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Serving the common good by assuring and enhancing the quality of higher learning

October 6, 2010

John S. Erwin  
President  
Illinois Central College  
One College Drive  
East Peoria, IL 61635-0001

Dear President Erwin:

Enclosed is a copy of Illinois Central College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org); call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spangehl  
Vice President, Accreditation Relations

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **ILLINOIS CENTRAL COLLEGE**

**October 6, 2010**



**Academic  
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Program**

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY FOR ILLINOIS CENTRAL COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Illinois Central College's** achievements and to identify challenges yet to be met.

- Illinois Central College (ICC) has in place several discrete processes for collecting data on student learning; however, there is a need for a more systematic approach to analyzing data from a number of resources to understand student performance. Data and evidence should be used to make informed decisions about improving student learning, and new initiatives should be tracked to chart performance. In particular, assessment of student learning outcomes for degree and certificate seekers appears to be a major opportunity, as does the overarching design of the assessment system. Additionally, ICC should be commended for institutionalizing Six Sigma.
- ICC's Foundation and diversity initiative have made a positive impact on the College. Distinctive objectives are aligned with the institutional mission and strategic plan. The diversity initiative, in particular, tracks the results of efforts and uses the data and evidence to improve programming. There is an opportunity to involve faculty and staff more comprehensively in the planning process. Establishing and utilizing internal targets and external benchmarks for all the objectives will inform the College on how expectations are being met and identify areas for improvement.
- ICC's first AQIP Action Project which focused on customer service resulted in positive improvements for the College. This, in turn, may well have set the tone for other continuous improvement applications across the college. In addition, the College has implemented CougarCARE to improve student engagement and services. Data are collected regularly; however, an opportunity exists to disaggregate, analyze and align data with processes in order to evaluate and address persistent issues and strategy effectiveness, especially in light of the fact that several SSI data show little or no improvement in the past few years. Determining appropriate benchmarks, targets and comparative data may assist with learning and continuous improvement. Additionally, developing a systematic process linking strategy, actions, performance results, and evaluation to all processes can further assist ICC in understanding and responding to student and other stakeholder requirements and needs.

- ICC has been intentional about efforts regarding methods for valuing people. Although it is not always exactly clear how improvements have achieved results, some data indicate that ICC has been steadily improving the environment and that it does value employees. It should be noted that it is unclear if the same development opportunities are available to part-time faculty and staff. It is also unclear if the College has communication strategies and work policies in place to ensure that all employees at all campus locations are equal partners in the planning and implementation of institutional initiatives. Finally, the College has integrated “Valuing People” processes and measures with its strategic planning initiatives which provides a mechanism for institutional focus.
- ICC has instituted a comprehensive communication structure, including the use of a “BlueBook” to ensure that the vision, mission, and values of the College align with customer service principles. Furthermore, ICC has a comprehensive and inclusive process in place utilizing committees and teams. ICC has recently updated its mission and core values to better reflect the educational role it plays in the district. The College’s incorporation of the principles of Six Sigma has clearly improved leading and communication at ICC. Still, an opportunity exists for ICC to develop a method of systematically integrating intentional activities into the process which may enable the College to better measure and address how effectively leadership and communication processes, structures, and networks guide the organization.
- ICC has many processes for selecting measures as well as gathering the appropriate data related to supporting institutional operations. The use of Six Sigma teams to define, measure, analyze, improve and control processes enable the College to effectively prioritize, establish action plans, and implement improvements in support of institutional operations. There is an opportunity to develop formal processes for collecting and analyzing the needs of ICC employees and other stakeholders. Six Sigma provides valuable support to helping managers identify and resolve critical issues. Many of the performance results provided for student support services appear to be addressing student learning. Overall, employees of the College are reasonably satisfied and optimistic about the outlook on work and the management systems.
- ICC has established processes for data collection and analysis. The College is committed in its processes to distribute knowledge, use data, information, and other knowledge to manage itself. ICC appears to have developed the foundation to collect the

appropriate data to provide meaningful measurements of institutional effectiveness.

With suitable information checks and balances in place, the data used by ICC to measure effectiveness are valid and reliable. While ICC has developed fundamental processes for measuring effectiveness in selected areas, it has compiled limited information that can benchmark current performance against past performance and/or outside organizations. A more comprehensive approach to tracking and reporting outcomes will help the College in its efforts to measure results. There is no systematic process for evaluating the effectiveness of the information management system.

- ICC provides convincing evidence that it is building an exemplary system for planning continuous improvement that pervades the organization and drives decision-making. ICC has several strategies in place focused on using information and data to establish institutional goals, select measurements, and evaluate performance. ICC has formal processes for strategic planning at the institutional and departmental levels. Action plans are thoroughly reviewed and aligned with institutional objectives; Cabinet members serve as sponsors. Six Sigma's strategies for continuous improvement are embedded in many processes.
- ICC has an opportunity to further its continuous improvement efforts by examining the overall planning process and subsequent processes to include a method of evaluating and assessing such processes for effectiveness beyond goal and action plan results. Currently all strategies, programs, and activities are measured only by the performance outcomes of the institutional priorities. Planning seems to be heavily dependent upon the annual budgeting cycle. It is not apparent how multi-year, strategic planning is leveraged to affect planning for continuous improvement. There are some gaps in providing meaningful interpretations of data, due largely in part to absent comparative data sets. ICC has a formal-top down planning process. There is an opportunity to develop a more dynamic process that allows bottom-up planning to inform the College's strategic plan. In addition, triangulation of data could benefit the College to help the organization better monitor strategic performance and further make the portfolio a living document driving exceptional organizational performance.
- ICC has established many collaborative relationships with schools and organizations outside the education system. It is evident that the planning process builds a culture that encourages both internal and external collaborations. However, the College has an

opportunity to examine and better articulate how current and future relationships are created and prioritized. Furthermore, ICC has an opportunity to develop and analyze appropriate measures, targets, benchmarks, and trends to determine the effectiveness of the collaborative relationships.

Accreditation issues and Strategic challenges for **Illinois Central College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## ELEMENTS OF Illinois Central College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the

existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

## STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Illinois Central College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Illinois Central College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's

expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that [Institution] will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- Topmost Strategic Challenges: ICC identified a number of strategic challenges (detailed in OV8a) such as student engagement and dwindling state financial support. The institution has an opportunity to directly address these challenges using a comprehensive systematic process including comparative data, external benchmarks, and strategic partnerships as detailed below.
- Comparative Data and Benchmarks: ICC tracks a variety of measures to support the nine categories, it lacks some comparative data by which to gauge its effectiveness relative to other educational institutions or organizations outside academia. Without comparisons for key measures, ICC may limit its effectiveness and flexibility to respond quickly to opportunities and changing needs to remain competitive. ICC could benefit from broadening the use of external benchmarks to determine priorities for quality improvement.
- Comprehensive Systematic Process: Some of ICC's processes do not appear to be comprehensive and systematic. The institution has an opportunity to develop clear and concise processes that describe how the institution structures general and specific programs and activities including who does what, when it is done, how long it takes, what steps are involved, what information and resources are used as inputs, and what concretely emerges as the output. Developing comprehensive and systematic processes will enable the institution to evaluate the design, structure, interrelation, and effectiveness of processes.
- Determining and Maintaining Partnerships: ICC demonstrates that it values its students and makes a strong commitment to meeting their needs. A similar dedication to other institutional processes, such as determining partnership needs and maintaining these relationships may provide benefit the College.

## USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

## CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of [Institution], its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes [Institution] distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### Item Critical Characteristic

- OV1a As a result of an AQIP Action Project, Illinois Central College (ICC) now incorporates assessment into all courses and programs and has established general education goals for student learning that outline the skills, knowledge, values and attitudes students will possess upon degree completion.
- OV1b The College is a four campus comprehensive community college offering four associate degrees, certificate programs, non-credit programs delivered in face to face, online, interactive television, correspondence, independent study, hybrid, and field study formats.
- OV2 Through the ICC Educational Foundation, the College is able to operate one on-campus residence hall, Woodview Commons, which is available to 330 students.
- OV3 ICC is the only publicly funded undergraduate institution of higher education within its district, and no other institution in the area serves comparable numbers of students. Bradley University, Robert Morris University, Midstate College, Midwest Technical Institute and two hospital-based nursing programs operate within ICC's geographic boundaries.
- OV4a Full-time faculty are represented by an independent, locally formed bargaining unit, and the custodial/maintenance employees are represented by a national union. Management, adjunct faculty and classified staff are not represented by unions.
- OV4b Work systems are reviewed annually and may be reassigned organizationally.

- OV5 The Strategic Forum, a group of 50 – 60 managers from across the College, meets monthly to focus departments on the strategic plan and to discuss issues of importance to the college.
- OV6a Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals.
- OV6b The Six Sigma Steering Committee, comprised of Six Sigma Black Belts, works with process owners to update process maps and measures for the key work processes for which they are responsible.
- OV7 The College structures its measurement system around four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value with key measures to address the strategic priorities selected and/or modified as part of the strategic planning process.
- OV8a Key challenges include aging workforce, underprepared students, decreased student satisfaction, lack of student engagement, dwindling state financial support. Key advantages and opportunities include economic climate, diversity initiatives, and the addition of the south campus in Pekin.
- OV8b Currently, only 48% of placement tests score into college-level English and just 23% score into college-level math.
- OV8c State revenues, once a major funding source, have declined over the past decade.
- OV9 Recognizing that ICC is dependent upon the P-12 educational system to produce graduates who are well-prepared for College, ICC partners with school districts to articulate the curriculum, strengthen academic offerings, and provide dual-credit experiences.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP

Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## **AQIP CATEGORY 1: HELPING STUDENTS LEARN**

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

- OV1a As a result of an AQIP Action Project, ICC now incorporates assessment into all courses and programs and has established general education goals for student learning that outline the skills, knowledge, values and attitudes students will possess upon degree completion.
- OV1b The College is a four campus comprehensive community college offering four associate degrees, certificate programs, non-credit programs delivered in face to face, online,

interactive television, correspondence, independent study, hybrid, and field study formats.

OV8b Currently, only 48% of placement tests score into college-level English and just 23% score into college-level math.

OV9 Recognizing that ICC is dependent upon the P-12 educational system to produce graduates who are well-prepared for College, ICC partners with school districts to articulate the curriculum, strengthen academic offerings, and provide dual-credit experiences.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1a	S	General education goals are integrated into all degree programs at ICC and regularly reviewed by a cross-disciplinary general education committee. Review processes for new course and program proposals ensure the centrality of general education goals.
1P1b	O	Although the College mentions that a FY10 goal is to have at least one general education goal assessed in each credit course taught, it is unclear how the results of this course-level assessment can be used to determine how general education goals are being reached institutionally.
1P2a	S	Specific learning objectives are determined through collaboration between faculty, advisory committees comprised of industry professionals and leaders, and primary transfer institutions.
1P2b	S	By collaborating with working professionals, Career and Technical Education programs are able to align the learning objectives with the skills required in the industry.

- 1P3a S New programs and courses follow a detailed approval process; training and tutoring for users of the system is available with a focus on improved access and reduced cycle time.
- 1P3b SS The design of new programs and courses is determined through a systematic process of job market data analysis, current and future occupational demands, and competitor programs.
- 1P3c O ICC has a process for new program and course development; however, the process does not describe how it ensures the facilitation of learning. There is an opportunity to incorporate more details regarding how new program and course development moves from market analysis through curriculum development and how alignment is achieved from outcomes to assessments.
- 1P4 S Academic programs balance and integrate learning goals, student's career needs, and the realities of the employment market through a two part systematic approval process which includes a feasibility analysis step and a curriculum quality and course analysis step.
- 1P5a O There are no systematic procedures to ensure that students consistently utilize the placement test results to register for the courses for which they are prepared.
- 1P5b S Preparation required for students is identified at the specific program level in some instances. As an open-door, open-access institution, ICC publishes specific admission requirements in the catalog. Program review and planning processes ensure adequacy of prerequisites.
- 1P6a S Several methods are utilized to communicate to current and prospective students the required preparation and learning objectives such as the College catalog and website, advisement process, online degree audit program, orientation, campus visits, and high school programs.
- 1P6b S The advisement process is required for all full-time students and recommended for part-time students.

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| 1P6c | O | ICC has an opportunity to improve their communications to current and prospective students about specific program and course outcomes by publishing the outcomes that students will attain in order to help them select programs and courses that meet their needs.  |
| 1P7  | O | The College offers and refers students to the Career Center to assist with career planning; however, it is not clear what systematic processes or tools are in place to help students select programs of study that match their needs, interests, and abilities as derived from the career assessments. Establishing a systematic process of assisting students with the selection of programs of study aligned with needs, interests, and abilities may enable ICC to achieve and improve performance results for student satisfaction. |
| 1P8a | O | The College has an opportunity to put in place a systematic process for determining whether placement score prerequisites should be attached to courses.   |
| 1P8b | S | ICC provides workshops for faculty on how best to work with underprepared students. Course pre-requisites for reading placement scores are in place for some courses. Some “foundational classes” for underprepared students, as determined by test scores or advisors, are offered.   |
| 1P8c | S | Sharing the results of CCSSE allows the faculty to see a greater picture of the institution that is beyond their own classrooms. Furthermore, this activity demonstrates to the faculty how departments are intimately linked together in shaping and building the skills and knowledge of each student.   |
| 1P9  | O | ICC has an opportunity to develop a formal process for detecting and addressing learning style differences.  |
| 1P10 | S | ICC offers multiple programs to address the special needs of student subgroups, including students with disabilities (Access Services), non-native speakers of English, student athletes, women returning to college, and low-income first-generation students.  |

