AQIP Systems Portfolio

May 2010

Academic Quality Improvement Program
The Higher Learning Commission of the North Central Association of Colleges and Schools
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ACT, Inc.: American College Testing, Inc. A standardized achievement examination used for college admissions

Adult Community Programs: Provides leisure, recreational, and intellectual programs for adults

Associate Dean: Person responsible for the administration of an academic or academic support department. Includes the Associate Deans for Agriculture and Industrial Technologies (AIT); Arts and Communication (AC); Business and Information Systems (BIS); Corporate and Community Education; English and Language Studies (ELS); Health Careers (HLTH); Instructional Innovation and Learning Resources; Math, Science and Engineering (MSE); Public Services and Community Outreach (PSCO); and Social Sciences (SS)

Black Belt: Full-time Six Sigma leaders selected by the College and trained in Six Sigma methodology to lead teams that improve key business processes

Blackboard: Enterprise-based academic course management system

BlueBook: A brochure distributed throughout the College that explains the mission, diversity pledge, vision, motto, strategic priorities, core values, organization tools, CougarCARE principles, general education goals, and school songs

Blueprint for the Future: ICC’s comprehensive strategic plan

Blueprint Team: A cross-functional team led by a Cabinet member that designs specific action plans to help the College achieve the goals of the strategic plan

Board of Trustees (Board): Seven-member governing board of the college elected by the residents of District 514

Business and Education Liaison: An employee within the College’s Agriculture and Industrial Technologies department who works to enhance the College’s understanding of current employer needs and who creates linkages between and among businesses and the appropriate College personnel

Business Outreach Representative: An employee within the College’s Professional Development Institute who is responsible for systematically calling on businesses to determine their needs and share information relative to ICC’s programs and services

CAPS: Career Ability Placement Survey

CIP: Classification of Instructional Programs

COMPASS: A computer-adaptive college placement test published by ACT, Inc. and used by ICC’s Testing Center for determining course placement

COPES: Career Orientation and Placement Evaluation Survey

COPS: Career Occupational Preference System

CQIN: Continuous Quality Improvement Network

CCSSE: Community College Survey of Student Engagement

CTE: Career & Technical Education

Cabinet or Executive Cabinet: The President; three Vice Presidents; Associate Vice President of Marketing; President of the Faculty Senate; Dean of Student Services; Dean of Health Careers, Public Services, and Peoria Campus; Executive Director of Human Resources; Executive Director of Diversity; and Executive Director of the Foundation

Celebration of Learning: A week-long event each August sponsored by the Teaching and Learning Center and used to communicate with staff and to provide in-service for faculty

College for Kids: A two-week summer program offering fun and educational opportunities for youth in grades 4-12

Community Education: Non-credit classes and workshops that are designed to provide training in areas of interest for the general public. Includes Adult Community Programs, College for Kids, and ACT review

Core Competencies: Those factors which provide the College with a strategic advantage: quality education, a wide variety of courses, and affordability

Core Values: learning, integrity, community, responsibility and excellence

Corporate Training: Non-credit professional development training created for businesses to meet a particular training need

Cougar: ICC’s mascot

CougarCARE: A set of principles based upon the belief that students are our top priority. We show that we care by exhibiting these behaviors in how we act toward our students and toward each other. The principles include: 1) connect with students first; 2) own the situation; 3) use every opportunity to build relationships; 4) go the extra mile; 5) act promptly and Professionally; and 6) Remember to Work as a Team

DMADV: A Six Sigma method to design a process—define, measure, analyze, develop, verify

DMAIC: A Six Sigma process improvement tool using five steps—define, measure, analyze, improve and control

Data Warehouse: a repository of an organization’s electronically stored data, designed to facilitate reporting and analysis

Dean: Person responsible for the administration of a unit usually consisting of several departments or areas. ICC’s three Deans include the Dean of Student Services, the Dean of the Peoria Campus, and the Dean of the North Campus
Developmental Education (or, Foundational Education): Formerly known as remedial education, these programs are designed to assist students who upon entrance to college, test below the threshold in reading and mathematics as a prerequisite to enter gateway courses into the general requirements for participation in college level classes.

District 514: Illinois Community College District official designation for Illinois Central College

Diversity Pledge: Statement of ICC’s commitment to diversity in all its dimensions

Diversity Study Circle: Vehicle to give voice to the campus community with regard to specific diversity issues, create a collaborative process for solving campus and community problems, provide a focus group type assessment of campus climate, and serves to inform the college’s comprehensive diversity plan

Dual-credit classes: College credit courses offered to high school students by master’s degree level instructors meeting both secondary and college-level certification

ESL: English as a Second Language

Educational Foundation: ICC’s non-profit Educational Foundation that manages Woodview Commons, donations, endowments and gifts

Ethics Commission: A commission established by board policy and led by the Ethics Advisor (Board’s attorney) to consider all matters of ethics violations related to personnel

Executive Cabinet: See “Cabinet”

External Environmental Scan and Internal Assessment: The annual systematic process that the college uses to gather data needed to complete a comprehensive SWOT analysis

Faculty Forum: A locally formed organization that represents all full-time faculty members. This organization functions as an independent bargaining unit with no state or national affiliation. The Forum elects the Faculty Senate members

Faculty Senate: Acts as a liaison between administration and full-time faculty members. Senate is elected by Faculty Forum members

Foundational Courses (or, Developmental Courses): College readiness classes that are required for students in reading, math, and/or English that score below the college ready threshold on the ACT Compass entrance exam

Green Belt: A more in-depth training in Six Sigma processes. Green Belts often lead teams that improve business processes in the college

Hybrid Classes: College classes that provide both on-line and face-to-face instructional activities

IBHE: Illinois Board of Higher Education

ICC: Illinois Central College

ICCB: Illinois Community College Board

IPEDS: Integrated Postsecondary Education Data System administered by the National Center for Educational Statistics to provide comparative data with similar colleges and universities

IR: Institutional Research Office

ISBE: Illinois State Board of Education

Illinois Articulation Initiative (IAI): A statewide transfer program consisting of a package of core general education courses that will transfer from one school to another and will count towards a degree at the new institution. Successful completion of these core courses, composed of five categories, can mean a smoother transition to any associate or bachelor’s degree program at participating schools

Institutional Indicator of Effectiveness: a comprehensive set of measures that are used by the Cabinet to monitor the College's performance as it relates to its mission and vision. The strategic objectives are included in these measures and goals are set for each of the metrics associated with the objectives

Instructional Administrators Circle (IAC): Advisory committee made up of the Vice President for Academic Affairs, Deans, Associate Deans and the Director of Organizational Learning

Manager's Retreat: Annual retreat for senior leaders and managers designed for organizational learning, reinforcement of best practices, development of future training modules, and skills development with a focus on the strategic initiatives of the College

NCCBP: National Community College Benchmark Project, a consortium of more than 200 community colleges which facilitates the collection and reporting of comparative data on a defined set of institutional metrics

NCES: National Education Data Systems acts as a single comprehensive system designed to encompass all institutional organizations whose primary purpose is to provide postsecondary education

NILIE: National Initiative for Leadership and Institutional Effectiveness is the organization that developed the PACE Climate Survey

New World: See Student Support Services Program

Noel Levitz: The research organization that scores and interprets the results of the Student Satisfaction Inventory (SSI)

On-line Classes: Classes that are delivered entirely on-line through the internet

PACE: Personal Assessment of the College Environment

PDI: Professional Development Institute
Peoplesoft: An Oracle Corporation software solutions system used by ICC to manage financial, student, customer relations, and human resource systems

Peoria MSA: Peoria Metropolitan Statistical Area made up of the counties of Marshall, Peoria, Stark, Tazewell, and Woodford in Central Illinois

QUEST: Quality Undergraduate Education for Student Transfers – the program facilitates the transition of students from high school, through ICC and to a 4-year college or university

Senior Leaders: See Cabinet

Six Sigma: System used by the college to improve key business practices

SkillsUSA: A national nonprofit organization serving teachers and high school and college students who are preparing for careers in trade, technical and skilled service occupations, including health occupations. It was formerly known as VICA (Vocational Industrial Clubs of America)

SSS: A Student Support Services program referred to as New World at ICC. The grant program is funded by the US Department of Education and administered by the college to assist first generation and at-risk students succeed in college

Staff Who Make a Difference Award: Recognition of staff that live the core values, provide exceptional student service and exemplify teamwork.

Strategic Forum: Consists of management staff and is used to focus the managers on the strategy, promote organizational learning, and facilitate two-way communication.

Student Government Association (SGA): Student body representatives that make recommendations to the administration regarding student concerns; conducts polls regarding needs, opinions and attitudes of students; provides student representation on College committees; assists with charitable and civic activities; and with College events and activities

Studentship Inventory (SSI): This inventory published by Noel-Levitz provides data on perceived student satisfaction in comparison to participating institutions of higher education. The SSI uses a Likert scale of 1 through 7, with 7 being high. The performance gap is determined by subtracting the satisfaction score from the importance score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation.

Student Trustee: Student representative on the Board of Trustees elected by the student body

SWOT: Assessment for the Strengths, Weaknesses, Opportunities and Threats

TLC: Teaching and Learning Center

TouchNet: Credit card tuition payment system

TRiO: Refers to a number of U.S. Department of Education programs including Upward Bound and Student Support Services Program.

True Blue Attitude: A campaign and training program to enculturate customer service among staff

Upward Bound: A U.S. Department of Education grant program administered by the college to assist at-risk grades 8-12 students prepare for college.

Web-based classes: Classes where the instruction is presented using Blackboard with students access the class materials and interact with the instructor and other students electronically.

WIA: Workforce Investment Act

Woodview Commons: On-campus student housing.

Wow the Prez: All forms of communication to the President that acknowledges the quality of an individual(s) who has gone above and beyond expectation in providing service.

Yellow Belt: An introductory training in the Six Sigma philosophy offered to all ICC employees
Illinois Central College (ICC) was founded in 1966 as a public, two-year community college and held its first classes in temporary buildings on its East Peoria campus on September 18, 1967. With three campuses in East Peoria and Peoria, and one site in Pekin, ICC now serves more than 20,000 credit and 14,000 noncredit students each year. The district (District 514) serves 372,000 citizens in a geographic area covering 2,322 square miles. ICC’s operating budget for FY10 was $59,900,610.

The President’s Commission on Higher Education, the 1947 summary report issued at the behest of President Truman, created the foundation for all community colleges, emphasizing education’s role in preserving democracy and strengthening the nation. The report stated, “Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs … so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access.”

Community colleges recognize the contributions of all citizens to their community, nation, and world. True to the spirit of the President’s Commission report, ICC turns no one away and commits itself to a mission by which students’ lives are changed through learning (Figure O-1). The ICC environment is characterized by open communication, diversity of ideas and perspectives, and attention to meeting and exceeding student and stakeholder expectations. ICC turns no one away and commits itself to a mission by which students’ lives are changed through learning (Figure O-1). The ICC environment is characterized by open communication, diversity of ideas and perspectives, and attention to meeting and exceeding student and stakeholder expectations. ICC further articulates the actions it undertakes to fulfill its philosophy and mission in its 2010-11 catalog (p. 338) and on its website: http://www.icc.edu/insideicc/philosophyPolicies.asp.

**Figure O-1 Mission and Vision Statements**

**MISSION:** Through learning, minds change. We believe by changing minds, we can change the world.

**VISION:** We, the people of ICC, are dedicated to becoming an institution that delights our students with relevant and up-to-date classes, exemplary service, and an enriching campus life, all at an affordable cost. We know what it takes for our students to succeed, and we make it happen. Education at ICC leads to successful careers, transfers to baccalaureate degree programs, and lifelong learning experiences for our students.

Our short-hand vision is the three Es – EXCEPTIONAL EDUCATIONAL EXPERIENCE!

ICC’s vision is based on the premise that students should have equal opportunities for earning a college education and should not have to “settle” when they attend a community college. The ICC community strives to surprise its students with the highest quality programs and services. ICC’s Core Values of learning, community, integrity, responsibility, and excellence are the operating principles that guide the College’s decisions and actions.

ICC’s Diversity Pledge articulates the values of learning in an inclusive environment stating, “Illinois Central College stands committed to diversity in all of its dimensions. The College embraces, values, and encourages diversity at all levels of its operation. The College stands for tolerance, non-discrimination, and cultural sensitivity. Inclusion is at the core of Illinois Central College’s educational and service strategies. Respect for diverse individuals will be evident in the College’s interactions with students, employees, and the communities it serves.”

1. **What are your goals for student learning and shaping an academic climate? What are your key credit and noncredit instructional programs, and educational systems, services, and technologies that directly support them?**

ICC’s goals for student learning are an outgrowth of the College’s mission, vision, and values. The College has established general education goals for student learning that outline the skills, knowledge, values, and attitudes students will possess upon completion of a degree (Figure O-2).

Individual academic programs also define and maintain specific learning objectives and receive valuable feedback on program content through standing advisory committees. In many cases, program learning objectives are tied to standards for learning established through affiliations with external accrediting bodies.

**Figure O-2: General Education Goals**

- The student is able to read and think critically.
- The student is able to communicate clearly and effectively.
- The student has the ability to use mathematical skills.
- The student has an awareness of his/her own values as well as an understanding and tolerance for others’ values.
- The student has an awareness/appreciation for his/her own culture as well as other cultures/viewpoints.
- The student can work collaboratively.
- The student has the attitudes and skills required to function in a technological society.
- The student has the intellectual skills needed for continued learning.
- The student has learned knowledge-building skills.
- The student has an awareness of world knowledge and the tools necessary to gain information needed to function as a responsible, productive, and ethical member of society.

Learning outcomes assessment is incorporated into all courses at ICC and program assessment becomes a more mature and sophisticated practice with each annual planning cycle. Assessment of student learning is incorporated with the professional development activities of the Teaching and Learning Center (TLC).

In Spring 2010, ICC completed a four-year project—its first AQIP Action Project—to assess its general education outcomes. A series of focused discussions among ICC faculty, based on the outcomes of this project, will commence during the August 2010 Celebration of Learning.
ICC's key credit programs are: transfer education leading to an Associate degree in Arts and Sciences and which can include coursework in one of 50 specific areas of study; a specialized Associate in Engineering Science degree; 122 different career and technical education programs leading to an Associate in Applied Science degree or certificate; and developmental education for students not yet ready for college. Noncredit programs include corporate training (professional development) and programs for adults and youth. ICC offers programming in four locations—the East Peoria campus (main campus), ICC North, a downtown Peoria campus, and a site in the city of Pekin.

Education is delivered in person at each campus via online, television, independent study, correspondence, and hybrid classes and through field studies. Students can take 16-week, 12-week, 8-week, and 4-week courses; 11-day mini-semester courses; weekend courses; and courses of variable duration based on the needs of students and stakeholders. Over 1,400 high school students take dual-credit classes each year in 33 of the 37 District 514 high schools to accelerate their college careers. Noncredit classes are offered through the Professional Development Institute for individuals seeking to improve work-related skills and through Community Education programming for adults and youth with a desire to continue their learning.

Systems and services directly supporting student learning are identified in Figure O-3.

The College deploys over 2,800 PC-based computers, 100 MACs, and 100 servers across its four campuses. Among the College's classrooms, 180 are fully equipped with AV technology. An additional 61 classrooms have podiums with full AV system support built in for Smart Boards and distance learning.

