 Catalog](#), page 2)
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. **(4.C)**
- ICC’s goals for general education contain a goal focusing on the diversity of cultures, ethics, values, and aesthetics. ([ICC 2012-2013 Catalog](#), page 2)
 - ICC’s Diversity Pledge is articulated in the Catalog, the Faculty Handbook, and the Student Handbook: “Illinois Central College stands committed to diversity in all its dimensions. The College embraces, values, and

encourages diversity at all levels of its operation. The College stands for tolerance, non-discrimination, and cultural sensitivity. Inclusion is at the core of Illinois Central College's educational and services strategies. Respect for diverse individuals will be evident in the College's interactions with students, employees, and the community it serves." ([ICC Faculty Handbook 2012-13](#); [ICC Student Handbook 2012-13](#))

- The Director of International Education directs the international education program including international student admission and support; coordinates activities, exchanges, and study abroad; develops classroom application related to international education; and solicits institutional support in the form of grants and donations. (Figure 2P1-2)
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. **(4.A, 4.D)**
- Students can participate in a number of activities and opportunities including musical and theatrical performances, speech team, livestock judging, the student newspaper, or creative writing journals. ([ICC Website: Campus Life](#); [ICC Student Handbook 2012-13](#))
 - Faculty members attend and present at professional conferences, Celebration of Learning events, departmental in-services, and the Assessment Fair. ([ICC Website: Instructional Innovation](#))

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. (2.C, 3.B, 3.C, 3.D, 4.A)

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. **(3.B)**
- Full-time faculty generate 54% of all credit hours taught at ICC. In Fall 2010 (the most recent year for comparison data), ICC ranked at the 50th percentile among National Community College Benchmark (NCCBP) colleges for credit hours taught by full-time faculty. The use of adjunct faculty offers the College flexibility in responding to fluctuations in enrollment and brings to the classroom the experiences of individuals working in specific career fields. (O4)
 - The faculty contract outlines the role that teaching/program chairs play to "accept additional responsibilities within an academic department." (Evidence for Criterion 3: ICC Contract – Board of Trustees and Faculty 2011-2014, Article 12)

- The faculty members serving as teaching/program chairs for Career and Technical Education programs (applied science degrees and certificates) are responsible for establishing and revising the learning goals within their respective disciplines. (1P2)
 - As the list of Joint College Advisory Committees demonstrates, each of the College's major committees contains faculty representation. (Evidence for Criterion 3: ICC Joint College Advisory Committees)
 - New courses and programs of study are then reviewed by the Curriculum Committee. The Curriculum Committee consists of ten faculty members, eight elected from the academic departments, two at-large members, and two alternates. (1P3)
 - As part of program review, program faculty are expected to review the mastery of all goals associated with the program to determine if the students being awarded degrees and certificates are meeting the learning and development expectations. (1P17)
 - All faculty members are involved in the assessment of student learning; the Course Level Assessment website enables information sharing and communication about assessment. ([ICC Website: Course-Level Assessment](#))
2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs. **(3.B)**
- ICC follows Illinois Community College Board (ICCB) guidelines to determine faculty qualifications. In accordance with ICCB's *Recognition Manual*, all professional staff at ICC "shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium." (Evidence for Criterion 3: ICCB Recognition Manual for the Illinois Public Community College Districts)
 - ICC also follows the Higher Learning Commission's guidelines to determine faculty qualifications as outlined in the "Commission Guidance on Determining Qualified Faculty." (Evidence for Criterion 3: Commission Guidance on Determining Qualified Faculty)
 - "All dual credit instructors teaching college-level, credit courses must meet the same requirements as on-campus faculty, and dual credit instructors

must have appropriate credentials and teaching competencies.” (Evidence for Criterion 3: Dual Credit at ICC, page 2).

- “When hiring full-time faculty, at least one tenured faculty member of that discipline or department shall be invited to participate in screening candidates, interviewing, and selecting a final candidate(s).” (Evidence for Criterion 3: ICC Contract – Board of Trustees and Faculty 2011-2014, Article 12)
 - In the development of a job description, the following potential requirements are reviewed:
 - Suggested minimum qualifications of associated professional organizations
 - Criteria of any external organizations (e.g., accrediting bodies, grant funding sources, state and/or federal regulating bodies)
 - Industry-specific and occupational standards (4P1)
 - A screening committee consisting of a diverse selection of employees from within and outside of the hiring department is selected to evaluate each candidate’s stated qualifications against those required of the position. (4P2)
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures. **(2.C, 3.B, 3.D)**
- All faculty members are observed in the classroom and provided feedback regarding the classroom observation. During their first academic year, full-time tenure track faculty members are observed a minimum of three times. Second and third year full time tenure track faculty are observed a minimum of two times during the academic year. Full-time tenured faculty members are observed at least once every three years, and more frequently should the dean/associate dean deem it necessary. Adjunct faculty members are observed once per semester for their first three semesters teaching, and a minimum of once every three years after their first three semesters. Adjunct faculty may be observed more frequently should it be deemed necessary. (1P11)
 - Using a service called Digital Measures, student assessment of faculty is conducted in every class for every teacher in fall and spring semesters. (Evidence for Criterion 3: Appendix I of the 2012 Faculty Handbook)
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. **(2.C, 3.B, 3.D, 4.A)**