- 1P11 S Clarity of full-time faculty responsibilities guide the processes to define, document, and communicate effective teaching and learning at ICC.
- 1P12 O The College has chartered an AQIP Action Project designed to address building an effective course delivery system. This project should provide an opportunity to utilize multiple data points to determine how effective and efficient the course delivery system is in relationship to addressing students' needs and organizational requirements.
- 1P13 S All programs are required to submit an annual review employing standard metrics for measuring success.
- 1P14a S Systematic processes are in place for changing and discontinuing programs and courses.
- 1P14b O Although the Curriculum Committee reviews courses, it is not clear what process and criteria the College uses to determine and evaluate the effectiveness of foundational courses.
- 1P15 O The College utilizes data from the Noel Levitz Student Satisfaction Inventory to determine student learning support needs. ICC has an opportunity to develop a more comprehensive system for collecting data on learner support to determine the extent to which current services impact learning.
- 1P16 O ICC currently does not have a process that systematically aligns curricular and co-curricular learning goals.
- 1P17-18 OO Students at ICC are assessed on their understanding and mastery of course learning objectives and general education goals, but there is no evidence of an assessment process for overall program outcomes. It is unknown whether a capstone experience is required to assess attainment of program outcomes. ICC has an opportunity to clarify and/or develop a process for assessing student learning.
- 1R1 OO ICC uses many indirect measures such as retention, satisfaction, and course success rates to gauge student learning. Though they provide a partial view of student learning, indirect measures do not reveal the

- proficiency level and the specifics of student learning, such as skills, knowledge, and attitude. The College has the opportunity to strengthen its direct measurement and assessment of student learning.
- 1R1-6 O ICC has collected data to determine performance results; however, some comparative data is missing and could provide a good indicator of how well students perform in comparison to other students.
- 1R2a S ICC reports performance results against comparison values using the National Community College Benchmarking Project.
- 1R2b O ICC does not appear to have a systematic approach to assessing common learning objectives which ties multiple methods of assessments to specific general education goals.
- 1R2c O While the results of CAAP indicate ICC students outperform their counterparts at similar institutions, consistent administration methodologies and data from multiple years are needed for trend analysis and improvement purposes.
- 1R2d O It is not clear specifically what improvements have been instituted since joining the NCCBP.
- 1R4a O While ICC's employer satisfaction with career preparation of career and technical education graduates has shown gain over the past year, it is unclear if this is a trend or an anomaly. By providing trend data, the various committees and staff will have a better understanding of the benefit of the work they undertake toward continuous improvement.
- 1R4b OO ICC has an opportunity to broaden the evidence it collects and analyzes to more effectively document that students have acquired the knowledge and skills required by stakeholders.
- 1R5 S Student satisfaction of learning support processes as reported in Figures 1R5-1, 1R5-2, 1R5-3, and 1R5-4 show improvements in most areas, and the College has addressed areas that continue to be of concern.

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| 111a | S | Six Sigma is used in the reviewing and improving of various institutional processes. This process improvement methodology examines data and uses evidence to uncover the real causes to a problem. |
| 111b | S | The College has implemented a number of action projects relative to Helping Students Learn especially in the area of general education assessment.   |
| 112a | S | ICC aligns its program review processes with its strategic goals.  |

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item Critical Characteristic***

- OV2 Through the ICC Educational Foundation, the College is able to operate one on-campus residence hall, Woodview Commons, which is available to 330 students.
- OV6a Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals.
- OV8a Key challenges include aging workforce, underprepared students, decreased student satisfaction, lack of student engagement, dwindling state financial support. Key advantages and opportunities include economic climate, diversity initiatives, and the addition of the south campus in Pekin.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	ICC accomplishes its other distinctive objectives through the programs and activities of the Educational Foundation and the Diversity Department. In doing so, the College is fulfilling its pledge and commitment to serving significant stakeholder groups.
2P1b	O	The Portfolio describes the operations of the Educational Foundation and the Diversity Department; however, it is not clear how key processes are designed. Lack of a standard procedure for process design may cause inconsistency and conflicts in serving the stakeholder groups over time.
2P2a	S	The non-instructional objectives of the College are determined through the strategic planning process which involves input from personnel across the institution.
2P2b	O	The Portfolio states that goals and projects are initiated by the Executive Director and approved by the Foundation Board. However, it is not clear if the College actively seeks input from other stakeholders or whether a systematic process exists to incorporate feedback into the determination of the objectives. A systematic process to determine stakeholder needs can help ensure alignment of objectives to the institutional strategic plan.
2P3	O	Although the Educational Foundation and the Diversity Department use various strategies to communicate expectations, goals and accomplishments, which include the Presidential annual address, newsletters, reports, and the College intranet, it is not clear if a systematic approach exists to communicate expectations and performance results, especially to external stakeholders. Developing a process to communicate expectations and outcomes regarding the objectives may enable ICC to evaluate the effectiveness of the communication process.

- 2P4 O While the performance of the Educational Foundation and the Diversity Department is reviewed within the annual cycle of program review, it is unclear whether or not systematic assessment processes exist, such as data collection and analysis, to determine the value and appropriateness of the objectives. Having such processes may help ICC to ensure efforts are directed at the most important and valuable ends.
- 2P5a O Although training is provided to program coordinators for planning development, there is no indication of a formal process in place to incorporate faculty and staff needs in the setting and implementation of these objectives. A formal process for assessing faculty and staff needs may ensure that the training program effectively responds to the diverse needs of key stakeholders.
- 2P5b O ICC relies on conversations between supervisors and faculty/staff to identify their needs. This process appears to be informal and time-consuming. There exists an opportunity for the College to develop regular, systematic listening tools to gather input from all personnel so information can be better collected and analyzed to guide the leadership in readjusting the objectives.
- 2P6 S Faculty and staff needs are considered in the readjustment of objectives through the program planning process which starts at the program level and ends at the Cabinet level.
- 2R1a S A variety of measures of accomplishing the major non-instructional objectives of the Educational Foundation and the Diversity Department have been collected and analyzed.
- 2R1b O ICC notes the Woodview Commons as a key program serving key stakeholders; however, no performance measures are identified for this program.
- 2R2a S Performance data show significant gains in the foundation revenues, 1% Club donors from FY 2007 to FY 2009 as well as minority student course success rates from 2008 to 2009 (Figures 2R2-1 and 2R2-5).

- 2R2b O Although Figures 2R2-1, 2R2-2, and 2R2-3 show positive trends for FY 2007-2009, it is not clear if targets have been set for internal benchmarking purposes. ICC has an opportunity to gather information regarding the results attributable to the measures and expectations listed in 2R1.
- 2R3 O Comparative data for performance indicators are not collected. ICC recognizes that it has an opportunity to collect and compare results with peer institutions for learning and improvement purposes.
- 2R4a S The initiatives and activities of the Educational Foundation and the Diversity Department directly contribute to the increased access and success in higher education for minority and low income students. In addition, the implementation of the distinctive objectives has strengthened ICC's relationships with the community and region it serves.
- 2R4b, 2I1a O ICC reports that its results strengthen the institution; however, the process through which this analysis is undertaken or the results upon which this conclusion is based is unclear. In addition, it is not clear how some improvements listed in 2I2 align with the objectives and performance measures established for other distinctive objectives. For example, it is not clear how the improvement in online scholarship application process, although positive, links to the overall strategic plan. The College could benefit from developing formal measures through which ICC can document benefit to the institution arising out of its non-instructional activities.
- 2I1b S Online scholarship application process and minority student success dashboard illustrate ICC's commitment to continuous improvement.
- 2I2 O The Portfolio mentions community and mission of the College as two elements of the culture; however, there is no explanation on how these elements relate to the selection of specific processes for improvement and target setting purposes. For example, it is not clear the role institutional culture played in the selection of 4% minority student increase and 62.5% minority course success rate as appropriate targets.

### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item    Critical Characteristic***

- OV3    ICC is the only publicly funded undergraduate institution of higher education within its district, and no other institution in the area serves comparable numbers of students. Bradley University, Robert Morris University, Midstate College, Midwest Technical Institute and two hospital-based nursing programs operate within ICC's geographic boundaries.
- OV6a    Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals.
- OV7    The College structures its measurement system around four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value with key measures to address the strategic priorities selected and/or modified as part of the strategic planning process.
- OV8a    Key challenges include aging workforce, underprepared students, decreased student satisfaction, lack of student engagement, dwindling state financial support. Key advantages and opportunities include economic climate, diversity initiatives, and the addition of the south campus in Pekin.

OV8b Currently, only 48% of placement tests score into college-level English and just 23% score into college-level math.

OV9 Recognizing that ICC is dependent upon the P-12 educational system to produce graduates who are well-prepared for College, ICC partners with school districts to articulate the curriculum, strengthen academic offerings, and provide dual-credit experiences.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	S	To identify changing needs of student groups, ICC regularly collects and analyzes data gathered from labor market research, student surveys, focus group input, voice of the customer data, and nationally normed instruments. The data are used in strategic planning and may lead to the development and revision of programs and courses.
3P2	S	In order to help students develop a sense of ownership in the college, ICC makes an effort to involve students in various planning and decision-making processes including CougarCARE, college recruiters, academic advisors, classroom, Blueprint team (CCSSE), student trustee and student representation, and multiple access points via web and other social media.
3P3	O	ICC identifies the community as its second major stakeholder and various informal listening methods are part of the external environmental scan. While the Portfolio states that an environmental cue can be identified by anyone, it is not clear how the institution determines if opportunities proposed align with the College's mission and whether a systematic process exists to evaluate and prioritize institutional energy to maximize the limited resources. The College could benefit from community input from stakeholder groups regarding their unique needs through holding community forums or similar methods. Such results would provide

focused input rather than episodic comments made on a random basis from meetings.

- 3P4            O     While ICC uses a variety of methods to build and maintain relationships with key stakeholders, it is not clear how or when the effectiveness of the methods are measured and evaluated. Developing a systematic process for strategically determining methods to build and maintain relationships with key stakeholder including a mechanism for measuring effectiveness may enable ICC to identify what methods are producing the best results.
- 3P5            O     Although ICC uses data in the strategic planning process to identify which markets to target, the College does not appear to have clear definitions of the various student groups it serves or a process for determining the subpopulations, e.g. part-time nontraditional students and developmental minority students. In addition, it is unclear whether the College uses a comprehensive and systematic process to analyze and make decisions about whether to offer educational services to new students and stakeholder groups beyond their strategic planning process.
- 3P6            O     Although there are formal and informal processes in place to collect complaint information from students and stakeholders, it is not clear how the information collected is systematically analyzed for a course of action or how the course of action is communicated to students and other stakeholders. Developing a systematic and campus wide process to collect, analyze, identify trends, and communicate complaints may enable ICC to effectively address student and stakeholder issues and concerns.
- 3R1            O     Though ICC reports the use of the Noel Levitz Student Satisfaction Inventory to determine student satisfaction, indicators of satisfaction for other stakeholders, such as faculty, staff, and future employers, are not provided.
- 3R2-3R4      O     Composite scores are used in the reporting. Without disaggregated data it is difficult to discover patterns or trends for improvement and re-enforcement purposes. For example, the scores in Figure 3R2-1 range from 4.61 in 2004 to 4.62 in 2008. The small variation in the numbers

could be the result of no change in the ratings of the areas measured in this category or the result of massive fluctuations in all areas but somehow still manage to average to the same number for the aggregated score. In addition, although Noel Levitz performance results for student satisfaction are presented, it is unclear how the institution used this data for process improvement.

- 3R3            O    ICC has seen beneficial trends on all five CCSSE benchmark measures since 2004; however, the data provided in Figure 3R3-1 are anecdotal while data in Figures 3R3-2 and 3R3-3 show little improvement and are lower than national means from 2004 to 2008. In addition, it is not clear if this or other data were utilized in order to make those improvements. The College may want to consider other measures that more accurately document relationship building.
- 3R4            O    The Employer Satisfaction rating from 2009 show that ICC's performance is below NCCBP national mean and it presents a single dimension of employer satisfaction. The addition of other measures to the analysis could contribute to a more complete assessment of the performance results of stakeholder satisfaction and could be used to determine employee satisfaction with career preparation in order to improve results in this area.
- 3R5a          O    Although results for building relationships with key stakeholders are shown (Figure 3R5-1), it is not clear how the performance relates to targets established for evaluation or comparison data. Establishing performance targets and competitor performance may enable ICC to identify areas for improvement and increase its competitive edge.
- 3R5b          O    The most recent Community Questionnaire was administered in 2001. As the district demographic and needs are continuously changing and evolving there exists an opportunity for the institution to communicate with its stakeholders on a more regular basis so ICC can better respond to their needs and requirements in a timely manner.

- 3R6 OO There is an opportunity to gather data comparing ICC to other institutions in the region. Collecting and analyzing comparative data could assist the College with understanding opportunities to improve stakeholder relations and enhance its competitive position.
- 3I1a S Since the implementation of Noel Levitz SSI in 2003, ICC has undertaken major action steps to better listen and understand student and stakeholder needs. Improvement initiatives have resulted in the creation of the CougarCARE, ICC QuickGuide, Teachable Point of View, and Service Excellence Project.
- 3I1b S Through its AQIP action projects, the College was able to accomplish a number of key initiatives including adopting a consensus view on customer service at ICC, defining the behavioral characteristics of the College's Core Values, collecting data from internal and external stakeholders on what media should be used to convey key information, and creating the ICC QuickGuide, a compendium of key information that students need which faculty and staff can quickly reference.
- 3I2 S Results of the deployment of the customer service curriculum for employees, Service Excellence Project, were measured against the three service measures on the SSI and PACE to provide improvement targets.

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item Critical Characteristic***

- OV4a Full-time faculty are represented by an independent, locally formed bargaining unit, and the custodial/maintenance employees are represented by a national union. Management, adjunct faculty, and classified staff are not represented by unions.
- OV5 The Strategic Forum, a group of 50 – 60 managers from across the College, meets monthly to focus departments on the strategic plan and to discuss issues of importance to the college.
- OV6a Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals.
- OV6b The Six Sigma Steering Committee, comprised of Six Sigma Black Belts, works with process owners to update process maps and measures for the key work processes for which they are responsible.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
4P1	S	The hiring manager and Employment Coordinator use a combination of minimum education qualifications, external organization requirements, skills, values, and industry standards to identify the specific requirements for a position.
4P2	S	ICC's hiring processes include credential screening, utilizing appropriately appointed and inclusive search committees responsible for evaluating candidate qualifications, interviewing candidates, and making recommendations for hire to the hiring manager. Employees invited to participate in the process must complete a diverse hiring workshop.