2. What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

In addition to providing students with instructional programming and academic support services (Figure O-3), the College offers a wide variety of campus- and community-based programs and services designed to enrich the lives of its students and community. These services include: student athletics and recreational activities, including intramural and intercollegiate sports teams (five for men and five for women); food services on all three campuses; over 60 different student-run clubs and organizations; and the Student Education and Service Ambassadors (SESA) program, which allows students to participate in short-term or ongoing volunteer service to the community or on campus.

![Figure O-3: Student Success Resources](image-url)

<table>
<thead>
<tr>
<th>SERVICE OR OFFICE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVISEMENT</td>
<td></td>
</tr>
<tr>
<td>Access Services</td>
<td>Services for students with sensory, physical, or learning disabilities</td>
</tr>
<tr>
<td>Advising and Counseling</td>
<td>Academic advising and personal, confidential help for all students</td>
</tr>
<tr>
<td>New World Services</td>
<td>Academic support for students who qualify by TRIO program guidelines</td>
</tr>
<tr>
<td>QUEST</td>
<td>“Community of learning” for high school students transitioning to ICC and then transferring to a four-year institution</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>Assistance for transition to a four-year institution</td>
</tr>
<tr>
<td>SERVICES</td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>Textbooks, software, school supplies</td>
</tr>
<tr>
<td>Career Center</td>
<td>Resources and workshops to help make career choices</td>
</tr>
<tr>
<td>Child Care Center</td>
<td>Daycare for two- to five-year-olds on an hourly or full-time basis</td>
</tr>
<tr>
<td>Computer Help Desk</td>
<td>Primary point of contact for technology questions</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Financial assistance through grants, scholarships, and loans</td>
</tr>
<tr>
<td>Special Academic Services</td>
<td>Financial assistance and tutoring for applied science programs</td>
</tr>
<tr>
<td>Student Services Center</td>
<td>Assistance with admission, registration, records, and graduation</td>
</tr>
<tr>
<td>Testing Center</td>
<td>Administration of placement, make-up, ACT, ASE, CLEP, EMT, NICET, and NLN exams</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>Determination of eligibility for educational benefits</td>
</tr>
<tr>
<td>STUDY RESOURCES</td>
<td></td>
</tr>
<tr>
<td>Computer Labs</td>
<td>Open computer labs</td>
</tr>
<tr>
<td>Learning Labs</td>
<td>Drop-in tutoring for several subjects and assistance with Blackboard, MS Office, and study skills</td>
</tr>
<tr>
<td>Learning Resource Centers (libraries)</td>
<td>Computers available for student use and research assistance</td>
</tr>
<tr>
<td>Math Lab</td>
<td>Tutoring, videos, solution manuals, calculators</td>
</tr>
<tr>
<td>The Studio</td>
<td>Assistance with writing assignments and skills; computers available for research and writing assignments</td>
</tr>
</tbody>
</table>
Also, through the ICC Educational Foundation, the College is able to offer students the opportunity to live on campus. Woodview Commons provides residential living for 330 students each year.

ICC also offers a comprehensive arts schedule for students and the community. Programming includes guest artists, live theatre, concerts, Travels Through Literature book discussions, art exhibits, dance performances, and a foreign film festival. The ICC Performing Arts Center is the home for four performance companies-in-residence: the Prairie Wind Ensemble, the Heart of Illinois Chorus, the Philharmonic Chorale, and the TazWood Dance Company.

To support the health and well-being of the community, ICC offers four physical education classes as an introduction to the fitness center. The College is currently constructing a CougarPlex which will expand its fitness programming.

Two noteworthy services through which ICC upholds its core values and mission are the ICC Educational Foundation and the Diversity Department. ICC’s Educational Foundation was established in 1986 to raise funds for scholarships. According to the Noel-Levitz Student Satisfaction Inventory (SSI), affordability and the availability of financial aid are two of the primary reasons why students choose to attend ICC. As a result, the Foundation plays a critical role in fulfilling ICC’s mission.

The ICC Educational Foundation has a current endowment totaling $10,673,950, ranking it among the largest community college endowments in Illinois. The ICC Foundation raises in excess of $1 million each year in support of scholarships, initiatives, and capital projects.

As community colleges are the primary avenue for access to higher education among minorities, the College’s Diversity Department was created to respond to this need. The Diversity Department administers programs and services that provide outreach and support to underrepresented populations including low-income and first-generation college students, minorities, and disabled students. The Diversity Department also coordinates international education opportunities including student exchange programs with multiple countries. Events and activities support a broad range of diverse cultures and serve to inform, educate, and affirm.

3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

ICC markets its programs to the residents of District 514. To assist with its recruitment efforts, ICC examines the needs of four distinct market segments. The requirements of traditional students (age 18 and over), nontraditional students (age 25 and over), and African-American students, as measured by the Noel-Levitz SSI, are shown in Figure O-4. High school administrators, who make decisions relative to dual-credit offerings, represent the fourth market of importance to ICC. The requirements and expectations of high school administrators for dual credit are the availability of appropriately certified teachers, transferability of dual-credit courses, and affordability.

Once enrolled, credit students are segmented into three groups based on their academic interests and abilities: transfer, career and technical, and developmental. Noncredit students, who numbered 14,891 in FY09, are segmented into two groups: corporate students seeking training to enhance workplace skills and community education students seeking noncredit workshops for stimulation or for skills development.

Figure O-4: Requirements by Market and Student Segment

<table>
<thead>
<tr>
<th>REQUIREMENTS AND EXPECTATIONS (RANKED BY TOP 5)</th>
<th>MARKET SEGMENT</th>
<th>STUDENT SEGMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes scheduled at convenient times</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Quality of instruction in most classes is excellent</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Registration with few conflicts</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Variety of courses</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Advisor knowledgeable about transfer requirements</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Safe and secure campus</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty knowledgeable in their fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affordable cost</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advisor knowledgeable about program requirements</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advisor helpful in determining class schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The defined program outcomes match actual outcomes</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Easy registration and payment process</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Convenient parking and location of classes</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Figure O-5 details the requirements and expectations of ICC’s key stakeholders, which include employers who seek a well-trained labor force and the community-at-large.

Figure O-5: Key Stakeholder Requirements

<table>
<thead>
<tr>
<th>STAKEHOLDER GROUPS</th>
<th>REQUIREMENTS AND EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-at-Large</td>
<td>Accessibility</td>
</tr>
<tr>
<td></td>
<td>Affordability</td>
</tr>
<tr>
<td></td>
<td>Quality instruction</td>
</tr>
<tr>
<td></td>
<td>Awareness of offerings</td>
</tr>
<tr>
<td></td>
<td>Outreach to diverse populations</td>
</tr>
<tr>
<td></td>
<td>Articulation and links to K-12</td>
</tr>
<tr>
<td>Employers</td>
<td>Skilled workforce demonstrating technological and soft skills</td>
</tr>
<tr>
<td></td>
<td>Accessibility</td>
</tr>
<tr>
<td></td>
<td>Awareness of ICC’s workforce and training capabilities</td>
</tr>
<tr>
<td></td>
<td>Active involvement in economic and workforce development</td>
</tr>
</tbody>
</table>
ICC is the only publicly funded undergraduate institution of higher education within District 514 and no other institution in the area serves comparable numbers of students. Bradley University, a four-year, private, non-profit university, draws its enrollment from throughout the nation. Robert Morris University, a private university offering associate and bachelor degree programs, enrolled 198 students in Fall 2009. Midstate College, a private, for-profit college offering associate and bachelor degree programs, had a Fall 2009 enrollment of 666 students. Midwest Technical Institute (MTI) opened in East Peoria in 2009 as a career and technical school offering certificates in allied health; welding; and heating, ventilation, air conditioning, and refrigeration. MTI enrolled 205 students in Fall 2009. Competition within the geographic boundaries also includes two hospital-operated nursing schools.

4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?
In Fall 2009, ICC employed 1,267 individuals in four major work groups: faculty, management, classified, and custodial/maintenance. Figure O-6 provides a profile of the employee groups.

Thirty percent of ICC’s faculty is employed full-time; however, full-time faculty generate 54% of all credit hours taught at ICC. In Fall 2007 (the most recent year for comparison data), ICC ranked at the 50th percentile among National Community College Benchmark Project (NCCBP) colleges for credit hours taught by full-time faculty. The use of adjunct faculty offers the College flexibility in responding to fluctuations in enrollment and brings to the classroom the experiences of individuals working in specific career fields.

Management, adjunct faculty, and classified staff are not represented by unions. Full-time faculty at ICC are represented by an independent, locally formed bargaining unit—the ICC Faculty Forum. Custodial/maintenance employees are represented by the United Brotherhood of Carpenters and Joiners of America Local #2189, which is affiliated with the Mid Central Illinois District Council of Carpenters. Management fosters a positive work environment by incorporating the principles of interest-based bargaining in negotiations and maintaining open dialogue throughout the year.

ICC’s work systems were reviewed and revised upon the arrival of the current President in 2001. Work systems are reviewed at least annually as part of the strategic planning process. As the strategy is developed, work systems may be redesigned and assigned to a different Cabinet member based on a variety of factors. One of the more recent changes in ICC’s work systems occurred in FY09 when Student Financial Services was moved from the Academic Affairs Division to the Finance and Administration Division.

Faculty and staff are hired based on the qualifications specified for a particular position. Professional development is aligned with College, division, department, and program goals.

5. What strategies align your leadership, decision-making and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?
ICC’s senior leadership, led by the President, is responsible for fulfilling the College’s mission, preserving the values, and achieving the vision of the College. The President serves as the Chief Executive Officer and is held accountable by the ICC Board of Trustees.

The President appoints and leads a ten-member Executive Cabinet that consists of three Vice Presidents, one Associate Vice President, two Deans, the President of the Faculty Senate, and three Executive Directors (Human Resources, Foundation, and Diversity).

The Cabinet is responsible for establishing and monitoring measures by which the College’s performance is monitored. The Cabinet, with feedback of the strategic planning participants and the Board of Trustees, establishes the strategy, develops actions plans, and implements them to achieve the vision.

The Cabinet is responsible for carrying out Board policies and ensuring that decisions and actions align with the requirements of the Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE). The Cabinet is also responsible for ensuring compliance with requirements of regulatory and accrediting bodies.

The Cabinet members serve as liaisons to the Board of Trustees, preparing agenda and action items for the monthly Board meetings. Cabinet members provide a conduit for communication between the Cabinet and departments of the College. The Cabinet meets weekly and makes its meeting minutes available to the College community.

Figure O-6: Employee Profile

| CATEGORY                        | NO.  | PART-TIME | GENDER | W/I/B/H % | H.S. DIPLOMA | SOME COLLEGE | CERTIFICATE | ASSOCIATES | BACHELOR’S | MASTER’S | FIRST PROFESSIONAL | DOCTORATE | UNKNOWN | OTHER |
|--------------------------------|------|-----------|--------|-----------|--------------|--------------|-------------|------------|------------|-----------|----------|---------------------|-----------|----------|-------|
| Faculty                        | 664  | 70%       | 47%    | 92/4/1    | 6            | 25           | 16          | 45         | 147        | 376       | 1        | 48                  | -         | -        | -     |
| Management                     | 273  | 33%       | 34%    | 90/9/0/1  | 30           | 60           | 3           | 31         | 83         | 58        | 1        | 6                   | 1         | 6        | -     |
| Classified                     | 172  | 40%       | 6%     | 88/10/1   | 48           | 84           | 2           | 24         | 7          | 1         | -        | -                   | 6         | -        | -     |
| Custodial/Maintenance/Trades   | 158  | 47%       | 56%    | 86/12/1   | 74           | 45           | 8           | 8          | 5          | -         | -        | 14                  | 4         | -        | -     |
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. The topics selected for discussion at the Strategic Forum enhance the skills and knowledge of managers.

ICC creates a strong and clear orientation to its mission, vision, and core values, as well as to the College’s overall governance structure, by emphasizing these elements of its culture in the hiring and employee orientation processes. The College strives to articulate the expected behaviors of ICC employees in accordance with the core values, and revisits them with employees during the performance appraisal process.

Finally, through the involvement of senior leaders in the community in various initiatives and through service on organizational and non-profit boards, the College demonstrates its commitment to the well-being of the community. This involvement provides valuable insight into the needs of the community and, as a result, impacts decisions made at the College. ICC has built a reputation for being responsive to the needs of the community.

6. What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

ICC’s key work processes (Figure 6P1-1) are designed to deliver value to students and stakeholders and contribute to student success. ICC’s key processes are those that are critical to protecting and safeguarding ICC’s core competencies of quality instruction, program and course variety, and affordability.

Each division, department, and program of the College is annually required to develop a program plan, including administrative support units. The plan requires the program to define its purpose, measure its performance, analyze root causes of variability, suggest improvements, and report on its progress toward its goals. The need for modifications to the work systems and processes are most often identified during the program planning process and because program planning is integrated with the College’s strategic planning process, this ensures alignment with the College’s mission and values. It is within this context that specific strategies are developed and deployed, primarily through the work of cross-functional teams.

The Six Sigma Steering Committee provides leadership for process review. Six Sigma Black Belts work with process owners to update process maps and measures for the key work processes for which they are responsible.

In addition, by virtue of its adherence to the AQIP process of accreditation, the College develops and continually revises this self study—its Systems Portfolio—and identifies action projects that address improvements at the College. This provides an additional perspective in support of mission-aligned performance improvement.

Furthermore, as noted above, monthly Strategic Forum meetings provide the avenue for senior leaders to discuss the strategy and key institutional measures of performance with managers. Managers are responsible for keeping staff members informed about what they learned in Strategic Forum and focus on their areas of responsibility relative to the College strategy. Topics of discussion during these sessions include a review of the internal assessment and external scan, service excellence, budgeting, program plans, and best practice research.

ICC’s main campus is located in East Peoria, Illinois on 432 acres. The site amenities include wooded areas, agricultural fields, an arboretum, and facilities with 808,925 square feet of space. The downtown Peoria campus has two buildings, the Perley and Thomas buildings, with 94,671 square feet. The north campus, also located in Peoria, has 227,232 square feet. ICC South, located in the city of Pekin, opened for classes in January, 2009.

7. What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

ICC monitors its performance against a set of Institutional Indicators of Effectiveness identified by the Cabinet as the measures that define how well ICC carries out its mission and vision. In accordance with the strategic plan, one- and two-year goals are established for areas where improvements are needed in order to achieve the vision. These goals focus the work of the College.

The College structures its measurement system around four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value. Key measures to address the strategic priorities are selected and/or modified as part of the strategic planning process. The Institutional Research (IR) Office collects and reports data related to the strategic priorities. The strategic goals are integrated with other program-specific data and are given to the managers and program coordinators in order to focus planning efforts at the division, department, and program levels. At its weekly meeting, the Cabinet reviews the College’s progress toward achieving its goals and alters plans, as needed.

When possible, ICC selects key comparative data that will provide benchmark information against competitors and/or comparison groups. The following research-based national organizations and instruments provide comparison data:

- The National Community College Benchmark Program (NCCBP)
- The Community College Survey of Student Engagement (CCSSE)
- The Noel-Levitz Student Satisfaction Inventory (SSI)
- The Personal Assessment of the College Environment (PACE) published by the National Initiative for Leadership and Institutional Effectiveness (NILIE)

Standardized data are available from the Illinois Community College Board for comparison with other Illinois community colleges. The College also uses data gathered from the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS).