- Other methods for determining the organization's training needs are gleaned from Teaching and Learning Center assessments, faculty self-evaluations, faculty classroom observations, employee performance reviews, employee and manager suggestions, and exit interviews. (4P7)
 - Key professional development and training needs and requirements are also identified by AQIP, Six Sigma, and special teams as process improvements are identified. These needs are communicated to the Associate Dean for Instructional Innovation and Learning Resources and the Director of Organizational Learning for planning and implementation. (4P7)
 - The Teaching and Learning Center is a rich resource at the College, and it assumes responsibility for developing the curriculum as well as guiding the deployment and creation of ongoing professional development opportunities. (4P8)
 - ICC hosts the Celebration of Learning at the start of the fall and spring academic semesters. As part of the Celebration of Learning, a variety of workshops regarding pedagogy are offered. Additional workshops are offered throughout the year. The Teaching and Learning Center also offers an annual series on instruction including the Blackboard Institute, Let's Talk about Teaching, and Courage to Teach. (1P12)
 - Training and development opportunities are also provided by departments through in-services and through conferences and travel opportunities. (4P8)
5. Instructors are accessible for student inquiry. **(3.C)**
- Full-time faculty responsibilities to the student are enumerated in the full-time faculty contract as agreed to by the ICC Board of Trustees and the Faculty Forum. By virtue of this agreement, faculty members are expected to:
 - (E.) Manifest genuine concern for students by attempting to be helpful to students who need guidance and who seek his/her advice.
 - (G.) Be available to assist students during office hours and through appropriately scheduled appointments. (1P11)
 - At the start of each semester, faculty review with students their office hours, phone number, and e-mail to encourage students to contact them outside of class when needed. Lists of faculty contact information as well as office hour times and locations is located on the College website. (3P2; [ICC Website: Faculty Directory](#))

- According to the faculty contract, “Each faculty member shall maintain posted office hours equal to one (1) contact hour, i.e., fifty (50) minutes, per week, scheduled during two (2) or more days during the week, for each full three (3) equated hours of teaching assigned including Summer Session.” (ICC Contract – Board of Trustees and Faculty 2011-2014, Article 23)
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. **(3.C, 3.D)**
- In addition to the training and evaluation for faculty as described in 1P11, the Organizational Learning Committee meets monthly. This committee’s charge is to design, develop, deliver, assess, and continuously improve organizational learning experiences for College personnel. (1P17)
 - Key professional development and training needs and requirements are also identified by AQIP, Six Sigma, and special teams as process improvements are identified. These needs are communicated to the Associate Dean for Instructional Innovation and Learning Resources and the Director of Organizational Learning for planning and implementation. (4P7)
 - Once the training and/or development needs of employees are identified, the Teaching and Learning Center assumes responsibility for developing the curriculum as well as guiding the deployment and creation of ongoing learning opportunities. (4P8)
 - Training and development opportunities are also provided by departments through in-services and through conferences and travel opportunities. (4P8)

3.D. The institution provides support for student learning and effective teaching. (3.C, 3.D, 4.D)

1. The institution provides student support services suited to the needs of its student populations. **(3.C)**
- ICC offers comprehensive student services consisting of financial aid, advising, counseling, testing, access services, a transfer center, a career center, child care, and veteran’s affairs. (Institutional Overview, Figure 0-3).
 - ICC offers numerous academic support services including New World, QUEST, a computer help desk, a math lab, a tutoring lab, the Studio writing center, and comprehensive library services. (Institutional Overview,

Figure 0-3)

- The college utilizes an academic warning system, known as AWARe, to identify students who may be struggling in their coursework. The academic warning system and support centers are described in Category 1P15. Category 1P10 also discusses ICC's academic monitoring process for student athletes. (1P8)
- Access Services is the College's office charged with providing accommodations and services for any student with a documented disability. Students with disabilities seeking reasonable accommodations must provide written documentation of their disability from appropriate licensed professionals, per guidelines established by the College along with recommendations for the necessary types of accommodations. (1P10)
- ICC also serves non-native English speakers. ICC offers free essential skills classes at ICC North for beginning level students. (1P10)
- At any given time, the College has between 160 and 170 student athletes enrolled full time. Athlete monitoring is coordinated by the Athletic Academic Monitor. The monitor sends out progress reports at 4-week and 8-week intervals, in addition to a 12-week report if requested by the athlete's coach. The report is completed by the instructor who reports on the grade attained to date, class participation, attendance, completion of assignments, and any additional comments. (1P10)
- The Department of Social Sciences, in conjunction with the Advising and Counseling office, offers several specialized sections of PSY 114: Orientation to College each semester targeting athletes and women returning to college. These courses are designed to provide a mutually supportive workgroup in which students can learn and use skills required for college-level coursework. (1P10)
- New World, funded by the federal TRiO program, serves low-income, first-generation college students. New World employees are required to participate in regular staff meetings and professional development opportunities so that they are well versed with ICC's programs, enrollment status, and course offerings. Other ICC staff from various areas of the College work with New World to ensure that these students, as well as parents and potential New World students, receive college-specific information. (1P10)