- 4P3a S ICC uses several methods to recruit potential employees including posting positions in both local and national electronic and print media. Employee retention efforts include professional development opportunities, tuition waivers and reimbursement, and wellness/fitness programming.
- 4P3b S New employees at ICC are provided with institutional and departmental orientations to help them familiarize with specific policies and procedures. Faculty are assigned a mentor. A follow-up survey is administered to new hires to assess the effectiveness of the orientations.
- 4P4 S ICC uses the New Personnel Orientation and the BlueBlook to introduce the College's history, mission, core values, and customer service expectations to new employees. Upon completion of 90 days of employment, all new employees are surveyed to ensure the departmental orientation has taken place with the survey data used to gather information regarding the employee's use of information and materials supplied in the New Personnel Orientation.
- 4P5a S The College augments core full-time faculty and staff with adjunct faculty and temporary staff which allows for flexibility as personnel demands shift. All HR plans for change and personnel needs are reviewed within the annual budgeting process.
- 4P5b O ICC's succession plan for unexpected personnel changes is ad hoc. Although some departments document business processes and departments are encouraged to cross train, it is not clear what systematic process is in place to prepare for and respond to unexpected changes in personnel. With a more formal, systematic planning process, ICC may be able to handle unexpected departures of personnel and create a more stable learning environment for the employees and the students.
- 4P6 O Although ICC aligns the strategic planning processes at all levels of the organization to ensure organizational goals and objectives are met, it is unclear how this impacts specific work processes and activities. There is

- no detail about how ICC ensures employee satisfaction through the design of work processes and activities.
- 4P7 S Promotion and monitoring of ethical and legal behaviors are ensured through The Managers' Training Program and are communicated through the BlueBook. The program includes the learning module called "Managers' Expectations in Fostering a Positive Work Climate."
- 4P8 S Training needs are determined through the strategic planning process, departmental planning process, work teams, cross-functional teams such as AQIP, Six Sigma, faculty evaluations, survey results, planning retreats, and exit interviews. Identified needs are aligned and prioritized through the organizational learning committee.
- 4P9 S Faculty and staff professional development are supported through multiple activities including the Teaching and Learning Center and the Professional Development Institute which are responsible for training and development for faculty and staff. Other opportunities for training and development include orientation, departmental in-services, conferences, workshops, webinars, mentoring and coaching, cross-training, in-service and professional conferences, tuition waivers for classes, and online training.
- 4P10 S ICC's staff and administrative employee evaluation instrument includes a review of behaviors that align with the core values, a review of the individual's progress toward prior year goals, and the establishment of new goals in alignment with the strategic priorities of the College and the department's program plan.
- 4P12 O While ICC assesses employee satisfaction using the PACE survey, it is unclear the specific process for utilizing the data from the PACE survey to select courses of action.
- 4P13 S ICC provides for the health, safety, and well-being of its workforce through health insurance, wellness programs, and a major change of the security force to a combined sworn police. The department produces and

- annually updates the Emergency Response Guide and Crisis Communication Plan.
- 4R2            S       Results from the 2009 PACE survey indicate that personnel perceive the composite climate at ICC to fall toward the upper-range of the Consultative management style with the College making effective progress on its PACE responses. Cross-functional teams have been used to address areas for improvement as revealed by these results.
- 4R3            S       ICC data demonstrate improvement in productivity and effectiveness, over the past three years and in some cases, (i.e., ability to influence the direction of the College, and the extent to which supervisors seek employee ideas) ICC has outpaced the comparative values in the fall 2008 and fall 2009 results.
- 4I1            S       ICC showcases a significant listing of recent improvements in its effort to value people including establishing a Director of Organizational Learning, establishing a Center for Teaching and Learning, redesigning the New College Personnel Orientation, establishing an African American Male Discussion Group, and implementing an employee recognition and reward event.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item      Critical Characteristic***

- OV1b The College is a four campus comprehensive community college offering four associate degrees, certificate programs, non-credit programs delivered in face to face, online, interactive television, correspondence, independent study, hybrid, and field study formats.
- OV4 Full-time faculty are represented by an independent, locally formed bargaining unit, and the custodial/maintenance employees are represented by a national union. Management, adjunct faculty and classified staff are not represented by unions.
- OV5 The Strategic Forum, a group of 50 – 60 managers from across the College, meets monthly to focus departments on the strategic plan and to discuss issues of importance to the college.
- OV6a Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals
- OV6b The Six Sigma Steering Committee, comprised of Six Sigma Black Belts, works with process owners to update process maps and measures for the key work processes for which they are responsible.
- OV7 The College structures its measurement system around four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value with key measures to address the strategic priorities selected and/or modified as part of the strategic planning process.

**Here are what the Systems Appraisal Team identified as Illinois Central College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

***Item              S/O      Comment***

- 5P1 S ICC's mission and values have been reviewed, revised, and articulated within its established, collaborative strategic planning process, which involves internal and external focus groups/interviews, campus-wide feedback and, when appropriate, approval by the Trustees in February.
- 5P2 S ICC's leadership establishes quantifiable goals and objectives to focus its energy and resources on meeting the mission, values, vision, and commitment of the College to high performance. Cabinet members lead the efforts in developing and implementing action projects. Performance at each level is linked to the core values to ensure that institutional, divisional, departmental, and individual goals are properly aligned.
- 5P3 S Through its strategic planning process and data analysis, both student and market segment needs are identified and analyzed with the top five needs noted for each of the market and student segments. Specific steps are defined for accomplishing each of these new targets.
- 5P4 S College leaders use a number of strategies, including the utilization of the Continuous Quality Improvement Network, the Malcolm Baldrige National Quality Award, and Six Sigma as models for their own processes and decision-making activities.
- 5P5 S The College uses an extensive array of committees, task forces, and teams to assist in making decisions, with day-to-day operational decisions made at the Cabinet level and standing committee level. Cross-functional teams are responsible for collecting and analyzing data for improvement decisions using the College's values and Six Sigma process while process and project owners are responsible for implementing decisions made.
- 5P6 S ICC makes use of wide-ranging information to support a data-driven processes for decision-making. Performance data are communicated, reviewed, and monitored by the managers of each level of the institution, including the senior leaders. Managers compare data against their goals and objectives to monitor their unit performance and effectiveness. The

- IR Office provides training in data analysis, data-based planning, and decision-making strategies.
- 5P7            S        ICC uses a robust set of mechanisms to promote communication within the college including the Celebration of Learning campus-wide forum held twice a year, coffee breaks hosted by the President and the Cabinet, an electronic newsletter, e-mails from the President, a monthly Strategic Forum for managers, regular meetings between senior leaders and their direct reports, and Six Sigma Open Gate Reviews.
- 5P8            S        ICC's leadership is responsible for communicating the shared mission, vision, values and commitment to high performance. ICC leadership uses a variety of methods including participation in the New Employee Orientation, the "True Blue Attitude" campaign, strategic forum meetings, and Celebration of Learning sessions to support the communication process.
- 5P9            O        Although leadership development is encouraged for faculty, staff and administrators through several methods, ICC could benefit from a more targeted and coordinated effort rather than a passive or annual approach to the development leaders in the College. For example, the creation of a leadership development program could provide a focused and continuous opportunity for all employees to evaluate if leadership is a possibility for them. It is also unclear if part-time employees are eligible for similar opportunities for development.
- 5R1-3        S        The College reports results of the indicators of effectiveness in "Leading and Communicating" from the PACE survey, including overall institutional climate, perceptions of alignment between institutional actions and mission, and perceptions of various aspects of communication.
- 5I1            SS       Responding to a year 2000 study, the President introduced formal Six Sigma training. Six Sigma has improved and enhanced employees' understanding of processes among different work sectors and employee groups.