The IR Office manages the primary data that are transformed into usable organizational information for the workforce. The IR Office disaggregates data to assist in decision-making by departments and teams working on specific projects.
Currently, each departmental unit has a mapped network drive that provides access to information by employees within a department. Information that needs to be shared across departmental lines is available on the Q-drive. Employees are also provided access to organizational and department data on the Q-drive under the “IR Quick Access” folder.

In FY10, ICC began the process of establishing an institutional data warehouse to improve access to data by the College community. Each Cabinet member will have a scorecard with division measures that align with the institutional measures. Cabinet members will have the ability to drill down to the individual student level to view the data that comprise any individual measure.

8. What are the key commitments, constraints, challenges, and opportunities with which you must align your organization’s short- and long-term plans and strategies?

Illinois Central College is faced with a number of challenges in the near and distant future. In the decade ahead, economic forecasts indicate that there will be inadequate numbers of college-educated individuals in the Tri-County area to replace the retiring workforce. The number of high school graduates in District 514 is projected to peak in 2012 and decline through 2018 and little or no overall population growth is anticipated in the Tri-County area. The most significant growth in population will occur among the group aged 65 years and older. ICC’s role in attracting and preparing adequate numbers of skill-ready individuals to take the place of retirees will be a critical challenge in the future.

The need to prepare individuals for the workforce is further complicated by the fact that many incoming freshmen entering ICC are unprepared for College. Currently, only 48% percent of placement tests score into college-level English and just 23% score into College-level math. Consequently, the College has expanded its foundational course offerings and added full-time faculty to teach these courses.

Since regular administration of the SSI was begun in 2004, students rated satisfaction with their college experience at levels similar to the students in other colleges administering the SSI. As the College community is committed to providing an “exceptional educational experience,” this is seen as a challenge by the College.

Student engagement, the amount of time and energy students invest in meaningful educational practices, is a critical factor in student persistence and success. As measured by the Community College Survey of Student Engagement (CCSSE), engagement at ICC is average. As a result, efforts to improve student engagement remain at the forefront of the strategic plan.

State revenues, once a major funding source, have declined over the past decade. At a time when ICC is experiencing a dramatic increase in enrollment, the College must find new ways to maximize the use of its resources.

Despite these challenges, ICC is leveraging a number of advantages and opportunities. ICC’s core competencies (quality instruction, comprehensive programs, and affordability) provide ICC a competitive advantage. In addition, the economic climate is causing many adults to consider education a necessary alternative during a period with few job openings. Despite the short-term challenges for these individuals, the long-term consequences of this decision will benefit the individual and the community.

The College’s efforts with promoting diversity have attracted increased numbers of African-American students to ICC. The addition of a new site in Pekin has also provided ICC with the ability to expand programming and improve accessibility for Tazewell County residents.

The Blueprint for the Future, ICC’s strategic plan, was designed to address the challenges and leverage ICC’s advantages. Highlights of the plan are outlined in Figure 8P1-2.

9. What key partnerships and collaborations, external and internal, contribute to your organization’s effectiveness?

Illinois Central College collaborates with an extensive group of organizations, individuals, and businesses in order to carry out its mission and achieve its vision. ICC’s primary partners fall into the following categories:

**Education:** Working cooperatively with the Higher Learning Commission of the North Central Association (HLC), the Illinois Community College Board, and the Illinois Board of Higher Education ICC ensures that standards of quality established for higher education are maintained. 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. In order to ensure the transferability of credit courses and success of students upon transfer, ICC partners with baccalaureate institutions. Figure O-7 identifies some of these strategic partners and the nature of the relationship.

**Figure O-7: Strategic Partners—Education**

<table>
<thead>
<tr>
<th>ENTITY</th>
<th>NATURE OF RELATIONSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Learning Commission</td>
<td>Accreditation through the Academic Quality Improvement Program (AQIP)</td>
</tr>
<tr>
<td>Illinois Community College Board</td>
<td>Program approval, revenues, state reimbursement, Illinois Articulation Initiative (IAI), grants to support educational initiatives</td>
</tr>
<tr>
<td>Illinois Board of Higher Education</td>
<td>Illinois Articulation Initiative (IAI), program approval</td>
</tr>
<tr>
<td>Area P-12 Schools</td>
<td>Feeders of students to ICC, articulation agreements, in-school tutoring, alternative high school, dual credit, dual enrollment, educational opportunities for parents, Upward Bound (TRIO program)</td>
</tr>
<tr>
<td>Tech Prep Consortium</td>
<td>Regional Career and Technical Education programs</td>
</tr>
<tr>
<td>Other Illinois Community Colleges</td>
<td>Cooperative agreements</td>
</tr>
<tr>
<td>Baccalaureate Institutions</td>
<td>Receivers of ICC students, articulation agreements, 2+2 agreements, dual enrollment</td>
</tr>
<tr>
<td>International Educational Institutions</td>
<td>Student and faculty exchanges</td>
</tr>
</tbody>
</table>
Government and Community: ICC has developed strong strategic relationships with governmental and community agencies to provide support to students and to better serve the residents of District 514. Figure O-8 identifies some of these strategic partners and the nature of the relationship.

**Figure O-8: Strategic Partners—Government and Community**

<table>
<thead>
<tr>
<th>ENTITY</th>
<th>NATURE OF RELATIONSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Department of Education</td>
<td>New World Academic Support Program and Upward Bound (TRiO programs), grants</td>
</tr>
<tr>
<td>Local Community and Social Agencies</td>
<td>Support services for students, transition to college programs, basic employment skill training</td>
</tr>
</tbody>
</table>

Business and Economic Development: Developing strong partnerships with key business and economic development entities brings real-world experience to the educational experience and enhances the quality of education at ICC. Figure O-9 identifies some of these strategic partners and the nature of the relationship.

**Figure O-9: Strategic Partners—Business and Economic Development**

<table>
<thead>
<tr>
<th>ENTITY</th>
<th>NATURE OF RELATIONSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Network, CareerLink</td>
<td>Support for training, job placement services, input in determining local labor market related training needs</td>
</tr>
<tr>
<td>Local and State Law Enforcement Agencies</td>
<td>Support for Central Illinois Police Training Center, student internships, participation on program advisory committees, receivers of ICC graduates</td>
</tr>
<tr>
<td>Health Care Providers</td>
<td>Clinical site for health careers students, participation on program advisory committees, receivers of ICC graduates</td>
</tr>
<tr>
<td>Area Businesses and Industries</td>
<td>Donations of equipment, student internships, participation on program advisory committees, receivers of training for incumbent employees, receivers of ICC graduates, support for college initiatives through the ICC Foundation</td>
</tr>
</tbody>
</table>

Internal Partnerships: Twenty-four standing committees at ICC address topics such as curriculum, personnel, and technology. Six Sigma, AQIP, and Blueprint for the Future teams allow employees to work across divisional lines to focus on specific issues and to improve key business processes, foster strong internal relationships, and enhance communication.
AQIP Category One, Helping Students Learn, focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your organization’s credit and noncredit programs and courses, and on the processes required to support them.

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

Illinois Central College’s “Purpose of General Education” statement and seven accompanying general education goals were first developed in 1993 under the leadership of the academic dean. In 1995, the College formed the General Education Review Committee (now the General Education Committee), a standing, cross-disciplinary committee comprised of faculty members and deans/associate deans. The General Education Committee has since reviewed and revised the goals for General Education (Figure O-2). The Committee reviews the general education goals annually for appropriateness and relevance and determines a course of action should the Committee decide to take up the issue of revision. Such was the case in 2007, when the Committee saw an opportunity to improve the goals; however, an AQIP Action Project addressing assessment of the goals had just begun, so the Committee elected to table the conversation until the conclusion of the project in 2010. The General Education Committee affirms the goals annually by vote.

The College believes the general education goals should provide the foundation for all degree-seeking students’ educational endeavors. Each credit course offered at ICC has an official syllabus, which includes the following information:

A. General information
B. General education goals
C. Course learning objectives
D. Materials of instruction
E. Methods of presentation
F. Methods of assessment of student learning
G. Evaluation of student achievement
H. Course content

The stated learning objectives for the course are also linked to the specific general education goal(s) that is addressed when that course objective is met. As mentioned in the Institutional Overview, the College is in the last year of a long-term general education goal assessment project. The project’s FY10 goal is to have at least one general education goal assessed in each course taught. Faculty members assess and report the degree of student mastery of at least one course objective that addresses a general education goal. These assessments are then compiled by the College to ensure that all general education goals are assessed (Figure 1P1-1).

General education requirements are a central component of each degree program at Illinois Central College (Figure 1P1-2). As part of the curriculum and course approval process (Category 1P3), a new course can be designated as a general education course. For Associate in Arts and Sciences and Associate in Engineering Science degrees, only courses that are part of the Illinois Articulation Initiative (IAI) can be taken by students to meet general education degree requirements.

New ICC courses are reviewed by the appropriate IAI panel, and if approved by that panel, the information is presented to the General Education Committee by the campus IAI representative. The Committee then votes to change or update the general education degree requirements and the College catalog is then modified and reviewed for accuracy.

IAI courses may also be added to the Associate in Applied Science and General Education degrees by the same process. If a particular degree program requires only one course to meet its general education requirement, courses with prerequisites which also fulfill that requirement are not included as possible general education courses for these degrees. Non-IAI courses can serve as general education courses for these two degrees. To add a non-IAI approved course, the course developer, a member of the faculty or the academic administration, presents the course to the General Education Committee at its regularly scheduled meeting. Materials presented must support its value as a general education course for these degrees and specific programs. If approved by the Committee, the changes are edited as above.

The General Education Committee convenes monthly to review the College’s core general education curriculum for its alignment with Illinois Board of Higher Education (IBHE) standards for general education and program articulation. The Committee makes recommendations for changes to the core general education curriculum to the College’s Vice President for Academic Affairs and the Curriculum Committee, should it find inconsistencies with IBHE standards.

Please see Category 111 for a discussion of recent improvements ICC has pursued in the assessment of these common learning objectives.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

The faculty members serving as program directors/teaching chairs for Career and Technical Education programs (applied science degrees and certificates) are responsible for establishing and revising the learning objectives within their respective disciplines. They do this annually in consultation with the program’s Career and Technical Education Advisory Committee which is composed of professionals in the field, business leaders, and faculty. The advisory committees review and provide feedback and recommendations on the program layout and on general program objectives. The minutes of the
Committee's processes are described later in this category presented to the College's Curriculum Committee. The Curriculum program's objectives that impact course syllabi, those changes are on a five-year, rotating basis according to the program's Classification Should program directors/teaching chairs recommend changes to the of Instructional Program (CIP) code. Additionally, the ICCB requires ICC to annually complete the Accountability and Education follow-up data, certification exam results, and, as mentioned above, advisory committee feedback. Additionally, the ICCB requires ICC to annually complete the Accountability and Productivity report. This report includes a review of selected programs on a five-year, rotating basis according to the program’s Classification of Instructional Program (CIP) code.

Should program directors/teaching chairs recommend changes to the program’s objectives that impact course syllabi, those changes are presented to the College’s Curriculum Committee. The Curriculum Committee’s processes are described later in this category (Category 1P3).

Program directors/teaching chairs overseeing programs leading to an Associate in Arts and Sciences degree and the Associate in Engineering Science degree follow a similar process of determining learning objectives using IAI requirements, transfer agreements, program/degree completion agreements, disciplinary experts (internal and external), and consortia/professional associations.

For the Associate in Arts and Sciences, recommended course work to complete the degree for students intending to take a particular major at a transfer institution are determined in multiple ways. The Transfer Center works closely with both primary transfer institutions and with institutions identified by individual students to help ensure that ICC courses meet transfer requirements. Departmental advisors regularly contact their counterparts at four-year institutions to determine recommended courses for transfer students, and www.itransfer.org provides a comprehensive course transfer evaluation for students transferring to Illinois public universities. Recommended changes to course syllabi follow the process described in Category 1P3.

The umbrella departmental name for noncredit training at ICC is Corporate and Community Education. Corporate noncredit training is offered through the Professional Development Institute (PDI), a division of the College serving business professionals, businesses, governmental entities, and organizations. Noncredit training is also offered through community education programs geared to different learners. Adult Community Programs address the needs and interests of lifelong learners. College for Kids addresses the needs and interests of 4th through 10th grade students. These workshops are designed for individuals with a desire to continue their learning, but have no specific, job-related need.

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**Figure 1P1-2: General Education Hours by Degree Type**

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>ENGLISH</th>
<th>COMMUNICATION</th>
<th>SOCIAL SCIENCES</th>
<th>HUMANITIES (incl. fine arts)</th>
<th>MATH</th>
<th>LABORATORY SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTSC</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>APPLSC</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>7 total, combined with Lab Science</td>
</tr>
<tr>
<td>AES</td>
<td>3-6 (total of 6 semester hours in English and Communication)</td>
<td>0-3 (total of 6 semester hours in English and Communication)</td>
<td>3-9, a total of 12 hours in social science and humanities combined (minimum 3 hours in Social Science)</td>
<td>3-9, a total of 12 hours in social science and humanities combined (minimum 3 hours in Humanities/Fine Arts)</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>AGE</td>
<td>3-6 (total of 6 semester hours in English and Communication)</td>
<td>0-3 (total of 6 semester hours in English and Communication)</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

ARTSC = Assoc. in Arts and Sciences; APPLSC = Assoc. in Applied Science; AES = Assoc. in Engineering Science; AGE = Assoc. in General Education
Training opportunities developed through PDI are customized to meet the specific needs of the client. The Coordinator or Business Outreach Representative meets with the business official to understand their needs. A standardized curriculum provides a starting point for discussion. By listening to and understanding the client’s needs, PDI is able to tailor the learning objectives to meet the company’s needs and requirements.

For classes open and advertised to the general public, PDI designs the curriculum, taking into consideration several different factors. For example, the learning objectives for a computer class cover major functionalities of the specific software. The learning objectives in these situations are based on recommendations from the software manufacturers (e.g., Microsoft, Cisco, Adobe, etc.), courseware providers (e.g., Element K), and/or the “real world” experiences of the instructors. PDI takes this input and structures several learning levels for each software product so that a student continues to build their knowledge from basic to advanced levels.

The Adult Community Program coordinators identify which programs to offer based on requests for ideas solicited on workshop assessment and through focus groups and consultation with its advisory committee. Once a program idea has been established, the coordinators secure an instructor and work with the instructor to identify the objectives to be covered. College for Kids programs are developed based on feedback solicited from prior College for Kids participants and parents. Once a program idea is identified, an instructor is secured and the coordinator works with the instructor to identify and establish the learning objectives.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

New programs and courses are designed to meet the labor market needs of the College’s district and follow the steps outlined in the New Program Development process (Category 3P3) to ensure that appropriate learning objectives and content delivery strategies are designed into each program. The New Program Development process incorporates a thorough labor market analysis component that deans/associate deans and faculty members proposing new programs use to determine the level of need in the employer community for the associated skills and competencies. Included in the analysis are data related to projected occupational demand (overall and within specific industries), estimates of entry-level and median wages at placement, breakdowns of significant potential capital or personnel costs, and brief profiles of competitors’ programs within the College’s district and the state, among other data. The College’s Instructional Administrator’s Circle (IAC) reviews these new program proposals prior to their submission to the ICCB Curriculum Committee to assess, in part, the strategic or competitive advantage each program will have in comparison to other local programs. The steps for this process were developed as an outcome of the work of a Six Sigma team in 2008 to create greater efficiencies in the gathering and analysis of labor market data to more quickly identify and move needed programs into active status.