- The Corporate and Community Education facilities and classrooms are all handicapped accessible. The relocation of the Adult Community Programs to ICC North has provided easier access to elderly participants. For those who need programming delivered with Spanish translation or sign language, services can be made available at no charge, if prior arrangements are made. (1P10)
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
- Enrollment into any transfer general education classes requires that students meet a pre-requisite which is a score of 81 or higher on the COMPASS Reading assessment. As an open-door institution, ICC provides developmental coursework for all students who score under this pre-requisite. Students who successfully complete the developmental coursework can enroll in transfer general education courses. ([ICC Website: Class Schedule](#))
 - The College has developed new foundational classes such as LIB 111: Research Survival Skills; STUDY 089: College Study Skills; CMGEN 100: Foundational Computer Skills; and PHYSC 100: Introduction to Scientific Literacy. The foundational reading class sequence has also been revised and additional coursework in reading has been added. (Evidence for Criterion 3:ICC Draft 2013-2014 Catalog)
 - The College has increased the number of full-time faculty teaching foundational courses to increase student-faculty interaction and to improve student success. (1P8)
3. The institution provides academic advising suited to its programs and the needs of its students.
- All full-time, undecided students are required to see an academic advisor in the Advising/Counseling office each semester prior to registering. ([ICC Website: Class Schedule](#))
 - ICC offers online advising. ([ICC Website: Virtual Campus](#))
 - Two Six Sigma projects have focused on advisement and have reached the control phase. ([ICC Website: Advisement Appointment](#); [ICC Website: Advising Developmental Students](#)).

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings). **(3.C, 3.D)**
 - ICC's Technology Services manages 2,600 PC-based desktop computers, 421 PC laptops, and 194 MACs. During the past six months, 30 iPads have been deployed for classroom use, recruiting purposes, and administrative activities. The college supports 32 PC computer labs, 5 MAC labs, and public computer access in the libraries on all campuses and the cafeteria and cyber café on the East Peoria campus. There are also 73 student-use computers and 8 iPads in various learning (tutoring) labs. In addition, most science labs are equipped with team-use desktops. In total, of the College's 296 classrooms and labs, 226 (76%) have "smart room" instructional technology installed. (Institutional Overview)
 - ICC provides a number of specialized labs and instructional spaces for students as needed to support the curriculum. (Evidence for Criterion 3: Specialized Labs & Instructional Spaces)
 - ICC measures student satisfaction with infrastructure and resources. (Figure 1R5-2: Academic Services Scale Items; IR5)
5. The institution provides to students guidance in the effective use of research and information resources. **(4.D)**
 - The ICC Library provides students and faculty guidance. "Students are encouraged to make full use of the library's facilities for study, research, leisure reading, class preparation, and browsing." ([ICC Student Handbook 2012-13](#), page 4)
 - Library services are also available from remote locations via the library web page. ([ICC Student Handbook 2012-13](#), page 4)
 - ICC's library offers guidance in a number of ways including LibGuides, library orientations, and research librarians. ([ICC Website: LibGuides](#))
 - ICC measures student satisfaction with infrastructure and resources. (Figure 1R5-2: Academic Services Scale Items; IR5)

3.E. The institution fulfills the claims it makes for an enriched educational environment. (3.C)

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

- Many of ICC’s CTE programs are supported through student activities and co-curricular clubs and groups whose activities align with program and general education goals. The College’s Student Activities Office coordinates the formation and operation of student clubs and organizations, with the criteria that each club at ICC supports the mission of the College, and that each meets a need that is not currently being met by an existing organization. (Figure 1P16-1:co-curricular clubs and organizations currently active at ICC)
 - The Student Handbook contains a comprehensive list of all co-curricular and extracurricular organizations. ([ICC Student Handbook](#), page 12)
 - The College is currently completing an Action Project focusing on Co-Curricular Assessment. ([ICC Website: AQIP: Action Projects](#))
 - Three honors programs are active at the College: Sigma Kappa Delta, Phi Beta Lambda, and Phi Beta Kappa. Each of these honors programs are associated with two year colleges. ([ICC Website: Sigma Kappa Delta & Phi Beta Kappa](#); [ICC Website: Phi Beta Lambda](#))
 - ICC has developed Study Abroad programs which align with current course offerings. ([ICC Website: Study Abroad](#))
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.
- In addition to providing students with instructional programming and academic support services (Figure 0-3), the College offers a wide variety of campus and community-based programs and services designed to enrich the lives of its students and community. (O2)
 - The Diversity Department administers programs and services that provide outreach and support to underrepresented populations including low-income and first-generation college students, minorities, and disabled students. The Diversity department also coordinates international education opportunities including student exchange programs with multiple countries. (O2)
 - Service learning is integrated into course offerings. ([ICC Website: Service Learning](#))
 - ICC’s Professional Development Institute partners with workforce stakeholders to contract training and assist employees in professional development. ([ICC Website: Professional Development Institute](#))

- ICC hosts numerous cultural and arts related events through the Lecture Arts Series, Between the Lines, and other special performances. ([ICC Website: Performing Arts Calendar](#))
- ICC students can participate on Student Government and the Campus Activities Board. ([ICC Website: Campus Life](#))
- ICC maintains a public radio station which broadcasts to the community. (90.7 FM Website information: [WAZU](#))

Criterion Four: Teaching and Learning: Evaluation and Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A. The institution demonstrates responsibility for the quality of its educational programs. (1.E, 2.C)