- 512            O        Since ICC began administering the PACE in 2006, data related to leadership and climate factors have been studied by the College. However, it is unclear how targets for improvement are set that reflect leading and communicating.

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item    Critical Characteristic***

- OV1b    The College is a four campus comprehensive community college offering four associate degrees, certificate programs, non-credit programs delivered in face to face, online, interactive television, correspondence, independent study, hybrid, and field study formats.
- OV4b    Work systems are reviewed annually and may be reassigned organizationally.
- OV6a    Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals.
- OV6b    The Six Sigma Steering Committee, comprised of Six Sigma Black Belts, works with process owners to update process maps and measures for the key work processes for which they are responsible.
- OV7     The College structures its measurement system around four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value with key measures to

address the strategic priorities selected and/or modified as part of the strategic planning process.

OV8 Key challenges include aging workforce, underprepared students, decreased student satisfaction, lack of student engagement, dwindling state financial support. Key advantages and opportunities include economic climate, diversity initiatives, and the addition of the south campus in Pekin.

OV8c State revenues, once a major funding source, have declined over the past decade.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1	S	ICC has identified key work processes for supporting students and defined key requirements and key measures for each process. ICC uses data from a variety of sources to assess performance and to track changing support needs.
6P2	O	While ICC identifies employee support needs through the strategic and program planning processes, it is not clear how the institution distinguishes and prioritizes different competing needs from different campuses and if systematic processes are in place for collecting data and analyzing data from all employees.
6P3a	S	Safety and security needs are addressed in the design phase of new facilities. Emergency response plans are in place for all ICC campuses. The Board has adopted the National Incident Management System as a framework for emergency operations and recently added three sworn officers to the campus safety and security staff to be better prepared for disasters and emergencies.
6P3b	O	Although the responsibilities for design and maintenance of physical safety and security are explained and the sources of input are presented, it is not clear how the institution designs key support processes contributing to everyone's physical safety and security including which

department is responsible for monitoring and keeping the facility in compliance with the changing external safety standards and requirements. Developing a system to design key support processes may enable the institution to broaden its safety and security support systems and measurements including targeted performance outcomes and results.

- 6P4 S Organizational support service processes are managed by process owners following an established method of analysis. Where action is indicated, Six Sigma processes are followed to identify and implement improvements.
- 6P5 O Although process maps are used to document support processes, it is not clear how support processes are systematically communicated across the institution and used to encourage knowledge sharing, innovation, and empowerment. Developing an institutional wide communication process may enable ICC to track and replicate support processes that lead to effective knowledge sharing, innovation, and empowerment.
- 6P5 S For each of the key support processes, ICC's Six Sigma Office maintains a detailed process map with identified input, process, and outcome measures as applicable. The process maps were created by process owners and key constituents of the process with the assistance of a Six Sigma Black Belt and are used internally to promote communication and measure success.
- 6R1-2a O Survey data suggest that student satisfaction with financial assistance at ICC improved from the 2004 results; however, the College has yet to meet or exceed the SSI national means for any of the three measures. In addition, while ICC's transfer students rating of their career/academic preparation for transfer was 4.69 on a 6-point scale, no benchmarking data were provided. Obtaining appropriate peer college data may provide a better understanding of the College's level of performance and competitive position.
- 6R2b O While transfer preparedness results show improvement from 2008 to 2009, the majority of results are qualitative and comparison data are not

available (Figure 6R2-1). In addition, many of the indicators and data presented appear to be related to student learning, and not to support service processes. ICC has the opportunity to develop more direct quantitative measures and establish comparative benchmarks for transfer preparedness which may enable the institution to set targets for performance and identify areas for improvement.

6R3            O     Cycle time for HR hiring processes has improved for most employee groups since 2007. However, the figures reported also demonstrate a great deal of fluctuation from year to year and it is difficult to determine if the processes are stable and consistent. In addition, results reported in 6R3 for orientation and development are indirect indicators of effective administrative support processes.

6R3            S     The PACE survey results show a consistently positive performance surpassing the norm for six aspects of administrative support services process (Figures 6R3-2, 6R3-3, 6R3-4, 6R3-5, 6R3-6, and 6R3-7). In addition, minority enrollment at ICC has been increasing annually since FY05 with minority students now comprising 16.6% of ICC's student body.

6R4            O     A common process is in place for collecting information on effectiveness of support services and initiating improvements; however, it is unclear whether each support area of the College, though responsible for developing a program plan, actually does submit a plan. Likewise, it is unclear what systems are in place to ensure plan success and/or evaluation after the three cycles are concluded. Additionally, enlisting the assistance of the Six Sigma Department is encouraged, but not mandatory, when a process is determined to be underperforming. It is not clear if process owners utilize an effective system similar to DMAIC to guide them in their improvement endeavors

6R5            O     Performance results for processes supporting organizational operations compare favorably to peers, but no analysis of the significance of these comparisons is given.

- 6I1            S        Through a Six-Sigma team, the College was able to make improvements centered on identifying the nature of the inaccuracies in student financial aid data received by the bookstore, improving the accuracy and timeliness of the information exchange, and rescheduling key process events to accommodate heavy periods of student demand.
- 6I2            SS        Combining CCSSE and SSI with Six Sigma is enabling ICC to select and apply improvement strategies that are based on principles of continuous quality improvement and data-driven decisions. Changes made will be effective and have a lasting impact on the institution.

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## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item    Critical Characteristic***

- OV1a    As a result of an AQIP Action Project, ICC now incorporates assessment into all courses and programs and has established general education goals for student learning that outline the skills, knowledge, values and attitudes students will possess upon degree completion.
- OV5     The Strategic Forum, a group of 50 – 60 managers from across the College, meets monthly to focus departments on the strategic plan and to discuss issues of importance to the college.

- OV6a Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals.
- OV6b The Six Sigma Steering Committee, comprised of Six Sigma Black Belts, works with process owners to update process maps and measures for the key work processes for which they are responsible.
- OV7 The College structures its measurement system around four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value with key measures to address the strategic priorities selected and/or modified as part of the strategic planning process.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	S	Performance for instructional and non instructional programs is evaluated using Institutional Effectiveness Indicators, as identified by senior leaders, for strategic goals and objectives. Institutional Research manages primary institutional data and provides data to departmental and division managers. Some information is available on shared network drives.
7P2a	S	Key measures to address the College's strategic priorities are selected and/or modified as part of the SWOT analysis and during the annual development of the Strategic Plan. The IR Office collects, manages, and reports data related to the strategic priorities with progress measured against the targets, related goals, and benchmarks established for each key measure.
7P2b	O	Though core data are selected to align with four strategic priorities, the processes for distribution of data are not described in this section. There are no examples that show data contributing to the continuous improvement of the institution, especially relative to student learning at the department/program level.