New courses and programs of study are then reviewed by the Curriculum Committee. The Curriculum Committee consists of ten faculty members, eight elected from the academic departments, two at-large members, and two alternates (who serve in the absence of regular members). Four members of the College’s academic administration are selected by the Vice President of Academic Affairs. The Coordinator of Instructional Services, who also serves as the College curricular liaison to the ICCB, serves as a member of the committee as well. The Curriculum Committee reviews all changes to currently offered courses. Changes to Section A in the official course syllabus (Category 1P1) are reviewed by the entire committee. Changes to sections B through H are reviewed by a subcommittee, which recommends approval to the entire committee. All program changes are reviewed by the entire committee. The Curriculum Committee meets monthly during the academic year to review curricular changes. All curricular changes are made and submitted electronically via the internal curriculum development system.

The Coordinator of Instructional Services provides workshops and one-on-one tutoring in the use of the curriculum development system to faculty and staff members who are writing program proposals. Beginning in 2006, the curriculum development procedures, forms, and ICCB requirements were placed online to improve access and reduce cycle time.

All noncredit departments within Corporate and Community Education “fact find” by closely monitoring national, regional, and local news and trends in order to identify potential new program ideas. In addition, competitors and their offerings are monitored on a consistent basis. This information is coupled with outreach visits to businesses and organizations, feedback from past participants, and focus groups. As an RFP process is sometimes used by employers or governmental entities seeking training, coordinators will design the programs to meet the RFP specifications. PDI’s director will follow up with the employer any time the College loses the opportunity in order to discover how competitors have positioned themselves to secure the business. With these information sources, PDI also draws upon individuals with expertise to assist coordinators in designing programs that are competitive.

1P4. How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?

Illinois Central College follows the processes and procedures for the approval of new instructional programs and courses developed and administered by the College’s Curriculum Committee as described in 1P3 and 3P3. To ensure that new Career and Technical Education programs and courses take into account the integration of learning objectives, student support needs, and labor market concerns, the Curriculum Committee requires a thorough survey of data and evidence to justify the need for the addition, as well as to demonstrate sustainability (Figure 1P4-1). All new Career and Technical Education programs approved by the Curriculum Committee are reviewed and approved by the Board of Trustees prior to submission to ICCB for approval.
Figure 1P4-1: Key Information for Career and Technical Education Curriculum Approval

<table>
<thead>
<tr>
<th>SECTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A: Feasibility Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Curriculum Description</td>
<td>The program's purpose; types of jobs for which it would train grads; the target population (e.g., current employees and/or persons desiring career entry); unique or noteworthy features of the program; relationship of the program to existing curricula at the college (e.g., how it complements or shares resources with existing programs)</td>
</tr>
<tr>
<td>Labor Market Need</td>
<td>Supply-Demand Data; alternate documentation (if supply-demand data are not applicable or available); need summary; planning and collaboration (e.g., Education-to-Careers partnership, Tech Prep consortium, regional community college/university consortium, etc.)</td>
</tr>
<tr>
<td>Enrollment Data</td>
<td>Projected enrollments and completions for three years</td>
</tr>
<tr>
<td><strong>Part B: Curriculum Quality and Course Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Curriculum Information</td>
<td>Courses within the proposed program, including credit hours, lecture contact hours, and lab contact hours; articulation; course syllabi; work-based learning; equipment</td>
</tr>
<tr>
<td>Education and Skills Requirements</td>
<td>Employer input, skill levels, skill standards and credentialing process</td>
</tr>
<tr>
<td>Assessment of Student Learning</td>
<td>Ensures coverage of student learning objectives; methods of assessment of student learning; and program improvement</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty qualifications, needs by full-time and part-time status</td>
</tr>
<tr>
<td>Academic Control</td>
<td>If another entity is involved, describes how the College maintains academic control, including student admissions, faculty, and program content and quality; also addresses contractual and cooperative agreements</td>
</tr>
<tr>
<td>Cost Data</td>
<td>Source of funds; projected costs by category such as personnel, equipment and facility costs</td>
</tr>
</tbody>
</table>

Source: ICC Curriculum Committee

The New Program Development process described in 3P3 has been designed to answer the majority of the data needs relative to program justification. Other data requirements, including core learning objectives, to accompany new program and course proposals are listed in Figure 1P4-2.

Figure 1P4-2: Additional Data for New Career and Technical Education Programs/Courses

<table>
<thead>
<tr>
<th>SECTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Describes the employment objectives, purpose of the program, and the type of students to be served</td>
</tr>
<tr>
<td>Program Information</td>
<td>Includes labor market justification and description of approval/accreditation procedures or regulatory review, if required</td>
</tr>
<tr>
<td>Curriculum Layout</td>
<td>A complete curriculum layout as it will appear in the College catalog</td>
</tr>
<tr>
<td>Proposed Syllabi</td>
<td>Course(s) to be included in this proposal that will be added/modified/withdrawn. Includes a syllabus for each course</td>
</tr>
<tr>
<td>Resources</td>
<td>Describes additional resources required in order to offer this program such as labs, specialized equipment, computer software, etc</td>
</tr>
<tr>
<td>Program Goal and Assessment Form</td>
<td>Goals established for the program (not individual classes) and used as baseline information for future program improvements</td>
</tr>
<tr>
<td>Advisory Committee Minutes/Comments</td>
<td>Copies of advisory committee minutes and/or comments received regarding this proposal</td>
</tr>
</tbody>
</table>

Source: ICC Curriculum Committee

The entire focus of the Professional Development Institute at ICC is to provide noncredit instruction that can be flexibly scheduled to accommodate a wide variety of work schedules. By working with the employer to design the curriculum, the learning objectives focus on workplace skills that can be put to use on the job immediately. Instructional delivery options can include online, classroom, or a combination, in order to provide the client with many options.

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue.

According to the College catalog, “Illinois Central College maintains an open-door, open-access policy with regard to general admission to the College. Although selected programs have established and maintained specific admission requirements, applicants will be admitted to the general programs of the College. Placement tests and academic advisement will be utilized to determine the appropriate courses in which the student should enroll,” (page 11, 2009-2010 Catalog).

For students enrolling in transfer programs, recommended minimum high school coursework is also included in the College catalog. These recommendations are based upon the Illinois Board of Higher Education and Public ACT 86-0954. There are no systematic procedures in place to ensure that students registering meet these recommendations.
For each Career and Technical Education program, there is a recommended course sequence. The recommended course sequence is designed to ensure that students enrolling in subsequent courses have the requisite skills. The recommended course sequences are determined by the faculty in that area in consultation with the advisory committee for that program and accreditations standards where applicable.

Identifying required or recommended prerequisites for new courses is a requirement of the new course approval process as established by the College’s Curriculum Committee and is required information in the curriculum development system. New courses submitted for approval with an accompanying prerequisite (or prerequisites) must include the rationale for their inclusion and the Curriculum Committee must approve the prerequisite before submitting the proposal to the ICCB for inclusion in the College catalog. Course prerequisites are determined by the faculty and as dictated by the course content.

Due to high attrition rates for Health Career programs, a new admissions process in Health Careers was developed by a Six Sigma Project in 2008, based on:

- College cumulative GPA
- ACT score
- Grade point average earned in prerequisite courses
- Grade point average earned in general education courses
- Previous health degree or certificate or licensure in health discipline
- Work/volunteer experience in health field

The Caterpillar Dealer Service Technology Program requires sponsorship by a supporting CAT dealer. The General Motors Automotive Service Educational Program also requires that GM-ASEP students be sponsored by an approved General Motors dealership or AC Delco TSS Service Center. For this program, a student must apply to the College, take the placement test (including a mechanical reasoning test), and meet with one of the GM-ASEP advisors. If a student meets all requirements, the GM-ASEP advisor will assist the potential student in finding a dealership.

The College’s annual Program Planning process (Category 8, Figure 8P1-1, Step 6) prompts the analysis of course and program outcomes to assess the efficacy of enrollment prerequisites, though it is not required of program directors/teaching chairs and deans/associate deans. Nevertheless, such analyses have occurred in recent years, prompting the study of and subsequent changes to the enrollment requirements for certain general education courses. For example, the high course attrition rate in Anatomy and Physiology (Biology 145) prompted the addition of a prerequisite reading score.

Corporate and Community Education provides links to all course prerequisites or recommended experience levels; course or program learning objectives and content; and general information on registration and schedules of offerings through www.icc.edu/pdi and www.icc.edu/funshops. Information can also be obtained from the coordinators of all programs by mail, e-mail, phone, or through personal appointments.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Information regarding preparation for specific programs and degrees are communicated to prospective students in a variety of ways. The College catalog lists requirements for all degree and certificate programs offered by the College. Additionally, programs with admission standards are clearly identified in the catalog. All Health Career Admission Standards are listed on the College’s web site and in specialized publications prepared by the College. Program and graduation requirements are communicated through the advisement process for current students. The advisement process is required for full-time students and recommended for part-time students. Additionally, career and technical education programs listed in Figure 1P6-1 require advisement of all students, full- or part-time. All students have access to academic advisors. Undecided students are advised in the College’s Advising and Counseling office. Students who have declared a major or have been admitted to a program are advised by program or departmental advisors, depending on the student’s program of study. Any student who is enrolling in 12 or more hours (full-time) is required to see an advisor prior to enrollment. Advisors work with students to determine appropriate courses to meet the students’ educational goals, to ensure that students are enrolling in the correct course sequence, and are meeting program requirements.

All students and advisors have access to an online degree audit, which illustrates students’ progress toward their current degree or certificate goal. Students may also use the online degree audit feature to determine the extent to which their accumulated credits fulfill the requirements of other degrees and certificates.

Required preparation for new students is communicated through admissions representatives and the New Student Orientation programs. There is also orientation information available on the College’s web site.

Because part-time students are not required to see an advisor, program courses may require departmental consent prior to enrollment in a particular course. This requirement is at the discretion of the department. Students who attempt to enroll in one of these courses, either online or in person, are blocked by the registration system. Registration staff can override the block upon receipt of a registration card with an appropriate signature. Prior to receiving departmental consent, the student’s preparedness is assessed by the academic administrator for that program, the program director/teaching chair or the faculty member. New registration staff members receive extensive training in registration processes and procedures.
Admission Representatives provide general information about the College to prospective students including the distinction between Career and Technical Education programs and transfer degrees, the array of student services at ICC, and the application process. New admission representatives are provided with extensive orientation, including job shadowing. The minority student recruiter, located within the Department of Diversity, meets regularly with the admissions representatives who are part of the Marketing Services Department. Additionally, ICC provides a substantial array of information and services to area high schools through its Partnership for College and Career Success Grant (formerly known as Tech Prep).

**Figure 1P6-1: Career and Technical Education Programs with Required Advising**

<table>
<thead>
<tr>
<th>ASSOCIATE IN APPLIED SCIENCES DEGREES</th>
<th>CERTIFICATES</th>
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</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>Automotive Fundamentals</td>
</tr>
<tr>
<td>Caterpillar Dealer Service Technician</td>
<td>Commercial Refrigeration Technician</td>
</tr>
<tr>
<td>Clinical Laboratory Technician</td>
<td>Crime Scene Technology</td>
</tr>
<tr>
<td>Crime Scene Technology</td>
<td>Drug and Alcohol Counselor Training</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Healthcare Emergency Manager</td>
</tr>
<tr>
<td>Culinary Arts Management</td>
<td>HVAC Technician</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Medical Assistant</td>
</tr>
<tr>
<td>Diesel Powered Equipment Technician</td>
<td>Medical Coder</td>
</tr>
<tr>
<td>Drug and Alcohol Counselor Training</td>
<td>Medical Office Assistant-Administrative</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>Medical Transcriptionist</td>
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<tr>
<td>Fire Science Technology</td>
<td>Nurse Assistant</td>
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<tr>
<td>GM-ASEP</td>
<td>Paralegal</td>
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<tr>
<td>HVAC/R Technology</td>
<td>Phlebotomy</td>
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<tr>
<td>LPN to RN completion</td>
<td>Practical Nursing</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>Surgical Technologist</td>
</tr>
<tr>
<td>Paralegal</td>
<td>Welding Operator</td>
</tr>
<tr>
<td>Physical Therapy Assistant</td>
<td>Welding Specialist</td>
</tr>
<tr>
<td>Radiography</td>
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<tr>
<td>Registered Nurse</td>
<td></td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td></td>
</tr>
<tr>
<td>Surgical Technologist</td>
<td></td>
</tr>
<tr>
<td>Welding Technology</td>
<td></td>
</tr>
</tbody>
</table>

Campus visit days provide additional, general information to prospective students regarding the ICC campuses, student services, and the application and enrollment processes. Each spring, the College hosts Discover ICC, an informational session for prospective students and their parents. During Discover ICC, students and parents have the opportunity to speak with members of the faculty and academic support staff regarding the requirements for specific programs of study. ICC hosts a home educator day annually, specifically for home-schooled students. Additionally, orientations for programs in which ICC partners with area high schools (e.g., Automotive Fundamentals Program, Project Lead the Way, Graphic Design Program, Health Occupations Program, and Criminal Justice Program) provide information regarding academic programs available at ICC after graduation from high school.

Corporate and Community Education provides links to all course prerequisites objectives/content and general information through [www.icc.edu/pdi](http://www.icc.edu/pdi) and [www.icc.edu/funshops](http://www.icc.edu/funshops). Information can also be obtained by mail, e-mail, phone, or through personal appointments with program coordinators.

**1P7. How do you help students select programs of study that match their needs, interests, and abilities?**

Prospect cards, distributed to all prospective students by admissions representatives, include a check box for prospects to request additional information regarding programs of interest to them. Admissions representatives direct undecided students to the Career Center for assistance in examining career options. ICC’s Career Center provides career assessments on a walk-in basis as well as monthly career workshops open to the public.

All full-time, undecided students are required to see an academic advisor in the Advising/Counseling office each semester prior to registering. All advisors in the Advising/Counseling office receive training to prepare them to work with undecided students. Training also includes the requirements of specific programs to better assist students in choosing a program of study. In addition to being advised to take general education requirements, undecided students are strongly encouraged to take PSY 114: Orientation to College; PSY 119: Career Choices; and, if possible, an introductory course in an area in which they might be interested. The CAPS, COPES, and COPS assessments are used to assist students in matching their needs, interests, and abilities. These inventories, along with career interest workshops, are offered to current students or community members free of charge. For students who fall into academic probation or are returning from academic dismissal, the Academic Discovery courses may be strongly recommended.

Full-time students who have declared a program of study or are completing a specific career and technical program are required to see an academic advisor prior to registration. During advisement, academic advisors have the opportunity to review students’ grades and progress and to suggest changes based on student performance.