1. The institution maintains a practice of regular program reviews. (2.C)
 - Annual program review process began at ICC in 2005-2006. Each area of the college (academic program, student services program, and support service) is required to submit an Annual Program Plan. It is a measurement-based performance analysis where plans for improvement are generated and key processes are defined and measured. The process is designed to coincide with the annual budget cycle. (Evidence for Criterion 4: ICC Program Plans)
 - State mandated Illinois Community College Board (ICCB) program review documents are prepared based on five years of data, analysis, and improvements in the appropriate format required by the ICCB. (Evidence for Criterion 4: ICCB Recognition Manual)
 - As part of program review, program faculty are expected to review the mastery of all objectives associated with the program to determine if the students being awarded degrees and certificates are meeting the learning and development expectations. (1P17)
 - Annual program review is aligned with the strategic goals of the College, and the institutionalization of Six Sigma creates a common means of using data in process improvement. The SWOT analysis (Category 7P4) focuses the Cabinet and academic administration on the classroom and

instructional environment. Regular administration of the CCSSE and the SSI help identify areas for improvement at the College. (IR6)

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
 - ICC has adopted a new formal process for evaluating credit that it transcripts. A full explanation of this process is articulated in the Evaluation of Transfer Credit document. (Evidence for Criterion 4: Evaluation of Transfer Credit)
3. The institution has policies that assure the quality of the credit it accepts in transfer.
 - ICC has adopted a new policy to replace policies found in the previous catalog. (Evidence for Criterion 4: Evaluation of Transfer Credit Catalog Verbiage)
 - The College will accept IAI GECC courses that have a passing grade when the Core has not been completed prior to transfer. ([ICC 2012-2013 Catalog](#), page 7)
 - ICC accepts College-Level Examination Program (CLEP) credits to satisfy credit requirements for a degree and/or as fulfilling the IAI GECC. ([ICC 2012-2013 Catalog](#), page 7)
 - Examples of credit for prior learning accepted at Illinois Central College are Military Credit, CLEP exams, Advanced Placement Exams, Dual Credit, Transfer Credit, Departmental Proficiency Exams, Portfolio Development via the Council on Adult Experiential Learning's (CAEL) "Learning Counts" course. ([ICC 2012-2013 Catalog](#), page 331)
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
 - Expectations for rigor in all ICC courses are described in the course level goals found on the official course syllabus stored in the Curriculum Development System. All official course syllabi must be approved by the College's Curriculum Committee to ensure that courses are appropriately rigorous. (ICC Website: [Curriculum Development System](#); Evidence for

Criterion 4: ICC Course Syllabus).

- Identifying required or recommended prerequisites for new courses is a requirement of the new course approval process as established by the College's Curriculum Committee and is required information in the curriculum development system. New courses submitted for approval with an accompanying prerequisite (or prerequisites) must include the rationale for their inclusion and the Curriculum Committee must approve the prerequisite before submitting the proposal to the ICCB for inclusion in the College catalog. Course prerequisites are determined by the faculty and as dictated by the course content. (1P5)
- For each Career and Technical Education program, there is a recommended course sequence. The recommended course sequence is designed to ensure that students enrolling in subsequent courses have the requisite skills. The recommended course sequences are determined by the faculty in that area in consultation with the advisory committee for that program and accreditations standards where applicable. (1P5)
- New students are required to take the COMPASS math and reading placement tests. Students who have not taken placement tests are not able to enroll in specific courses which require a placement test score as a prerequisite. All transfer level general education courses require a COMPASS Reading score of 81 or higher as a prerequisite. (1P8)
- All students at ICC have access to tutoring as supported by the Math Lab, Help Labs, and the Studio Writing Center. In addition, these academic support labs offer services in online formats to allow for greater student access. (ICC Website: [Academic Support Labs](#))
- ICC follows Illinois Community College Board (ICCB) guidelines to determine faculty qualifications. In accordance with ICCB's *Recognition Manual*, all professional staff at ICC "shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium." (Evidence for Criterion 4: ICCB Recognition Manual for the Illinois Public Community College Districts)

- ICC also follows the Higher Learning Commission’s guidelines to determine faculty qualifications as outlined in the “Commission Guidance on Determining Qualified Faculty.” (Evidence for Criterion 4: Commission Guidance on Determining Qualified Faculty)
 - Dual credit classes at ICC must be planned and organized in accordance with the official master syllabus located on the Curriculum Development System. (ICC Website: [Curriculum Development System](#); Evidence for Criterion 4: ICC Course Syllabus)
 - According to ICC’s dual credit policy, “dual credit instructors teaching college-level, credit courses must meet the same requirements as on-campus faculty, and dual credit instructors teaching career and technical education courses must have appropriate credentials and teaching competencies. (Evidence for Criterion 4: Dual Credit at ICC, page 2)
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
- All Career and Technical Education programs that are accredited/approved are listed on the College website. (ICC Website: [Understanding Accreditation](#))
 - For accredited Career and Technical Education programs, additional program assessment is dictated by accreditation standards. More informal assessments may be included in the advisory committee process. (1P18)
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps, Americorps).
- ICC evaluates the success of its graduates through the use of employer surveys, graduate surveys, transfer student surveys, and CTE graduate surveys. Selected measures and data from all surveys are incorporated into the Institutional Indicators report on the IR Home site. (Evidence for Criterion 4: FY 2013 Institutional Indicators Report)
 - To ensure that new Career and Technical Education programs and courses take into account the integration of learning objectives, student support needs, and labor market concerns, the Curriculum Committee requires a thorough survey of data and evidence to justify the need for the addition, as well as to demonstrate sustainability. (Figure 1P4-1; 1P4)