- 7P3 O It is not clear how the institution determines the needs of departments and units systematically, regularly, and comprehensively throughout the organization or how the needs are aligned to the strategic plan and institutional objectives. Establishing such a process may ensure that the institution is collecting the appropriate data for performance evaluation.
- 7P4 S Institutional Indicators of Effectiveness are central to the process of analyzing and sharing information. Responsibility for analysis of key data is assigned to the Office of Institutional Research. Data are reviewed systematically within the strategic planning process and reported annually at a campus wide Celebration of Learning event.
- 7P5a S ICC is committed to using comparative data wherever appropriate or feasible. Offices of Institutional Research and Planning both seek to identify and recommend comparative measures. ICC is a member of the National Community College Benchmark Progress and uses several surveys providing comparative information, including the Community College Survey of Student Engagement, the Noel Levitz Student Satisfaction Inventory, and the Personal Assessment of the College Environment.
- 7P5b O Performance data on local competitors are presently unavailable. The Institutional Research Office makes recommendations on sources of data from other national peer community colleges to use as a substitute. ICC has an opportunity to develop collaborative relationships with area institutions so information can be shared and used for improvement purposes.
- 7P6 S The Institutional Research Office trains managers on measuring program performance. A process is in place, through planning, that focuses on alignment of strategic goals with division, departmental, and program plans. ICC ensures alignment with its institutional goals by having plans reviewed at multiple levels within the organization. More specifically, initially the manager or program coordinator works with staff to develop targets and establish plans for their program or service area. Next, the

- manager or program coordinator reviews program plans and goals with their Cabinet-level supervisor. Finally, Cabinet members review their division plans and targets with the Cabinet at a retreat in May.
- 7P7 S Clearly defined processes are described for assuring timeliness of data, accuracy, reliability, and security. Data entry training is provided for new employees. Feedback mechanisms such as exception reports are used to check accuracy of data entry. The ICC computing network employs firewalls, secure socket layers, and virtual local area networks to protect against security breaches. For example, access to data is role-based, individual social security numbers are masked, and student domains are segregated.
- 7R1-7R2 O Though measures are identified for assessing the effectiveness of Institutional Research, no measures are identified for assessing the overall system of information and knowledge management. While data are analyzed, what becomes of the results and how data collection efforts function across units of the College could be better described.
- 7R3 O It may be possible to find some comparative measures of the effectiveness of both ICC's information and knowledge management system and its Institutional Research Office. Developing a method to measure ICC's performance in comparison to other organizations may enable the College to establish benchmark and trend data and set performance targets.
- 7I1 S ICC is building a data warehouse which will provide divisional and departmental dashboards to be deployed in June 2010. The Institutional Research Office has begun to publish a departmental newsletter distributed campus-wide, and ICC has dedicated financial means and energy toward developing a data-oriented culture.
- 7I2a S In so far as Six Sigma and AQIP teams represent a developing data-driven culture, ICC's infrastructure and culture supports the improvement of processes for information and knowledge management.

- 712b            O     Although ICC has demonstrated strong commitment to using data for informing decisions through the use of Six Sigma teams, it is not clear how the institution evaluates the information and knowledge management system and process. Developing a process to comprehensively measure information and knowledge management effectiveness may assist the College in strengthening and expanding this commitment.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

- OV5    The Strategic Forum, a group of 50 – 60 managers from across the College, meets monthly to focus departments on the strategic plan and to discuss issues of importance to the college.
- OV6a   Each division produces an annual program plan that defines its purpose, measures its performance, analyzes root causes of variability, suggests improvements, and reports on progress toward its goals.
- OV6b   The Six Sigma Steering Committee, comprised of Six Sigma Black Belts, works with process owners to update process maps and measures for the key work processes for which they are responsible.
- OV7    The College structures its measurement system around four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value with key measures to

address the strategic priorities selected and/or modified as part of the strategic planning process.

OV8a Key challenges include aging workforce, underprepared students, decreased student satisfaction, lack of student engagement, dwindling state financial support. Key advantages and opportunities include economic climate, diversity initiatives, and the addition of the south campus in Pekin.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	Using data from the internal scan and internal assessment, the Blueprint for the Future is the College's strategic plan that was adopted in 2002. The 12-step planning process is structured around the four strategic priorities. Progress and results are monitored, reviewed and modified, if necessary, throughout the year and key representatives from all employee groups are invited to participate. ICC describes a complete, well-structured planning process with 12 clearly defined annual steps that connect with budgeting and the setting of annual goals. Four strategic priorities are tied to strategic objectives and corresponding strategic challenges, initiatives and action plans.
8P1b	O	ICC depends on the K-12 system to produce college-ready graduates and yet only 48% of placement tests score into college-level English and just 23% score into college-level math. There is an opportunity to develop better collaborative partnerships with the local schools to provide curricular/pedagogical training to teachers in core subject areas to help prepare students for college entrance.
8P2	S	Selection of short and long-term strategies is embedded in the strategic planning process. The College's action plan addressing decreasing high school graduation numbers utilized data and evidence to focus on non-traditional populations. By using data analysis and projections on various student subgroups, ICC was able to determine that the potential growth in

the nontraditional student markets could offset the projected decline in traditional students.

- 8P3            S        A process for developing key action plans is clearly specified while each strategy is assigned a Cabinet sponsor. A team of stakeholders works with the sponsor to assess the strategy, identify metrics, and develop an action plan. Action plans generated are reviewed and revised as necessary by the Cabinet.
- 8P4a           S        Program plans are developed following a standard template that reinforces alignment of planning and action. Program managers are trained so that they understand their role in the plan-action process while Cabinet members take responsibility to build consensus and align program, department, and division plans with organizational strategies.
- 8P4b           O        Although ICC utilizes the formal hierarchy of the institution to coordinate institutional goals with division goals and plans of action, it is not clear how the institution coordinates and ensures action plans involve all campuses and employee groups. Establishing a process to include all constituent groups may ensure division goals and plans are used to inform institutional goals.
- 8P5            S        A clearly defined process exists for defining objectives, selecting performance outcomes, and setting performance targets. Objectives, measures and targets are developed based on the institutional priorities and indicators of effectiveness while the Cabinet is responsible for reviewing and finalizing the recommended targets.
- 8P6            S        Budget and planning processes are fully integrated. ICC links strategy selection and action plans to the college budget, human resource, technology and capital planning process. Strategy selection and action linkages are accomplished by each Cabinet member working with the program coordinators and managers in their division to review the results of prior year program plans and to develop plans for the next year. Cabinet members review the staffing, technology, software, and facility