If a potential participant is unsure how the noncredit objectives or content matches their personal needs, Corporate and Community Education coordinators provide information by phone or by personal appointment. An example would be the PDI Truck Driving program, which requires an up-front personal appointment before the registration process. During this appointment, the coordinator provides information on the realities of truck driving, along with the types of professional job opportunities available.

**1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?**

Through workshops and presentations to the faculty, the College has increased the knowledge and understanding of what it means to be a developmental learner. Workshops and presentations on student
engagement, and on the research on which the Community College Survey of Student Engagement (CCSSE) is based, have been developed. After each administration of the CCSSE, additional workshops are provided to involve faculty in analyzing the results and developing strategies to improve student engagement.

New students are required to take the COMPASS math and reading placement tests, although many do not do so. Students who have not taken placement tests are not able to enroll in specific courses which require a placement test score as a prerequisite. Five courses require a reading placement score of 85 or better prior to enrolling: Psychology 110, Sociology, 110, Education 111, Chemistry 130, and Biology 145. All Associate in Applied Science programs in Health Careers require that students test into ENG 110: Composition I (which requires a COMPASS score of 85 or better). Academic departments have recommended, in the curriculum development process, that this reading placement prerequisite be placed on departments’ course lists. Both developmental and transfer-level mathematics courses have either placement testing requirements or course prerequisites. Additionally, departments may recommend that students have particular courses or placement test scores prior to students enrolling in that course. These recommendations are provided to academic advisors via College e-mail and reminders are regularly provided.

The College has developed new foundational classes such as LIB 111: Research Survival Skills; PSY 104: Academic Strategies; CMGEN 100: Foundational Computer Skills; and PHYSC 100: Introduction to Scientific Literacy. The foundational reading class sequence has also been revised and additional coursework in reading has been added. The College has also increased the number of full-time faculty teaching foundational courses to increase student-faculty interaction and to improve student success.

In addition to testing cut-offs, developmental learners are also advised into foundational courses through the advisement process (Category 1P7). After the semester begins, the College utilizes its academic warning system to identify students who may be struggling in their coursework. The academic warning system and support centers are described in Category 1P15. Category 1P10 also discusses ICC’s academic monitoring process for student athletes.

Students enrolled in select math classes who are identified by the instructor during the first three to four weeks of class as being in a higher-than-appropriate level math class are given the opportunity to drop back to the previous level. If a student is advised by the instructor to drop to a lower level class, the instructor for the recommended class is asked to permit the student to enroll, and the enrollment is processed through the consent of the Associate Dean for Math, Science, and Engineering.

For noncredit programs, the coordinator discusses the skills to be covered in each level of an offering. For the beginner, the coordinator will suggest starting at the lowest level of the workshop offering, however, if in conversation, the individual does not appear ready for the lowest level in the series, other alternatives will be explored. As an example, if upon discussion with a prospective participant, it did not appear that the individual was ready for the lowest Microsoft Word class, the coordinator would suggest that the participant take a workshop in the Adult Community Programs brochure that would include a slower pace and more practice.

1P9. How do you detect and address differences in students’ learning styles?

The College does not have a formal process for detecting and addressing possible differences in students’ learning styles. Periodic workshops are conducted by the Career Center to help students identify their learning style. There are also workshops available through the Teaching and Learning Center for faculty who are interested in studying learning styles. New faculty members participate in an orientation session aimed at helping them identify different learning styles and utilize different teaching techniques. Additionally, workshops addressing teaching strategies are regularly held for faculty to encourage active and engaged learning, including the use of i-clickers, Blackboard, and group project strategies, among other topics.

While there are no formal requirements for web-based courses, the ICC web site provides an online readiness quiz and guidelines for students who are considering enrolling in online classes.

Due to the short-term nature of the employment of consultants and workshop presenters who provide workshops through Corporate and Community Education, coordinators do not provide formal education to instructors in detecting and addressing differences in participant learning styles. Instead, by hiring experienced instructors and by requesting evaluations of instruction by participants, Corporate and Community Education is able to hire and retain instructors who are able to tailor their presentations to various learning styles.

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

Access Services is the College’s office charged with providing accommodations and services for any student with a documented disability. Students with disabilities seeking reasonable accommodations must provide written documentation of their disability from appropriate licensed professionals, per guidelines established by the College along with recommendations for the necessary types of accommodations (http://www.icc.edu/advisementCounselingTesting/ accessServices_documentationGuidelines.asp). In order to obtain services, students must make an appointment with the Coordinator of Access Services to have their documentation and accommodation request reviewed. At the appointment time, the student will complete the College’s Application for Access Services and Statement of Understanding. Once an accommodation has been approved for a course, the student will be given an accommodation form signed by both the student and Coordinator of Access Services. It is the student’s responsibility to take the form to the faculty member of the course and discuss the approved accommodation and implementation process.
ICC also serves non-native English speakers. ICC offers free essential skills classes at ICC North for beginning level students. The North campus is easily accessible by public transportation. ICC also offers intermediate and advanced academic classes (these require tuition). In addition, ICC offers ELL 105: Beginning Composition for Non-Native English Language Learners (5 Semester hours), which meets the same requirement as ENGL 105. ICC also offers SPAN 105: Conversational Spanish and Culture for individuals in the landscape trade to be better able to communicate with a non-English speaking workforce. The GED is also offered in Spanish. ICC offers video, audio, and computer programs in the Learning Lab for non-native speakers. Students are assisted by English and Language Studies faculty members in locating volunteer jobs in the community where they can use the English and career skills they have learned, and explore new opportunities.

At any given time, the College has between 160 and 170 student athletes enrolled full time. Athlete monitoring is coordinated by the Athletic Academic Monitor. The monitor sends out progress reports at 4-week and 8-week intervals, in addition to a 12-week report if requested by the athlete's coach. The report is completed by the instructor who reports on the grade attained to date, class participation, attendance, completion of assignments, and any additional comments. Reports are sent and returned via e-mail, which ensures timely reporting. Initial reports provide a way to monitor how the student is performing in a particular course. Secondary reports request information on improved performance and/or the lack thereof. There are approximately 850 progress reports e-mailed to professors during the reporting intervals. Once the report is reviewed by the monitor, suggestions are made for improvement and often include designating specific times for one-on-one tutoring, or recommending appointments with academic help lab tutors. Academic performance issues are communicated to the coaches by the monitor as well. Coaches also address these concerns personally with the student athlete. In addition to progress reports, the ICC Academic Warning program is also used to identify student athletes who have substandard academic performance, with similar means of addressing those issues.

The Department of Social Sciences, in conjunction with the Advising and Counseling office, offers several specialized sections of PSY 114: Orientation to College each semester targeting athletes and women returning to college. These courses are designed to provide a mutually supportive workgroup in which students can learn and use skills required for college-level coursework.

New World, funded by the federal TRiO program, serves low-income, first-generation college students. New World employees are required to participate in regular staff meetings and professional development opportunities so that they are well versed with ICC's programs, enrollment status, and course offerings. Other ICC staff from various departments work with New World to ensure that these students, as well as parents and potential ICC students, receive college-specific information. New World staff is required to be knowledgeable concerning college articulation. New World offers the following student services: free tutoring, assistance with the financial aid process, academic advising, transfer scholarships, cultural trips, and educational workshops.

The Corporate and Community Education facilities and classrooms are all handicapped accessible. The relocation of the Adult Community Programs to ICC North has provided easier access to elderly participants. For those who need programming delivered with Spanish translation or sign language, services can be made available at no charge, if prior arrangements are made.

1P11. How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

All faculty members are observed in the classroom and provided feedback regarding the classroom observation. During their first academic year, full-time tenure track faculty members are observed a minimum of three times. Second and third year full-time tenure track faculty are observed a minimum of two times during the academic year. Full-time tenured faculty members are observed at least once every three years, and more frequently should the dean/associate dean deem it necessary. Adjunct faculty members are observed once per semester for their first three semesters teaching, and a minimum of once every three years after their first three semesters. Adjunct faculty may be observed more frequently should it be deemed necessary. All faculty members can invite the dean/associate dean or their representative to observe their class at any time.

All new full-time and adjunct faculty members participate in orientation and every new full-time faculty member is highly encouraged to participate in the "New Faculty Enculturation Program." New full-time faculty members participate in the activities and events over their first two years. Adjunct faculty members have the opportunity to participate in the orientation and enculturation program, though it is not required. These sessions provide the College with the opportunity to communicate the expectations for effective teaching and learning to the faculty. The College also communicates the expectations and commitments of faculty members regarding their students, their respective departments, and the College community through the faculty contract and the faculty handbook.

Each member of the faculty administers a Student Assessment of Teaching in one class each semester. Non-tenured, full-time faculty members are required to review these with the dean/associate dean on an annual basis to discuss ways to improve instruction. Adjunct faculty members have the opportunity to share these with the dean/associate dean. Tenured, full-time faculty review the evaluations conducted by students but are not required to discuss them with administration.

Full-time faculty responsibilities to the student are enumerated in the full-time faculty contract as agreed to by the ICC Board of Trustees and the Faculty Forum. By virtue of this agreement, faculty members are expected to:

A. Plan, organize, improve, and teach the courses which are his/her assignment. In doing so, he/she should work in collaboration with colleagues to assist with the development or revision of course syllabi consistent with the College's philosophy and objectives.
B. Create a classroom situation oriented toward meeting course objectives and ensure that students are aware of course objectives.

C. Use evaluation instruments and assessment techniques designed to measure course objectives and goals.

D. Develop and revise course materials to keep them current with classroom presentations, activities, and assignments in keeping with course objectives.

E. Manifest genuine concern for students by attempting to be helpful to students who need guidance and who seek his/her advice.

F. Realize the limits of his/her professional competence by utilizing the channels of referral available at the College in those cases where the need arises.

G. Be available to assist students during office hours and through appropriately scheduled appointments.

H. Keep his/her students informed about their academic progress as needed or requested throughout the semesters.

I. Record and post grades within the time frame as identified by the College.

J. Accept the obligation of providing students with academic advisement within the guidelines of the unit definition and/or the College release time templates.

When completing the annual evaluation of full-time faculty, deans/associate deans refer to these as they relate to the specific evaluation criteria being addressed.

ICC has a Celebration of Learning at the start of the fall and spring academic semesters. As part of the Celebration of Learning, a variety of workshops regarding pedagogy are offered. Additional workshops are offered throughout the year. The Teaching and Learning Center also offers an annual series on instruction including the Blackboard Institute, Let’s Talk about Teaching, and Courage to Teach. At the conclusion of each workshop, the Teaching and Learning Center collects assessment data regarding the material presented.

The College documents effective teaching and learning based on student success as measured by the course completion and course success rates. These measures are reviewed twice a year as part of the College’s strategic plan. In addition, program specific goals and measures may be addressed in program plans.

Communication of the strategic plan is handled through each respective department and as part of the College’s annual All-Academic meeting at the start of each academic year in August.

A potential instructor for Corporate and Community Education must complete an extensive interview, reference check, and a demonstration of teaching skills to a larger group of ICC employees. Any corporate noncredit instructor is expected to sit through one or two instructional sessions with an experienced instructor to learn teaching techniques as well as the “nuts and bolts” of managing a corporate noncredit classroom. In addition, Corporate and Community Education Coordinators convey general expectations and guidelines. One- or two-day training sessions on effective instruction have also been offered in the past. This activity, conducted by seasoned noncredit instructors, provides potential instructors with information on adult learning and instructional tools.

1P12. How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements?

The College offers day, evening, and weekend courses via in-person, correspondence, closed circuit television, hybrid, television, or World Wide Web delivery modalities. Additionally, the College offers dual credit coursework at all but four local area high schools. Classes are offered from each of its campuses, the new site in Pekin, and various extension sites throughout the district. Web-supported components to all instructional modes are also supported by the College. ICC collects and analyzes course success rates by each of these instructional modes (Figure 1R2-8).

Currently, two Six Sigma teams are conducting further research for course delivery and course scheduling options to more fully address the effectiveness and efficiency of the College’s course delivery and offerings. Data regarding course enrollment are readily accessible to the deans and associate deans after the start of enrollment for each semester. These data are used to add and cancel classes to the schedule as student demand dictates.

In 2009, ICC recognized that the College needed a more robust process of incorporating student demands and institutional capacity into the development of the course schedule. At that time, an AQIP Action Project, “Determining the Course Schedule,” was chartered as a Six Sigma team project and is described in 111.

As described in Category 1P4, the focus of Corporate and Community Education is to provide participants with a delivery system that is flexible in terms of delivery method, content, time, and place. By providing this service, Corporate and Community Education is helping to fulfill the strategic outreach objective of ICC.

1P13. How do you ensure that your programs and courses are up-to-date and effective?

Annually, all programs of the College are required to submit a program plan that reviews enrollments (headcount and credit hours), student success, graduation rates, employment rates, and other metrics used to measure the success of the program. Transfer courses are also submitted for articulation agreements to four-year institutions every five years. Category 1P2 describes how faculty Program Directors/Teaching Chairs work with advisory committees and external accrediting agencies to ensure that programs of study, and the courses within them, are kept current with stakeholder needs. Category 1P1 also describes the College’s efforts to keep transfer course content aligned with IAI requirements.

The Curriculum Committee considers deletion of programs and courses through the procedure outlined in Category 1P3.
development procedures are documented and provided to faculty members with adequate support for new course and program development.

Noncredit workshops and training classes do not require approval by the Curriculum Committee. Noncredit offerings are driven by public demand. Workshops are developed to respond to a business’ request or to be marketed to a targeted audience with clearly defined objectives.

1P14. How do you change or discontinue programs and courses?
As part of the College’s program plan and review process, and as a result of program directors/teaching chairs’ collaborative relationships with advisory committees, faculty and deans/associate deans propose the discontinuation or modification of courses and programs. If a course is being discontinued, the faculty member or associate dean will propose the deactivation of the course through the Curriculum Committee. If the Curriculum Committee determines that a program should be discontinued, then the program is removed from the College catalog and the state is notified to remove it from their records. A systematic process is in place for each of these actions.

Corporate and Community Education regularly analyzes enrollment and cancellation data to determine if a workshop topic no longer has public appeal. The workshop can then be immediately dropped or reworked with more relevant up-to-date information. As an example, PDI’s 21st Century Leadership began as a 21-topic program. With feedback from participants and companies, it was revamped to include only 18 topics. At least 20% of the topics are changed annually to keep the program current.

1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?
Students’ needs and requirements are assessed formally every other academic year through the Student Satisfaction Inventory (SSI). Students identify those services important to them and their level of satisfaction with these services. Areas rated high in importance and low in satisfaction are identified as opportunities for improvement. Strategic initiatives are developed to gather more extensive information about the students’ ratings in a particular area and improvements are identified to meet the students’ needs and requirements.

The Learning Lab provides tutoring in a variety of subjects. Tutoring is available on a walk-in basis. The availability of tutors in different subjects is posted on the ICC web site. Subjects are added depending on student requests. The Learning Lab also tracks the tutor who worked with a specific student. Students who use the Learning Lab have the opportunity to complete an evaluation form, although most do not.