- Annually, all programs of the College are required to submit a program plan that reviews enrollments (headcount and credit hours), student success, graduation rates, employment rates, and other metrics used to measure the success of the program. Transfer courses are also submitted for articulation agreements to four-year institutions every five years. Category 1P2 describes how faculty Program Directors/Teaching Chairs work with advisory committees and external accrediting agencies to ensure that programs of study, and the courses within them, are kept current with stakeholder needs. Category 1P1 also describes the College's efforts to keep transfer course content aligned with IAI requirements. (1P13)
- ICC uses "Graduate Employment" as a measure to assess both the need and the quality of the College's Career and Technical programs; this measure is derived from the Career and Technical Education Program Follow-up Survey. Program directors/teaching chairs continue to use these data to guide dialogue with their respective Career and Technical Education advisory committees and include analyses of the data in their annual program plans. (1R3)
- ICC uses a Transfer Student Survey, which is administered to students who complete at least 12 credit hours at ICC and who then transfer to a four-year college or university, to measure transfer student success. Figure 1R3-2 illustrates the extent to which students felt prepared for academic success at their transfer institution for the years 2006-2009, rated on a 6-point scale. The results show that, in general, transfer students from ICC have indicated that they feel ICC adequately prepared them for their academic coursework at their transfer institution. (1R3)
- ICC measures program-specific learning outcomes. Figures 1R3-1 and 1R3-2 represent broad measures of learning attainment across ICC's Career and Technical Education and transfer programs. However, many of the College's programs also collect and report evidence of student learning outcomes on an annual basis and are, in some cases, determined through certification and licensure examinations. Examples of program-specific learning outcomes and their corresponding results for FY10 are indicated in Figure 1R3-3. (1R3)

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. (2.C, 3.A)

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. (3.A)

- The College’s Assessment Plan identifies three types of goals – course level goals, program goals, and general education goals. (Evidence for Criterion 4: Assessment of Student Learning Plan 2011)
 - Course level goals are assessed every semester in every class. Faculty submit assessment results to the Course-Level Assessment Website. Faculty members serving as assessment advocates in each department, work to aggregate data from these assessment activities, have conversations about the results, and draft improvements plans to increase student learning as a result of the assessment process. Results of this process are used in program planning and budgeting at the departmental level. (ICC Website: [Course-Level Assessment](#))
 - Program Level goals are assessed on an annual basis. A recent AQIP Action Project titled “Program Goal Mapping in Applied Science Degrees” aims at mapping all program goals to actual courses in the program plan of study. Using program maps, directors can target assessment projects to measure student learning at a programmatic level. For accredited Career and Technical Education programs, additional program assessment is dictated by accreditation standards. More informal assessments may be included in the advisory committee process. (Evidence for Criterion 4: ICC AQIP Projects – Program Goal Mapping in Applied Science Degrees)
 - During each summer session, ICC completes one or more General Education Assessment projects. To prepare for the actual study, faculty members plan and implement data gathering in the fall and spring semesters. A committee then meets in the summer session to assess student learning and make recommendations related to the general education goals addressed by the project. Necessary improvements are identified and communicated to faculty members at the August Celebration of Learning. (ICC Website: [General Education Assessment](#))
 - All divisions of Corporate and Community Education assess student learning and satisfaction immediately after or during each scheduled workshop. Each participant is asked to rate the following statements specifically concerning student learning:
 - The workshop met stated objectives
 - The knowledge gained is directly applicable to the job
 - The level of skill BEFORE attending the workshop
 - The level of skill AFTER attending the workshop
 - Did the workshop meet personal expectations? (1P18)
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. **(3.A)**

- ICC assesses all curricular programs as outlined in 4B1. (Evidence for Criterion 4: Assessment of Student Learning Plan 2011; ICC Website: [Course-Level Assessment](#); Evidence for Criterion 4: ICC AQIP Projects – Program Goal Mapping in Applied Science Degrees; ICC Website: [General Education Assessment](#))
 - A recent AQIP Action Project titled [Co-Curricular Assessment of Student Learning](#) aims to establish methods for assessment of student learning in co-curricular programs. (Evidence for Criterion 4: ICC AQIP Action Projects – Co-curricular Assessment)
3. The institution uses the information gained from assessment to improve student learning. **(2.C)**
- The General Education Goals Assessment Report outlines specific improvement recommendations which have come from the general education assessment projects. (ICC Website: [General Education Goals Assessment Report](#))
 - Many departments are holding discussions/seminars relating to assessment results and improvement of student learning. (Evidence for Criterion 4: Assessment-Small Group Discussions 2012-2013)
 - Based upon student success and progress rates, the English and Language Studies department redesigned developmental course offerings. (Quality Program Summary, page 12)
 - Beginning in fall of 2012, ICC changed its recommendation for placement into transfer level general education courses. This change aims to improve student success. (Quality Program Summary, page 12)
 - An assessment of student course success revealed a 15% gap in the course success (students' achieving a C or higher) of African American students compared to students overall. To address this achievement gap, ICC implemented the Emerging Leaders Program. Emerging Leaders Advisors conduct intensive case management services for African American students who are enrolled in 9+ hours. Special attention is given to those students having a cumulative GPA below 2.6. Services include academic monitoring, supplemental advisement, tutoring, counseling, personal development, emergency assistance, mentoring, and financial assistance. Customized workshops for instruction in study skills, time management, conflict resolution, and other key areas are available to the students. Advisors also provide transition services to Peoria School District 150 high school students planning to enter ICC. The program

aims to increase African American student course success, enrollment, and retention. (Evidence for Criterion 4: FY2013 Institutional Indicators)