- remodeling requests for their division, identifying those most critical to success of the strategy, with budget development to support the plans.
- 8P7 S Risk is assessed at three stages of the planning process: within discussions of strategic challenges, in meetings between the Cabinet member and managers, and in the final budget resolution phase. First, strategic challenges and advantages are discussed. Then, risks are assessed when the Cabinet member meets with each manager in his or her division to review program plans and the allocation of resources. Finally, risks of delaying or modifying action plans are assessed by Cabinet as the budget finalized.
- 8P8 S In addition to reviews of the results of internal and external environmental scans with staff at open meetings, on the college intranet, at individual meetings with managers, and through the program planning process, professional development is offered by the Teaching and Learning Center and the Organizational Learning Committee. Such efforts are aimed at helping faculty, staff, and administrator understanding of the implications of the college's changing strategies and action plans.
- 8R1 S Metrics established through the strategic planning process, which measure success in achieving goals, also measure the success of the strategic planning process itself.
- 8R1-4 O While measures relating to organizational strategies and action plans are evident in the results, cross-referencing is not made. Connecting all strategic results may help the organization better monitor strategic performance and further make the portfolio a living document driving exceptional organizational performance.
- 8R2 S ICC collects an extensive set of performance indicators for its strategic priorities and action plans. Metrics are reported for outreach, student learning, service, and value. These include data on student credit hours generated, noncredit enrollments, market penetration, course success rates, and unit costs. The results of surveys are also reported for success in meeting course expectations, overall satisfaction, and campus climate

indicators. Action plan metrics include African-American enrollments, corporate training enrollments, course success in developmental courses, days to award for financial aid, utility cost per square foot, and donations and grants. Performance results for Outreach metrics show positive trends for annual credit hours (Figure 8R2-1), noncredit enrollment (Figure 8R2-3), and market penetration for noncredit classes (Figure 8R2-4). Performance results for the student learning metric show a positive trend for course success rate (Figure 8R2-5). Performance results for student service metrics show a positive trend for college experience meeting expectations (Figure 8R2-6), a steady and improving trend for overall satisfaction with college experience (Figure 8R2-7) and in willingness to enroll again (Figure 8R2-8). Performance results for service to colleagues metrics show positive trends in teamwork and overall climate (Figures 8R2-9 and 8R2-10).

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|---------|---|--|
| 8R3-8R4 | S | Targets are provided for all strategic objectives, and comparative data is used where available and appropriate. Performance projections for FY2010 include quantitative targets for credit and noncredit enrollments, course success rates, number of certified advisors, and operational costs.  |
| 8R5a    | S | A systematic approach is in place for measuring and evaluating planning processes and activities. The measure of the system is its success in achieving planning targets. A campus committee, the Vice President of Planning and Organizational Effectiveness, and the Institutional Research Director review plans annually. Two perception items on the PACE survey indicate that an understanding of the planning process is spread broadly throughout the institution. |
| 8R5b    | O | The system for planning continuous improvement is based on achievement of the College's strategic goals; however, there does not appear to be a consideration for whether the strategic goals target the intended outcomes.  |
| 8I1     | S | Seven recent improvements in the planning process are listed, ranging from initiation of the CCSSE to expansion of participation in the strategic  |

planning retreat. ICC has implemented several strategies to improve learning and continuous improvement such as the addition of two nationally normed measurement instruments to the assessment process, establishment of Institutional Indicators of Effectiveness, expansion of the strategic planning process team and Six Sigma team membership, and adoption of Baldrige criteria. Evidence presented in this category indicates that the planning process at ICC is systematic and comprehensive.

812            S        Six Sigma has been implemented throughout the college and supports a culture that leads to the improvement of results in planning continuous improvement.

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Illinois Central College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***

OV1b    The College is a four campus comprehensive community college offering four associate degrees, certificate programs, non-credit programs delivered in face to face, online, interactive television, correspondence, independent study, hybrid, and field study formats.

OV3     ICC is the only publicly funded undergraduate institution of higher education within its district, and no other institution in the area serves comparable numbers of students.

Bradley University, Robert Morris University, Midstate College, Midwest Technical Institute and two hospital-based nursing programs operate within ICC's geographic boundaries.

- OV6b The Six Sigma Steering Committee, comprised of Six Sigma Black Belts, works with process owners to update process maps and measures for the key work processes for which they are responsible.
- OV8a Key challenges include aging workforce, underprepared students, decreased student satisfaction, lack of student engagement, dwindling state financial support. Key advantages and opportunities include economic climate, diversity initiatives, and the addition of the south campus in Pekin.
- OV9 Recognizing that ICC is dependent upon the P-12 educational system to produce graduates who are well-prepared for College, ICC partners with school districts to articulate the curriculum, strengthen academic offerings, and provide dual-credit experiences.

**Here are what the Systems Appraisal Team identified as Illinois Central College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	S	ICC creates and builds strong collaborative relationships with schools, business leaders and employers in the region through formal and informal assessments. The College has created partnerships with other institutions and workforce entities through dual credit enrollment, onsite recruitment, pre-college programs, and the regional response team.
9P1b	O	ICC has an opportunity to develop collaborative relationships with employers, such as area hospitals, where demand for new employees is high.
9P1c	O	It is unclear how dual credit programs are assessed in order to ensure that quality teaching and learning are taking place.
9P2, 9P3a	O	ICC has established a number of collaborative relationships with educational institutions, employers and service providers; however, it is

- not clear how ICC creates and prioritizes the relationships. Developing a process that outlines how relationship are created and maintained may assist ICC with evaluating the effectiveness of the relationships.
- 9P3b S ICC partners with Workforce Network and CareerWorks to provide a pathway for residents to receive financial assistance and training in order to en-enter the workforce.
- 9P4 S ICC creates, prioritizes, and builds relationships with suppliers based on cost and expertise as well as supplier's performance results.
- 9P5a S ICC participates in a variety of community college associations and accrediting agencies at the state and national level. ICC also maintains presence on community boards that have potential to bring benefits to the College.
- 9P5b O It is not clear how ICC creates, prioritizes, and builds relationships with the general community through which they interact.
- 9P6 O There does not appear to be a formal process or measures for tracking the effectiveness of the relationships and ensuring that partnerships are meetings the varying needs of those involved. Developing a process and success indicators may enable the College to better determine whether or not the partnerships align with the needs of the community as well as with the College's mission.
- 9P7a S Six Sigma, Blueprint, and AQIP have served as cross-functional, relationship-building mechanisms for the College.
- 9P7b O Although Six Sigma, Blueprint, and AQIP action projects are ways to bring employees together and develop working relationships, it is not clear how ICC ensures that representation and contribution from different campuses and employee groups actually occur.
- 9R1a S ICC measures relationships by the metrics attached to the strategic goal they serve. Such measures include dual credit enrollments, employee perceptions of teamwork, and percent CTE graduates employed in their field.

- 9R1b O ICC recognizes the value in performing a cost-benefit analysis associated with each partnership; the lack of analysis model as well as the sheer workload makes this undertaking difficult.
- 9R1c-9R2a O ICC has an opportunity to develop meaningful measures to analyze the impact of collaborative relationships both externally and internally. While these relationships appear to align with the College's strategic priorities, it is essential to establish both result and process measures so challenges and issues can be identified and addressed before they become larger issues which may deter the institution from fulfilling its priorities. For example, it is difficult to determine whether the enrollment growth of recent high school graduates in fall 2009 is due to the onsite recruitment effort or the downturn of the economy that prompted the graduates to continue with their education.
- 9R2b S Performance measures for high school graduate enrollment, dual credit enrollment and employee rating of teamwork show steady improvement from 2006 to 2009.
- 9R3a O No comparative data are available for dual credit enrollments. ICC has an opportunity to develop a process to benchmark with others to focus its improvement in this area.
- 9I1a S A Six-Sigma team is piloting a study to improve the process for gathering and analyzing information on employer needs.
- 9I1b O ICC has an opportunity to collect baseline performance measures to determine the effectiveness of collaborative relationships and identify improvements to processes.
- 9I2a O ICC has an opportunity to continue the reviewing effort started eight years ago in categorizing partnerships based on commitment and benefits to the College.