The Math Lab assists walk-in students. The Math Lab also tracks the tutor and identifies the current class level of the student (e.g., developmental math, introductory college, advanced college calculus). These data are then used to schedule tutors at the appropriate level for students. Tutors also track the time spent with individual students. The Math Lab Coordinator regularly attends Developmental Math faculty meetings. The Math Lab also provides practice classes for developmental students who have purchased a license for Math Excel. Math Excel is an online tutorial system that provides practice problems, feedback, and guidance for solving problems. The online tutorial is available 24 hours a day. All videos and DVDs that accompany the foundational texts are also available for check out. The Math Lab tracks usage of these resources. There is no student evaluation or assessment of the Math Lab services currently in place.

Illinois Central College also provides significant facility space to support general and advanced education in the arts, as well as arts-related co-curricular and extracurricular organizations and events. Examples of the types of classroom facilities available include: dedicated music rehearsal rooms, workshop and studio space suited to multiple artistic mediums, a television studio, photography studios, graphic arts computer (Mac) labs, architectural drafting studios, and a theater-style lecture-recital hall. Additionally, the ICC Performing Arts Center (PAC) serves a central role in arts education and upholds ICC’s position as a center for cultural activity for the entire community. The PAC contains a 500-seat, proscenium-style auditorium; a 150-seat capacity dance/theatre studio; a scene shop; a make-up room; and a box office and lobby used to display student artwork. Since 1996, the College has dedicated three major pieces of public art on display at its East Peoria campus including Tribute, a ceramic relief sculpture by ICC art instructor Marlene Miller that adorns the eastern wall of the College’s Library and Administration Building; Bridges & Reflections, a granite and steel sculpture by Ilan Averbuch and located in front of the PAC; and Cornucopia, an aluminum sculpture by John Adduci and located in the East Peoria campus courtyard. These three pieces are used extensively by art instructors for classroom study and practicum.
ICC has an online academic warning system that is available to all faculty members. Faculty members designate the reason for the academic warning in the system: excessive absences, lacking basic skills—math, lacking basic skills—reading, or grades. Students who are placed on academic warning receive a letter from the Dean of Student Services and the Vice President of Academic Affairs as well as a reference sheet which provides contact information for resources available at ICC. There may also be additional follow up from the academic departments.

In addition to the training and evaluation for faculty as described in 1P11, the Organizational Learning Committee meets monthly. This committee's charge is to design, develop, deliver, assess, and continuously improve organizational learning experiences for College personnel. The training and development needs of faculty are often an outcome or an extension of academic and institutional support needs articulated by students on the SSI and CCSSSE.

Noncredit corporate training classes are kept small to provide individual support to learners. Individuals not satisfied that they have mastered the skills can retake the course within six months at no charge.

1P16. How do you align your co-curricular development goals with your curricular learning objectives?

Many of ICC’s career programs are supported through student activities and co-curricular clubs and groups. See Figure 1P16-1 for the co-curricular clubs and organizations currently active at ICC. The College’s Student Activities Office coordinates the formation and operation of student clubs and organizations, with the criteria that each club at ICC supports the mission of the College, and that each meets a need that is not currently being met by an existing organization.

The College does not have a process that systematically aligns curricular and co-curricular learning goals. The degree to which this occurs is determined at the level of the club or organization through an annual review of its bylaws.

Due to the short-term nature of Corporate and Community Education classes, there are no co-curricular program offerings.

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Each course is developed with specific learning objectives and general education goals. Students are then assessed based on their understanding and mastery of the courses’ learning objectives and general education goals. As part of program review, program faculty are expected to review the mastery of all objectives associated with the program to determine if the students being awarded degrees and certificates are meeting the learning and development expectations. Additionally, the College has a minimum GPA requirement for graduation and each student record is individually reviewed to ensure that all course requirements have been met prior to graduation.

1P18. How do you design your processes for assessing student learning?

Please see Category 1P1 for a detailed discussion of ICC’s learning outcomes assessment processes.

For accredited Career and Technical Education programs, additional program assessment is dictated by accreditation standards. More informal assessments may be included in the advisory committee process.

In spring 2009, ICC administered for the third consecutive year the Collegiate Assessment of Academic Proficiency (CAAP), an ACT, Inc. assessment instrument intended to provide colleges and universities outcome measures of student achievement in general education. The CAAP assesses up to six specific content areas: science reasoning, mathematics, essay writing, critical thinking, reading skills, and writing mechanics (ICC excluded essay writing in spring 2009). The College employed a convenience sampling method for the spring 2009 CAAP administration wherein faculty volunteers were solicited to lend their class time to the assessment. The faculty volunteers administered and collected the completed instruments within a specified time frame and returned them to their deans/associate deans, who forwarded them to the Academic Outcomes Assessment chair. ACT then scored the completed assessment and reported the results back to the College. The Assessment and General Education Committees reviewed the prepared summaries of the Spring 2009 findings and subsequently, open campus presentations were held in August 2009. It was noted after the completion of the study that the sampling and assessment methodologies could be improved to lend more confidence to the outcomes. The CAAP sampling and assessment methodologies are currently under review, and will be revised for FY11.

Figure 1P16-1: Co-curricular Clubs and Organizations

<table>
<thead>
<tr>
<th>Club Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness Club</td>
</tr>
<tr>
<td>American Institute of Architecture</td>
</tr>
<tr>
<td>Association of Math, Engineer, and Science Students</td>
</tr>
<tr>
<td>CHEFS Club</td>
</tr>
<tr>
<td>Clinical Lab Technicians</td>
</tr>
<tr>
<td>Crime Scene Technologies</td>
</tr>
<tr>
<td>Diesel Powered Equipment Technicians</td>
</tr>
<tr>
<td>Horticulture Club</td>
</tr>
<tr>
<td>Radiography Club</td>
</tr>
<tr>
<td>Respiratory Care Club</td>
</tr>
<tr>
<td>SkillsUSA</td>
</tr>
<tr>
<td>Student American Dental Hygienists Association</td>
</tr>
<tr>
<td>Student Nurses of ICC</td>
</tr>
<tr>
<td>Student Occupational Therapy Association</td>
</tr>
<tr>
<td>Study Philosophy Association</td>
</tr>
<tr>
<td>Teachers Education Association</td>
</tr>
<tr>
<td>Think Big Power Club</td>
</tr>
<tr>
<td>U.S. Institute for Theatre Technology</td>
</tr>
<tr>
<td>Vagabond Art Club</td>
</tr>
<tr>
<td>Welding Club</td>
</tr>
<tr>
<td>World Organization of Webmasters</td>
</tr>
</tbody>
</table>

Category 1: Helping Students Learn
All divisions of Corporate and Community Education assess student learning and satisfaction immediately after or during each scheduled workshop. Each participant is asked to rate the following statements specifically concerning student learning:

- The workshop met stated objectives
- The knowledge gained is directly applicable to the job
- The level of skill BEFORE attending the workshop
- The level of skill AFTER attending the workshop
- Did the workshop meet personal expectations?

In addition, PDI has piloted a program to electronically survey participants anywhere from one to three months after participation in a workshop. This trial did not yield enough measurable responses. PDI is now attempting to contact individuals via phone (again one to three months after participation) in an effort to see if the workshop information was transferable back to the job.

1R1. What measures of your students' learning and development do you collect and analyze regularly?

Please refer to Categories 1R2 and 1R3.

1R2. What are your performance results for your common student learning and development objectives?

ICC considers the following measures key to understanding and improving student learning outcomes. The majority of metrics are included in the Institutional Indicators of Effectiveness which measure the College's performance relative to the mission and vision.

As there are limited comparison data available for higher education, ICC joined the 210 colleges that participate in the National Community College Benchmarking Project in order to share data on a predefined set of measures. When using the NCCBP, it should be noted that there is typically a two-year lag in the availability of comparison data.

Completion rate: A national standard measure of student success is graduation rate. Graduation rates are calculated based on a cohort of students who begin in a given fall semester as full-time students. The graduation rate represents the percentage of those students who have completed their degree within 150% of normal program length, typically three years for an associate's degree. ICC uses the NCCBP results as the comparison value. Overall, the College's graduation rate has been higher than the NCCBP comparison group (Figure 1R2-1).

Course success rate: Figure 1R2-2 provides data on course success rates. The College uses course success rate as a primary measure of student learning given that classroom success is a common goal across all student segments, no matter the students' ultimate goals. This measure is calculated as the percentage of students who receive an A, B, C, or S in the courses for which they are enrolled. Figure 1R2-2 displays a positive trend in the overall course success rate while narrowing the performance gap with the NCCBP comparison group, based on the most recent NCCBP data. Nevertheless, ICC's rates placed the College below the NCCBP median value in 2006 and 2007, which prompted the College to focus on this measure by developing action steps designed to improve course success rates, particularly among developmental learners.

Retention: Retention is a generally accepted indicator of the future success of students. Retention is measured in two ways: retention from the fall semester to the following spring semester (Figure 1R2-3) and from fall to the following fall semester (Figure 1R2-4) for first-time students. Improvement in ICC's fall-to-spring retention rate can be observed since 2005 in Figure 1R2-3, though the College's performance against the comparison value still illustrates a performance gap. Many of ICC's ongoing efforts to address its retention challenges are supported by research into student engagement and measured by regular administration of the CCSSE. ICC has had a Blueprint Team working to improve student engagement (Figure 8P1-2) since FY09. Figure 3R3-1 also shows the CCSSE benchmark measures.
Figure 1R2-4 shows that improvement has been made in the fall-to-fall retention of students from Fall 2005 to Fall 2009.

**Figure 1R2-4: Institutional Indicator – Fall-to-Fall Retention for All Students**

Leavers and non-completers: It is important to ICC that students are able to attain their education goals whether it is completing a course or completing a degree or certificate. Students who left ICC without completing a program of study indicate they were able to attain their educational goals while at the College (Figure 1R2-5). In 2008, 96.88% of responding leavers and non-completers reported attaining their educational goal. These results placed ICC in the top 10% of reporting institutions on the NCCBP.

**Figure 1R2-5: Percent of Leavers and Non-Completers Reporting Educational Goal Attainment**

Intellectual growth: ICC mission is reflective of a purpose broader than skills development. One aspect of the mission is determined by whether or not students report that they are able to experience intellectual growth as a result of attending the College (Figure 1R2-6). The College’s performance on this metric improved from 2004 to 2008 and approaches the 2008 SSI national mean.

**Figure 1R2-6: Institutional Indicator – Satisfaction Ratings of Students to SSI Item, “I am able to experience intellectual growth here.”**

A second metric used to measure the broader mission is students’ understanding of people of other racial and ethnic backgrounds (Figure 1R2-7).

**Figure 1R2-7: Students’ Understanding of People of Other Racial or Ethnic Backgrounds**

General Education Goal assessment: In an effort to better assess the College’s stated General Education Goals, the Collegiate Assessment of Academic Proficiency was administered as a pilot assessment project at ICC for the first time in Spring 2007. Subsequent administrations were held in Spring 2008 and Spring 2009, with the latter results providing a sufficient return for comparative analysis (Figure 1R2-8). Overall, ICC’s results compared favorably to those from other two-year and community colleges on the five CAAP modules used by ICC in spring 2009, either meeting or surpassing the national mean scores. ICC will again administer the CAAP in Spring 2011, with a particular focus on improving its administration methodologies.
Course success by delivery mode: ICC offers students the opportunity to learn through different delivery modes. Figure 1R2-9 shows an increase in student course success rates across all instructional modes. Enrollment data by course delivery mode and student course success rates are considered in developing plans and schedules to meet student needs.

**Figure 1R2-9: Course Success Rates by Delivery Mode**

<table>
<thead>
<tr>
<th>INSTRUCTIONAL MODE</th>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed Circuit TV</td>
<td>65.00%</td>
<td>55.60%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Correspondence</td>
<td>57.30%</td>
<td>56.10%</td>
<td>64.20%</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>72.30%</td>
<td>70.20%</td>
<td>74.70%</td>
</tr>
<tr>
<td>In Person</td>
<td>71.40%</td>
<td>71.60%</td>
<td>73.70%</td>
</tr>
<tr>
<td>Television</td>
<td>62.40%</td>
<td>71.20%</td>
<td>72.30%</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>64.60%</td>
<td>65.80%</td>
<td>67.00%</td>
</tr>
</tbody>
</table>

Transfer student success: The Transfer Student Survey is administered to students who complete at least 12 credit hours at ICC and who then transfer to a four-year college or university. Figure 1R3-2 illustrates the extent to which students felt prepared for academic success at their transfer institution for the years 2006-2009, rated on a 6-point scale. Because these data are derived from an internally produced survey, no comparison values are currently available for this measure. The results show that, in general, transfer students from ICC have indicated that they feel ICC adequately prepared them for their academic coursework at their transfer institution. Although the rating has declined somewhat since 2007, the College believes that its efforts to improve its learning outcomes assessment processes—particularly those for its General Education Goals—will positively impact the level of preparedness of its transfer students.

Program-specific learning outcomes: Figure 1R3-1 and 1R3-2 represent broad measures of learning attainment across ICC’s Career and Technical Education and transfer programs. However, many of the College’s programs also collect and report evidence of student learning outcomes on an annual basis and are, in some cases, determined through certification and licensure examinations. Examples of program-specific learning outcomes and their corresponding results for FY10 are indicated in Figure 1R3-3.
Figure 1R3-3: Examples of Program-Specific Learning Outcomes

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>FY10 RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Motors ASEP</td>
<td>Credit toward GM-TMS Master GM Certification</td>
<td>Students averaged just under 80% of credit toward Master Certification</td>
</tr>
<tr>
<td>Diesel Powered Equipment Technology</td>
<td>Cummins Engine Qualifications</td>
<td>100% pass rate for Cummins B.E.T.T. 80% pass rates for Cummins Mid-Range Fuel Systems Qualification</td>
</tr>
<tr>
<td>ThinkBIG Assessment Performance (Caterpillar Inc.)</td>
<td>Empire Knowledge Assessment</td>
<td>ICC had the highest average score among all testing institutions in FY10 96% of class (25 out of 26) scored at or above target score of 60</td>
</tr>
<tr>
<td>Radiography</td>
<td>Pass rates for RADKT 120: Radiography II comprehensive final exam</td>
<td>87% pass rate</td>
</tr>
<tr>
<td>Occupational Therapist Assistant Program</td>
<td>National Board for Certification in Occupational Therapy</td>
<td>93.3% pass rate with 100% pass rate with repeated exam</td>
</tr>
<tr>
<td>Physical Therapist Assistant Program</td>
<td>National Physical Therapy Examination</td>
<td>86% pass rate</td>
</tr>
<tr>
<td>Registered Nursing</td>
<td>NCLEX-RN Exam</td>
<td>96% pass rate (State pass rate approximately 85%)</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>State certification exam</td>
<td>100% pass rate</td>
</tr>
<tr>
<td>Drug and Alcohol Counselor Training</td>
<td>Certified Alcohol and Drug Counselor Exam</td>
<td>100% pass rate</td>
</tr>
<tr>
<td>Communications</td>
<td>Speech Team competition results Phi Rho Pi Region IV tournament, March 2010</td>
<td>Team Sweepstakes: Bronze Medal 3 Individual Bronze Medals 1 Individual Silver 1 Individual Gold</td>
</tr>
<tr>
<td>Skills USA: Diesel Technology, Internetworking, Telecommunications Data Cabling, Quiz Bowl, Crime Scene Investigation, Web Design, Computer Maintenance Tech</td>
<td>Skills USA State Competition 2010</td>
<td>65 of 78 participants finished in top 10 in respective competitions, including 13 Gold, 12 Silver, 8 Bronze medalists</td>
</tr>
</tbody>
</table>

Employer satisfaction with graduates: The Employer Follow-Up Study obtains feedback on the skills and levels of career preparation of our Career and Technical Education graduates. This survey is mailed to the employers of Career and Technical Education graduates who grant the College permission to contact their employers. Graduates then give the College the appropriate contact information and the IR Office coordinates the administration of the Employer Follow-up Survey. These are conducted on the same rotation (six months following graduation) as the Career and Technical Education follow-up survey. Results are reviewed by Cabinet and disseminated to departments to refine program plans and curricula.