- Based on assessment of student learning, ICC implemented a student readiness and orientation to online learning process. ICC's Virtual Campus website offers resources for students to determine if they're ready for online learning. Additionally, to ensure quality instruction in online courses, ICC is providing Master Online training and advocating the use of the QOCI rubric. (ICC Website: [Virtual Campus](#))

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

- ICC has sent faculty and administrative teams to various assessment workshops. (Quality Program Summary, pages 11-14)
- ICC's Assessment Committee convenes on a monthly basis. Membership includes equal representation from administration and full time faculty. Adjunct faculty and students also have representation on the Assessment Committee. (Evidence for Criterion 4: ICC Joint College Advisory Committees)
- Regular discussions occur at the departmental level regarding course level assessment. For example, the English and Language Studies department holds regular "Dive into Data" discussions. Results from these discussions are used to create professional development opportunities at departmental in-services. (Evidence for Criterion 4: Dive into Data)

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. (2.C)

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

- In its Blueprint for the Future, ICC establishes a series of Strategic Priorities. This Blueprint is reviewed and approved by the Board of Trustees annually and made public on the College's website. Each Strategic Priority includes a number of attainable and appropriate goals. For example, the Strategic Priority for "Learning" includes the following objective: "Increase first-year retention rates for first-time, full-time students from 71% to 76% by FY2015." Action plans and results are

presented to the Board of Trustees twice annually. (Evidence for Criterion 4: MidYear Update FY 2013)

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
 - ICC considers the following measures key to understanding and improving student learning outcomes: completion rate, course success rate, retention, and leavers/non-completers. These metrics are included in the Institutional Indicators of Effectiveness which measure the College's performance relative to the mission and vision and are made available on the IR Home website and on the available spreadsheet. (Evidence for Criterion 4: FY 2013 Institutional Indicators Report)
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
 - Associate of Arts and Associate of Science degrees were added as an improvement designed to increase degree completion rates. (Quality Program Summary, pages 11-14)
 - Data from the Institutional Indicators and Data Warehouse are used in program planning annually to identify improvements and inform improvement action plans. (Evidence for Criterion 4: FY 2013 Institutional Indicators Report)
 - Students' needs and requirements are assessed formally every other academic year through the Student Satisfaction Inventory (SSI). Students identify those services important to them and their level of satisfaction with these services. Areas rated high in importance and low in satisfaction are identified as opportunities for improvement. Strategic initiatives are developed to gather more extensive information about the students' ratings in a particular area and improvements are identified to meet the students' needs and requirements. (1P15)
 - An assessment of student course success revealed a 15% gap in the course success (students' achieving a C or higher) of African American students compared to students overall. To address this achievement gap, ICC implemented the Emerging Leaders Program. Emerging Leaders Advisors conduct intensive case management services for African American students who are enrolled in 9+ hours. Special attention is given to those students having a cumulative GPA below 2.6. Services include academic monitoring, supplemental advisement, tutoring, counseling, personal development, emergency assistance, mentoring, and financial assistance. Customized workshops for instruction in study skills,

time management, conflict resolution, and other key areas are available to the students. Advisors also provide transition services to Peoria School District 150 high school students planning to enter ICC. The program aims to increase African American student course success, enrollment, and retention. (Evidence for Criterion 4: FY 2013 Institutional Indicators Report)

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)
 - ICC uses standardized processes to ensure the data we report to the ICCB and NCES (through IPEDS) are accurate and complete. (Evidence for Criterion 4: Processes & Methodologies for Collecting and Analyzing Information)
 - The mission of the Illinois Central College Office of Institutional Research is to provide accurate and timely decision support products and services to administration, faculty, staff, students, and others in support of the College's mission and vision. The Office of Institutional Research strives to achieve its mission through this website. (ICC Website: [Institutional Research Website](#))

Criterion Five: Resources, Planning, and Institutional Effectiveness: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. (2.A, 2.B, 3.D)

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. **(2.B, 3.D)**
 - ICC's resources are adequate to support its educational programs and their continual improvement. Operating revenues for FY13 were derived from three primary sources: student tuition and fees (38%), local property taxes (32%), and Illinois Community College Board (ICCB) grants and other state funding (25%). ICC's operating budget for FY13 was \$67,103,142. (Institutional Overview; 2R1; 9P3)

- The Executive Director of the Educational Foundation works with a 14-member board of directors to coordinate the fundraising activities of the ICC Foundation. The Foundation Board is composed of business and community leaders. Two members of the ICC Board of Trustees serve as non-voting members on the Foundation to facilitate communication between the boards. The Foundation Board meets bimonthly, with its Executive Committee meeting in alternate months. With a current endowment of approximately \$16,500,000, the ICC Educational Foundation is now the largest community college endowment in the state of Illinois. (2P1)
 - ICC strives to maintain fund reserves between 25% and 50% of its annual operating budget. The College's fund balance at the end of FY 2012 (6/30/2012) was 50.9% of budget. The FY 2013 budget anticipates closing the year at approximately 51%. In the event that the fund balance exceeds 50%, the College considers re-investing reserves into capital projects that are mission critical or that generate financial return to the College. (Evidence for Criterion 5: Illinois Central College 2012-2013 Budget)
 - In fall 2012, ICC employed 1,194 people, including approximately 183 full-time faculty. (Institutional Overview)
 - In addition to its main campus in East Peoria, ICC provides educational programming and services at two separate campuses in Peoria (the Downtown Campus and ICC North) and an additional location in Pekin, Illinois. ICC's Virtual Campus is supported by a learning management system hosted by Blackboard. (Institutional Overview; 1P9; 1P11)
 - ICC's Technology Services manages 2,600 PC-based desktop computers, 421 PC laptops, and 194 MACs. During the past six months, 30 iPads have been deployed for classroom use, recruiting purposes, and administrative activities. The college supports 32 PC computer labs, 5 MAC labs, and public computer access in the libraries on all campuses and the cafeteria and cyber café on the East Peoria campus. There are also 73 student-use computers and 8 iPads in various learning (tutoring) labs. In addition, most science labs are equipped with team-use desktops. In total, of the College's 296 classrooms and labs, 226 (76%) have "smart room" instructional technology installed. (Institutional Overview)
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. **(2.A)**