The data in 1R4-1 are presented and discussed in the context of ICC’s processes for understanding students’ needs (Category 3R4, Figure 3R4-1).

Figure 1R4-1: Employer Satisfaction with Career Preparation of Career and Technical Education Graduates

Please also refer to Category 1R3 for further discussion concerning stakeholder requirements of ICC’s graduates.

1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

Service to students: The College assesses student satisfaction with learning support services through two means: the scale item results for Service Excellence and Academic Services from the SSI. The Service Excellence scale consists of nine items (Figures 1R5-1). The Academic Services scale consists of seven items (Figures 1R5-2).

Figure 1R5-1 indicates a beneficial trend for six of the nine items. The College met or exceeded the national mean score on three of the items. In FY10 a Blueprint Team was assigned to develop a mechanism to collect customer interests, preferences and needs to inform process improvements and increase service satisfaction. The team is developing a system for gathering real-time data to measure service effectiveness in four service areas of the College. The process will provide monthly data to the service areas to identify opportunities for improvement.

1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other organizational organizations and employers)?
**Academic services:** ICC has seen improvement in six of the seven Academic Services scale items since the 2004 SSI administration and in 2008, met or exceeded the comparison national mean on four of the seven items. The SSI items for academic services are used as performance metrics for most academic support programs at the College and are incorporated into program plans each year.

**Service to students:** Three summative metrics from the SSI that are used to judge students’ satisfaction with the overall college experience are:

- “So far, how has your college experience met your expectations?” (1R5-3)
- “Rate your overall satisfaction with your experience here thus far.” (1R5-4)
- “All in all, if you had to do it over, would you enroll here again?” (1R5-5)

The three figures below show that ICC’s performance has improved slightly since 2004 across all three measures and do not differ significantly from the national mean for participating institutions. The College’s commitment to service excellence requires that ICC employees recognize the important link that satisfaction measures like these have to student retention and success. The College’s goal for each indicator is to exceed the SSI’s national mean.

![Figure 1R5-1: Institutional Indicator – Service Excellence Scale Items](image)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The personnel involved in registration are helpful.</td>
<td>5.17</td>
<td>5.27</td>
<td>5.21</td>
<td>5.29</td>
<td>5.35</td>
<td>5.34</td>
</tr>
<tr>
<td>People on this campus respect and are supportive of each other.</td>
<td>5.09</td>
<td>5.16</td>
<td>5.13</td>
<td>5.19</td>
<td>5.11</td>
<td>5.24</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>5.17</td>
<td>5.38</td>
<td>5.29</td>
<td>5.41</td>
<td>5.34</td>
<td>5.48</td>
</tr>
<tr>
<td>The campus staff are caring and helpful.</td>
<td>5.22</td>
<td>5.30</td>
<td>5.24</td>
<td>5.34</td>
<td>5.40</td>
<td>5.40</td>
</tr>
<tr>
<td>I generally know what’s happening on campus.</td>
<td>4.83</td>
<td>4.78</td>
<td>4.72</td>
<td>4.84</td>
<td>4.77</td>
<td>4.90</td>
</tr>
<tr>
<td>Administrators are approachable to students.</td>
<td>5.03</td>
<td>5.12</td>
<td>4.98</td>
<td>5.17</td>
<td>5.11</td>
<td>5.22</td>
</tr>
<tr>
<td>Bookstore staff are helpful.</td>
<td>5.49</td>
<td>5.40</td>
<td>5.62</td>
<td>5.45</td>
<td>5.63</td>
<td>5.50</td>
</tr>
<tr>
<td>I seldom get the “run-around” when seeking information on this campus.</td>
<td>4.96</td>
<td>4.99</td>
<td>5.04</td>
<td>5.03</td>
<td>5.07</td>
<td>5.08</td>
</tr>
<tr>
<td>Channels for expressing student complaints are readily available.</td>
<td>4.72</td>
<td>4.77</td>
<td>4.77</td>
<td>4.83</td>
<td>4.66</td>
<td>4.88</td>
</tr>
</tbody>
</table>

**Academic Services Items:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources and services are adequate.</td>
<td>5.52</td>
<td>5.42</td>
<td>5.53</td>
<td>5.49</td>
<td>5.56</td>
<td>5.56</td>
</tr>
<tr>
<td>There are a sufficient number of study areas on campus.</td>
<td>5.70</td>
<td>5.21</td>
<td>5.73</td>
<td>5.26</td>
<td>5.65</td>
<td>5.33</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>5.17</td>
<td>5.38</td>
<td>5.29</td>
<td>5.41</td>
<td>5.34</td>
<td>5.48</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>5.50</td>
<td>5.43</td>
<td>5.59</td>
<td>5.49</td>
<td>5.57</td>
<td>5.54</td>
</tr>
<tr>
<td>The equipment in the lab facilities is kept up to date.</td>
<td>5.36</td>
<td>5.30</td>
<td>5.42</td>
<td>5.36</td>
<td>5.44</td>
<td>5.42</td>
</tr>
<tr>
<td>Tutoring services are readily available.</td>
<td>5.20</td>
<td>5.25</td>
<td>5.27</td>
<td>5.30</td>
<td>5.35</td>
<td>5.36</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>5.10</td>
<td>5.11</td>
<td>5.03</td>
<td>5.16</td>
<td>5.18</td>
<td>5.23</td>
</tr>
</tbody>
</table>

**Academic Services Scale Items:**

![Figure 1R5-2: Academic Services Scale Items](image)

![Figure 1R5-3: Institutional Indicator – Ratings of SSI Item, “So far, how has your college experience met your expectations?”](image)

![Figure 1R5-4: Institutional Indicator – Ratings of Overall Satisfaction with the College Experience](image)
In August 2009, the College created and filled the position of Director of Accreditation and Assessment to support faculty in their assessment of student learning initiatives. In February 2010, the Director and the Vice President for Academic Affairs joined a team of six other ICC faculty and staff in Lisle, Illinois for an Assessment Workshop sponsored by the Higher Learning Commission. The outcome of the three-day workshop was a plan to compile and present to ICC faculty the results of three general education assessment projects: those of the aforementioned AQIP action project and CAAP administrations, and a third assessment project to be piloted in the spring of 2010. The concept of the pilot project, as conceived by the Workshop team, is to assign a group of instructors to develop assessment rubrics for two of ICC general education goals: critical thinking and written communication (goals #1 and #2, respectively, Figure O-2). Members of the Academic Outcomes Assessment Committee will be solicited for sample assignments—or artifacts—in their courses that fulfill, or map to, these goals. At this point, the pilot project will be turned over to a second ICC team which will attend the July 2010 Higher Learning Commission Assessment Workshop. The goals of the second team will be to develop the rubrics and conduct assessments of the solicited artifacts during summer 2010 to calibrate the rubrics and to consider the wider application of the artifact-based assessment approach in subsequent semesters.

In August 2010, after the completion of all three projects, the Academic Outcomes Assessment Committee will convene all-faculty discussions around the outcomes of each project to determine the efficacy of the approaches to general education goal assessment and to consider alternative approaches moving forward.

ICC also strives to impart a disciplined approach to process improvement embedded in the Six Sigma methodology in each of its improvement initiatives. To that end, many of the College’s Blueprint Teams and AQIP Action Projects are now led by Six Sigma Black Belts or Green Belts, or at the very least, include an emphasis on reliable and valid approaches to data gathering and analysis to arrive at decisions.

**Scheduling:** A second AQIP Action Project was chartered as a Six Sigma project under the direction of the College’s Master Black Belt in the Fall of 2008. The College’s strategic planning process revealed a relationship among data pertaining to students’ course offering preferences. For example, data from four prior administrations of the SSI indicated that all student segments rank “convenient times for classes” with high importance. In general, ICC was not satisfying their needs. Additionally, ICC enrollments and total credit hours had increased (through Fall 2008) in web and hybrid classes while they had decreased in correspondence, in-person and television classes. Enrollments had also increased in eight-week, twelve-week, short, and extended classes, while they had decreased in minimesters, and fall/spring full semester classes.

The team’s proposed improvements focused on better determining student preferences and matching them to the final schedule through its accomplishment of the following:

- A completed review of competitor/other practices with respect to course offerings;

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**Figure 1R5-5: Institutional Indicator – Satisfaction Ratings of SSI Item, “All in all, if you had to do it over, would you enroll here again?”**

To reach the goals for Figures 1R5-3, 1R5-4, and 1R5-5, several Blueprint strategies target elements of the student experience. Blueprint teams have been focusing on improving financial aid and advisement services, improving student engagement, enhancing course success, providing timely feedback on student progress, and collecting real time data on specific student services.

**1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, if appropriate, with results of organizations outside of higher education?**

When comparative data are available, it is presented and discussed in 1R2-1R5. Internally developed instruments have no comparative data.

**1I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?**

ICC has made concerted efforts in recent years to evaluate its processes for assessing the learning outcomes for its students, primarily those for its common or general education learning objectives.

**Assessment of learning:** ICC is in the final year of its first AQIP action project, a four-year initiative formed to document and improve its approaches to general education goal assessment. In addition to providing data concerning the general education goals and creating an institutional focus on the general education goals of the College, this project has engaged faculty in the assessment process to a much greater extent than had existed at the College.

In FY09, the College administered for the third time the Collegiate Assessment of Academic Proficiency (CAAP) in order to provide validated, reliable, and comparable assessment data on the general education outcomes of its students. The College plans to administer the CAAP next in Spring 2011 and potentially on a bi-annual basis thereafter. Going forward, CAAP outcomes would be integrated with the General Education Committee’s work in regularly assessing the appropriateness of the College’s general education goals and gauging potential changes to the curriculum.
A review of available ICC historical data to inform a review of the course offering;
Development of a process to identify potential areas of improvement in the course offering;
Use of the data and the process to identify areas for improvement;
Development of the improvement ideas described below related to the education of students about hybrids and complementary course offerings;
Development of a list of general recommendations with respect to the course offering which included:
  - Solicit additional faculty to increase spring and fall mini-semester offerings;
  - Add more 12-week classes, with additional accommodations to increase student success;
  - Add additional afternoon summer classes; and
  - Consider establishing uniform hybrid time slots to make it easier for students to build a time-efficient schedule.
Hosting of a College-wide report of the improvement ideas and the new process which had been developed.

Facilities: ICC has also made significant financial investments in the creation and renovation of its instructional facilities, particularly at its North Campus, where smart classroom technologies have been implemented in all lecture facilities and where laboratory facilities have been upgraded to state-of-the-art conditions. The ICC North Campus also houses the newly renovated Culinary Arts program facilities at Dogwood Hall. Also, Hickory Hall, a previously unused building on the North Campus, is currently being renovated according to LEED construction criteria and will, in the fall of 2010, house the College’s Corporate and Community Education Department’s programs.

112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?
Annual program review is aligned with the strategic goals of the College and the institutionalization of Six Sigma creates a common means of using data in process improvement. The SWOT analysis (Category 7P4) focuses the Cabinet and academic administration on the classroom and instructional environment. Regular administration of the CCSSE and the SSI help identify areas for improvement at the College.

As a college community, the student has always been the focus of the institution. Employees are passionate about the mission and recognize that everyone plays a role in student success. The ICC community recognizes that many students are unprepared for college and may not have support systems that contribute to their success. As a result, the ICC community is formed on doing what it takes to help students succeed. Whether it is a custodian keeping the classroom clean, a member of the clerical staff helping a student secure answers, or a faculty member teaching in the classroom, all contribute.
AQIP Category Two, Accomplishing Other Distinctive Objectives addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders—the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational organizations.

2P1. How do you design and operate the key non-instructional processes through which you serve significant stakeholder groups?

ICC’s Educational Foundation and Diversity Department are two key non-instructional programs that carry out processes critical to ICC’s mission. The ICC Educational Foundation was established in FY86 to secure donations and establish scholarships for students with financial need. The Diversity Department was established in FY05 to reach out to individuals often underrepresented in higher education. ICC’s President has included the Executive Directors of the Foundation and the Diversity Department on his Cabinet because of the important role these departments play in fulfilling the mission.

The Executive Director of the Educational Foundation works with a 14-member board of directors to coordinate the fundraising activities of the Foundation. The Foundation Board is composed of business and community leaders. Two members of the ICC Board of Trustees serve as non-voting members on the Foundation to facilitate communication between the boards. The Foundation Board meets bi-monthly, with its Executive Committee meeting in alternate months.

The Foundation Board organizes itself into five working committees (Figure 2P1-1) to carry out the responsibilities of the Foundation. In addition, the Foundation formed a Limited Liability Company (LLC) to oversee management of WoodView Commons, a 330-bed residential facility located on ICC’s East Peoria campus and owned by the Foundation.

The LLC Board of Managers is a five-member board with three members appointed by the Educational Foundation Board and two members appointed from the College’s Cabinet. Additionally, ICC’s Vice President for Administration and Finance, ICC’s Foundation Executive Director, and an individual appointed by the WoodView Commons’ bondholder participate in meetings in a non-voting capacity. The LLC Board employs a management company to oversee the day-to-day operations of WoodView Commons.

The Diversity Department is responsible for engaging the College community in fulfilling the College’s Diversity Pledge as stated in the Institutional Overview. A diversity plan has been developed and is based on the best practices research conducted by the Diversity Department and input received through the Diversity Study Circles held throughout ICC’s campuses.

The key focus areas within the diversity initiative include:
- Fostering a diverse learning environment
- Expanding diversity education and awareness
- Ensuring employee diversity
- Increasing minority student enrollment and success
- Advancing and enriching international education programs
- Securing and sustaining resources for diversity

Figure 2P1-2 highlights the Diversity Department’s organizational structure and the roles of each manager.

2P2. How do you determine your institution’s major non-instructional objectives for your external stakeholders, and who do you involve in setting these objectives?

The objectives of the Educational Foundation and Diversity Department are established through the College’s annual strategic planning process (Category 8P1). The objectives are created and documented within division plans and individual program plans and aligned with the institutional strategy.

As projects are identified to support the College’s strategy, the Foundation’s Executive Director develops a list of projects along with the funding required to support each project. The Executive Director provides the list to the Foundation Board and the Board determines which projects should be incorporated into their plans for the fiscal year. For example, the establishment of an on campus housing option by the Foundation was the result of a proposal by administration. The purpose was to meet the needs of students commuting long distances, out-of-district students attending regional programs, and those students with a desire for a residential experience. The administration determined that a residential housing option would provide better service to students and assist with enrollment growth. As Illinois community colleges cannot own and operate housing, the ICC Educational Foundation Board of Directors agreed to explore the concept and work with administration to establish the legal and financial mechanisms to make housing a reality.