- Illinois Central College is a stand-alone public institution of higher education and has no relationship with any superordinate entity beyond the State of Illinois and the Illinois Community College Board. (Institutional Overview)
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
 - The goals incorporated into the College's mission statements are typical for a public comprehensive community college and realistic in light of the institution's resources and opportunities. These goals are publicly articulated in the "Philosophy of ICC" statement, which can be found on p. 342 of the 2012-2013 college catalog as well as on the college website. ([ICC Website: Philosophy & Policies](#))
 4. The institution's staff in all areas are appropriately qualified and trained.
 - Faculty teaching transfer courses (including those taught in the high schools for dual credit) are expected to have master's degrees or higher. Those teaching non-transferable career and technical education courses typically have a bachelor's degree or higher. Of the College's 696 faculty teaching during the fall 2009 semester, 425 had master's degrees or higher. The College president and all academic administrators also have master's or doctoral degrees. (Institutional Overview; [ICC 2012-2013 Catalog](#))
 - Professional development and training for all college staff is provided on an ongoing basis by ICC's Teaching and Learning Center and Professional Development Institute. In addition, the College strongly supports travel to conferences and workshops. Approximately 1% of the FY 2013 Operating Budget is earmarked for conferences and meetings. (O1; 1P1; 1P2; 1P8; 1P9; 1P11; 3I2; 4P8; 4P9; 4P11; 4R2; 4I1; 5P4; 5P7; 6R3; Evidence for Criterion 5: Illinois Central College 2012-2013 Budget)
 5. The institution has a well-developed process in place for budgeting and for monitoring expense.
 - ICC's budgeting processes are closely linked to institutional and program plans. (Institutional Overview, #7; 1P4; 2P2; 2P5; 4P5; 6R3; 8P1; 8P4; 8P6; 8P7)
 - Each departmental manager is responsible for monitoring expenditures. Expenditures are also monitored by the College's business office. Financial reports are provided to the Board of Trustees at their monthly meetings, and the finances are audited on an annual basis by an independent auditing firm appointed by the Board of Trustees. (Evidence

for Criterion 5: Administrative Rules of the Illinois Community College Board, Section 1501.503)

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. (1.C, 1.D)

1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance. **(1.D)**
 - ICC consistently implements clear and fair policies regarding the rights and responsibilities of all of its internal constituencies. These are communicated through the Board Policy Manual, the Employee Handbook, the ICC "BlueBook," the Faculty Contract and Faculty Handbook, the College Catalog, and the Student Handbook. (Institutional Overview; 1P10; 1P11; 3P2; 3P6; 4P4; 4P6; 4P7; 5P1; 5P2; 5P8; 6P5)
 - Examples of faculty and staff participation in shared governance include participation on college-wide committees, such as the AQIP Steering Committee, Curriculum Committee, General Education Committee, Assessment Committee, Technology Advisory Committee, Academic Standards Committee, and Professional Standards Committee. (Evidence for Criterion 5: ICC Joint College Advisory Committees 2012-2013)
2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities. **(1.C)**
 - ICC's Board of Trustees is a seven-member governing board elected by the residents of Illinois Community College District 514. The trustees meet monthly, typically on the third Thursday of every month. They receive updates from all departments within the College at these monthly meetings and at their annual retreat. In addition, each trustee is assigned a Cabinet liaison to aid in information flow. As required by state law, Board policies, which include financial and academic policies, as well as the Board's meeting schedule, are published on the ICC website. ([ICC Website: Board of Trustees](#))
 - The College's tentative annual operating budget, which is closely aligned with the annual planning process, is reviewed by the Board of Trustees in June every year. Final approval occurs at the Board's meeting in July. (8P1)
 - All new certificate and degree programs approved by the Curriculum Committee must be reviewed and approved by the Board of Trustees prior

to submission to the Illinois Community College Board (ICCB) for approval. (1P4)

3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. **(1.D)**
 - ICC's academic requirements, policies and processes are established by college-wide committees that involve faculty, staff, and administrators. These include the Curriculum Committee, Academic Standards Committee, Professional Standards Committee, General Education Committee, Assessment Committee, and Technology Advisory Committee. (Evidence for Criterion 5: ICC Joint College Advisory Committees 2012-2013)
 - Students participate on the College's Assessment Committee. In the future, a student will also participate on the Technology Advisory Committee. There is also a student representative on the ICC Board of Trustees. (Institutional Overview; 1P1; 1P2; 1P3; 1P4; 1P5; 1P13; 1P14; 1P15; 4R2; 5P5; 5P8; 9P7; Evidence for Criterion 5: ICC Joint College Advisory Committees 2012-2013)

5.C. The institution engages in systematic and integrated planning. (1.D, 2.A, 2.B, 2.C, 2.D, 3.D, 4.C, 5.A, 5.D)

1. The institution allocates its resources in alignment with its mission and priorities. **(2.B, 3.D)**
 - ICC's strategic decisions are mission-driven and its planning and budgeting priorities flow from and support the mission. (5P1; 5P2; 8P1; 8P4; 8P6; Evidence for Criterion 5: Blueprint for the Future)
 - Annual Program Plans and departmental budgets are aligned with the College's overall Strategic Priorities. (Evidence for Criterion 5: Program Plans; Blueprint for the Future)
 - The goals of the administrative and academic sub-units of the organization are congruent with the organization's mission. (5P1; 5P2; 8P1; 8P2; 8P3; 8P4)
 - Institutional and program plans are linked with the budgeting processes at Illinois Central College. (O7; 1P4; 2P2; 2P5; 4P5; 6R3; 8P1; 8P4; 8P6; 8P7)
2. The institution links its processes for assessment of student learning,

evaluation of operations, planning, and budgeting. **(2.C, 4.C)**

- ICC's course-level assessment forms encourage faculty to link assessment results to planning and budget requests. In addition, the College's assessment projects are closely aligned with its operational plans and AQIP Action Projects. (Institutional Overview; 1P1; 1I1; [ICC Website: Assessment page and Course-level Assessment grid](#))
 - To keep managers abreast of strategic issues, a monthly Strategic Forum is held with 50-60 managers in attendance. Topics of discussion during these monthly Strategic Forum meetings include reviews of internal assessments and environmental scans, service excellence projects, budgets, program plans, and best practice research. (Institutional Overview; 5P7)
 - Annually, in conjunction with the budgeting process, department managers review staffing requirements based on anticipated changes (retirements, departures, and enrollment growth) as well as unexpected external conditions, such as a drastic shift in the economy. Any requests for additional staffing are submitted to the Cabinet for review to assure they support the College's strategic initiatives and can be appropriately funded. (4P5)
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. **(1.D, 5.A, 5.D)**
- Partly as a result of the implementation of Six Sigma, the College has recognized the importance of involving process stakeholders in identifying solutions. Six Sigma, Blueprint for the Future, and AQIP Action Project teams involve stakeholders from throughout the college. (3P3; 4P6; 5P5; 5P6; 5P7; 5I1; 6P1; 6P4; 6I1; 8P3; 8I2; 9P7)
 - Planning processes at ICC involve internal constituents and, where appropriate, external constituents. (O1; O9; 1P2; 1P3; 1P5; 1P13; 1P14; 1I2; 2P2; 2P4; 2P5; 2P6; 3P3; 3P4; 4P6; 4P8; 4P10; 4I2; 5P1; 5P2; 5P6; 6P1; 7P4; 7P6; 8P1; 8P4; 8P5; 8P6; 8P8; 9P2)
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. **(2.A)**
- The organization's planning processes include effective environmental scanning. (1I2; 3P1; 3P3; 4P12; 4I2; 5P1; 8P1; 8P2; 8P6; 8P7; 8P8; 8I1; 9P1)

- The College's preparations for fluctuations in revenue caused by declines in enrollment and uncertain state support include the maintenance of a fund reserve between 25% and 50% of its annual operating budget. (Evidence for Criterion 5: Illinois Central College 2012-2013 Budget)
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. **(2.A, 4.C)**
- Illinois Central College's facilities and planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization. (O1; O8; 1P1; 1P13; 1P14; 1P6; 2P1; 2P2; 2P4; 2R2; 3P1; 3P3; 3P5; 4P4; 5P2; 5P8; 8P1; 8P2; 8P6; 8R2)
 - The organization's history of investing financial resources in faculty development, new technology, learning support services, and new or renovated facilities demonstrates a forward-looking concern for ensuring educational quality despite an ever-changing operating environment. (O1; O6; 2P1; 2P2; 2P3; 2R1; 2R2; 2R4; 9P3)
 - The formation of an Online Learning Taskforce, development of a Virtual Campus, and hiring of an Associate Dean for Online Learning are all examples of how institutional planning at ICC has anticipated emerging factors such as technology. (Evidence for Criterion 5: Blueprint for the Future)

5.D. The institution works systematically to improve its performance. (2.C, 2.D)

1. The institution develops and documents evidence of performance in its operations.
- Illinois Central College maintains effective systems for collecting, analyzing, and using organizational information. These systems are integral components of the College's assessment of student learning processes, Six Sigma quality improvement processes, operational planning processes, ongoing participation in AQIP, and periodic applications for the Illinois Performance Excellence Award. Institutional performance is monitored and supported by the Office of Institutional Research. (O4; 1P3; 1P5; 1P12; 1I1; 1I2; 3P1; 3P3; 3P5; 3I2; 3I1; 4P8; 4R2; 5P4; 5P5; 5P6; 5I1; 6P1; 6P4; 6P5; 6R4; 6I1; 7P1; 7R1; 7R2; 7I2; 8P1; 8P8; 8I2; 9I2)
 - For each key process, measures are captured on an ongoing basis. The College's Institutional Research Office maintains a SharePoint site linked to a data warehouse, which allows all managers and other process owners to monitor performance. (ICC Website: [IR Office](#))

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. **(2.D)**
 - Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement. (O1; 2P3; 5P6; 5P7; 5P8; 5I1; 6P4; 7P4; 8P1; 8P8; 9P6; 9P7)