<table>
<thead>
<tr>
<th>Figure 2P1-1: ICC Educational Foundation Board Committees and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Gifts</strong></td>
</tr>
<tr>
<td><strong>Finance</strong></td>
</tr>
<tr>
<td><strong>Planned Giving</strong></td>
</tr>
<tr>
<td><strong>Special Events</strong></td>
</tr>
<tr>
<td><strong>Nominating</strong></td>
</tr>
</tbody>
</table>
PACE and SSI results also served as sources of data for the plan. Since a primary focus of the diversity initiative is to increase minority student enrollment and retention, community and college demographics are also considered in the plan. Minority residents in District 514 currently make up 12.8% of the total population, with a 17% minority population in Peoria County alone (Fall 2008 figures). Minority students comprised 10.6% of the unduplicated credit student population in the fall of 2008 and 11.7% in fall of 2009. Course success rates of minority students fall below the mean for all ICC students with a gap of 15% in FY06 and nearly 10% in FY09 (Figure 2R2-5). ICC also seeks to improve employee diversity to further support its diversity initiative so that the workforce structure more closely resembles the racial demographics of the student body and the community ICC serves (Figures 2R2-7).

In addition to the fundraising plans established by the Foundation, the community sometimes approaches the Foundation to enlist support for a particular project. Four years ago, Peoria's Mayor established Peoria Promise, a Foundation that raises funds so that all high school graduates living within the City of Peoria can attend ICC at little or no cost. Peoria Promise has worked closely with the Foundation since that time to educate 354 high school graduates living in Peoria.

The Diversity Plan was developed using the input of the campus community including students, faculty, and staff. Diversity Study Circles were held with the campus community on topics such as diverse learning styles, gender, globalization, retention of minority students, race/ethnicity, sexual orientation and staff/faculty diversity. PACE and SSI results also served as sources of data for the plan.

The Educational Foundation also communicates its goals and objectives through the following vehicles:

- Visions newsletter (three times per year)
- Year in Review report (annual)
- Foundation Board meetings and Executive Committee meetings
- Board of Trustees meetings
- Celebration of Learning general session
- Foundation staff meetings, Cabinet meetings, and Strategic Forum meetings
- Individual contacts by Foundation Board members and staff with prospective and current donors
- Foundation fundraising events and recognition events
- Program plan located on the Q-drive, the College's network drive

The Diversity Department employs the following communication vehicles regarding its goals and objectives:

- InterCultural Diversity Committee meetings (monthly)
- Minority Retention Committee (weekly)
- Diversity Study Circles (bi-annually)
- Special promotions of diversity/cultural events, programs, and activities
- Reports to the Board of Trustees
- Reports to Cabinet and Strategic Forum
- Published articles
- Program Plan located on the Q-drive, the College's network drive

In FY11, employees will be encouraged to participate in a one-hour diversity awareness program that will provide another vehicle for communicating the goals of the diversity initiative.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Annually, each program, division, and department of the College reviews its prior year’s performance toward its stated objectives and develops a new program plan for the year as part of the program planning process. Furthermore, the Executive Directors of the Foundation and Diversity Department review their divisions' plans at the May Cabinet Retreat (Figure 8P1-1, Step 7). Cabinet members report on their progress toward goals at the weekly Cabinet meetings. In addition, the Foundation Board reviews its progress at the bi-monthly Foundation Board meetings and the Executive Committee meetings.
2P5. How do you determine faculty and staff needs relative to these objectives and operations?
Like all other operations areas of the College, the Educational Foundation and Diversity Department identify resource needs (including human resource and capital needs) as they develop their program plans in Step 6 of the planning process (Figure 8P1-1). A sound analysis of reliable and valid data must accompany resource needs requests. Staffing and training requests and the potential value created by them are reviewed by the Executive Cabinet in Step 7 of the planning process and priorities are established.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?
The primary way that objectives are adjusted to incorporate information on faculty and staff needs is through the roll up of the program plans to the Cabinet level. As plans are developed, each faculty or staff member responsible for a program plan meets with their supervisor to review and discuss the plans. As part of this process, objectives are adjusted as needed. This continues at each level within the division until the supervising Cabinet member has conducted a review of the plans (Figure 7P6-1). It is the Cabinet member’s responsibility to understand the needs of the programs and services within his/her area of responsibility. As the Executive Directors of Diversity and the Foundation are Cabinet-level positions, it is their review with the Cabinet that could cause objectives to be realigned.

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?
The Educational Foundation uses the following performance outcomes to track its progress toward meeting its stated objectives:
- Revenues by source
  - Employee contributions to annual campaign
  - Community contributions
- Number of employee campaign participants and 1% Club members
- Scholarship goals

The College uses the following measures for gauging the effectiveness of the Diversity Department’s initiatives:
- Annual unduplicated minority enrollment
- Minority course success rates
- How ICC contributes to students’ understanding of people of other racial and ethnic backgrounds
- Percent minority employees
- Minority student, employee, and district trends
- International education program performance
- Total funds raised in support of diversity

As the diversity awareness program is implemented in FY11, the number of participants in the new one-hour training program will be documented.

2R2. What are your performance results for accomplishing other distinctive objectives?
Increases in employee contributions (Figure 2R2-1), the number of employee donors (Figure 2R2-2), and membership in the 1% Club (Figure 2R2-2) can be linked to efforts put in place by the Foundation to steadily increase the number of departmental presentations and personalized appeals made to employees.

The Foundation’s major gifts campaign has been in support of scholarships and specific capital projects including ICC’s CougarPlex, the Student Success Center, and the recently completed Culinary Arts facility.

**Figure 2R2-1: Foundation Revenues by Source**

<table>
<thead>
<tr>
<th>Source Type</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Contributions</td>
<td>$63,975</td>
<td>$70,000</td>
<td>$75,100</td>
</tr>
<tr>
<td>Community Contributions</td>
<td>$673,702</td>
<td>$1,121,001</td>
<td>$1,101,102</td>
</tr>
<tr>
<td>Major Gifts</td>
<td>$80,000</td>
<td>$84,500</td>
<td>$148,150</td>
</tr>
</tbody>
</table>

Source: ICC Educational Foundation

One role of the ICC Educational Foundation is to recognize individuals who have included the College in their estate plans. These individuals are named to the Dingeldine Society. In FY09, the Foundation added three new members to the Dingeldine Society. Four members were added in FY07 and four were added in FY08.

**Figure 2R2-2: Donors to Employee Campaign**

<table>
<thead>
<tr>
<th>Number of Donors</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Employee Donors</td>
<td>221</td>
<td>254</td>
<td>267</td>
</tr>
<tr>
<td>Number of Donors in 1% Club</td>
<td>107</td>
<td>112</td>
<td>127</td>
</tr>
</tbody>
</table>

Source: ICC Educational Foundation

An important aspect of the Foundation's work is to raise funds in support of scholarships. Figure 2R2-3 details the number of new scholarships secured over the last three years.

**Figure 2R2-3: New Educational Foundation Scholarships**

<table>
<thead>
<tr>
<th>Total Scholarships</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: ICC Educational Foundation

Figure 2R2-4 shows how ICC’s annual, unduplicated minority enrollment has increased from 2,746 students in FY05 to 3,112 in FY09. The Department achieved its FY09 goal of increasing minority student enrollment by 4% over the prior academic year.
The percentage of minority employees at ICC has increased from 8.39% to 9.15% over the most recent six-year period (Figure 2R2-7) while the percentage of minority students has increased from 14.3% to 16.8%. Efforts to increase the number of minority employees continue. For reference purposes, the College also compares minority employee and student trends with district ethnicity trends to make sure that representation is balanced in employment opportunities. In FY08, U.S. Census Bureau data indicated that the District 514 minority population had remained steady at 11.8% since FY05.

Program performance statistics for the International Education program are illustrated in Figure 2R2-8, wherein the broad range of activities under this initiative are indexed. The program has seen substantial enrollment increases, due largely to the recruitment of international athletes and through the utilization of sister institution agreements. The program is implementing action steps to increase participation by ICC students in study abroad, and in the efforts to attract international scholars. The College has found that the demand for such scholars is quite high.
Figure 2R2-8: International Education Program Performance

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10 GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of visiting international scholars</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of new classes in foreign languages and ESL</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Number of non-academic international education programs</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number of new international students admitted</td>
<td>11</td>
<td>10</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Number of international students participating in orientation</td>
<td>22</td>
<td>18</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Number of study abroad opportunities</td>
<td>6</td>
<td>7</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Number of international students successfully completing courses</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Number of ICC study abroad programs</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Number of ICC students studying abroad</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: ICC Department of Diversity

A total of $482,863 has been raised in support of the diversity initiative. The funds were raised through grants and donations secured from FY07 to FY10.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions, and if appropriate, of organizations outside of higher education?

Currently, the ICC Educational Foundation does not collect comparison data for any of its performance indicators.

The Diversity Department compares its minority course success rates with ICC’s overall course success rate. The percentage of minority faculty and staff is compared with the percentage of minority students enrolled at the College to measure the College’s success at having its employee base mirror its student body. Employee and student enrollment percentages are compared to district minority population percentages.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with communities and regions you serve?

The Educational Foundation’s activities directly contribute to the College’s ability to reach out to students who might not otherwise have the financial means necessary to attend college. The Foundation also supports faculty with mini-grants and awards one faculty member each year with the Endowed Teaching Chair, providing them funds for research and special projects. The Foundation also assists in generating both financial and community support for the College and its many projects. Through service on the Foundation Board and/or attendance at Foundation fundraising events, community leaders, supporters, and potential donors become more aware of the work of the College and the ways they can contribute to its mission. For example, a major gift provided $1 million in support of the School of Industrial Technology. This initial gift and the donor’s visits to the College to participate in program events led the individual to name the College in his will resulting in a lifetime donation of $1.4 million.

The Diversity initiative at ICC has enabled the College to reach out to and more fully engage the entire minority community in an effort to enroll more minority students in the College. Through the staff’s participation and leadership in community events, the College demonstrates its interest in helping them achieve their educational goals. The Diversity Department has actively worked with area high schools to prepare students for success in College. Through its Upward Bound program, 80 area high school students received tutoring, mentoring, and college preparatory services. Through the tuition-based incentives of its College Yes scholarship programs, area high school students considered at-risk for academic success have been assisted in completing their high school careers and matriculating to Illinois Central College. Furthermore, through the College Yes program and the wrap-around services offered through the College’s New World Academic Services program, the Diversity Department’s efforts have contributed to the success of minority students. Through the international education programs, students have the opportunity to participate in programs abroad and international students have been able to attend ICC.

The Diversity Department also furthers the goal of student learning by focusing its engagement strategies on student segments that have historically experienced challenges in accessing and persisting in their educational endeavors. The contributions the Diversity initiative makes to the educational experiences of all students in broadening their exposure to and understanding of diversity issues, and the impact on the college curricula, cannot be overlooked.

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

Web-based scholarship application: The Educational Foundation implemented a significant process improvement in January 2004 when a web-based scholarship application process was implemented in response to the more than 3,000 individual scholarship applications submitted by students each year. The online application process decreased the time required by students to complete multiple applications by allowing them to indicate—via check boxes—all of the scholarships for which their single application was to be used. The functionality of the online web application process is now being improved again by interfacing the application with the College’s student information platform, PeopleSoft. In Fall 2010, students will be able to apply for Educational Foundation scholarships through their personal eServices accounts. Furthermore, financial aid, academic progress, and co-curricular information maintained in PeopleSoft will be downloaded to the students’ scholarship application.
Minority success dashboard: A minority student success dashboard was introduced in FY09 to monitor the progress of minority students. The dashboard reflects the academic standing of full-time minority students by categorizing them in one of three categories: Green (good standing), Yellow (warning), and Red (danger). Specific action is associated with the red and yellow dashboard categories.

Tracking, referral, intervention, and reporting are conducted by the Executive Director of Diversity and the Diversity Retention Coordinator with assistance from support staff. While the status of part-time minority students is also reflected in the minority student success dashboard, these students are not currently targeted for intervention services.

Workforce diversity: Increasing employee diversity will require a more deliberate, campus-wide effort. The Executive Director of Diversity and the Director of Human Resources have piloted a project with Caterpillar’s African American Network (CAAN) to hire more African-American faculty at ICC. CAAN members who have expressed interest in teaching at ICC have been invited to meet with Associate Deans and apply for teaching positions.

212. How do your culture and infrastructure help you to select specific processes to improve and set targets for improved performance results in Accomplishing Other Distinctive Objectives?

The establishment of the Diversity Department and the Educational Foundation both exemplify the College’s commitment to its core value of community and the mission of the College. These elements of the culture are evident when decisions are made relative to these two functions of the College.

They are further exemplified by the Educational Foundation’s cross-functional approach by involving ICC faculty and staff as well as the community-at-large in fulfilling its stated mission. For example, the Foundation’s Scholarship Selection Committee annually involves dozens of ICC employees across all departments who devote a significant portion of their time each year to reading and evaluating scholarship applications. The Employee Campaign as noted in Figure 2R2-1 is another example of the institution living its core value of community. In addition, almost one thousand people attend the Community Celebration, an annual event honoring scholarship recipients and donors.

Through the planning process, opportunities for improvement are identified by each department’s staff. In the case of the Foundation, the Board, the Cabinet, and staff all provide input to assist the Foundation’s Executive Director in identifying opportunities for improvement. Both Directors have the option of engaging a Six Sigma team to improve processes.
AQIP Category Three, Understanding Students’ and other Stakeholders’ Needs, examines how your organization works actively to understand student and other stakeholder needs.

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

To identify and understand the changing needs of students and to enhance its efforts at developing strategies to more effectively promote student success, Illinois Central College has implemented a process for regular collection of student satisfaction, engagement, and related data that supply the annual strategic planning process (Category 8P1). Figure 3P1-1 outlines the current primary and secondary data sources used to identify the needs and expectations of the different student groups.

The annual external environmental scan conducted as part of the strategic planning process (Figure 8P1-1) analyzes demographic, K-12, and labor market trends; evaluates competitors’ positions; and assesses the impact of changing educational technology. For example, by tracking K-12 enrollment and graduation trends, and the overall preparedness for college among high school juniors and seniors, ICC is better able to forecast its enrollments and to create or modify its programs to meet the academic needs of the incoming student body. Additionally, the labor market analysis highlights the needs of the local labor market which are studied from industry, occupational, and skill-specific perspectives to better understand changing needs and to ensure these changes are reflected in new or existing program offerings.

An internal assessment includes, among other data and information, a review of enrollment trends by delivery mode and location which assists the College in determining the types of course formats to which students gravitate. It also includes analyses of course success rates by delivery mode and student segment. These data are used by associate deans, program coordinators, and teaching chairs to modify the course schedule and to plan accordingly for necessary instructional resources.

Figure 3P1-1: Primary Sources of Data for Determining Changes in Student Needs

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>FREQUENCY OF COLLECTION</th>
<th>NATURE OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noel-Levitiz Student Satisfaction Inventory</td>
<td>Bi-annually, fall semester</td>
<td>Current students provide the level of importance as well as their satisfaction on 80 items relating to student life and learning.</td>
</tr>
<tr>
<td>Community College Survey of Student Engagement</td>
<td>Bi-annually, spring semester</td>
<td>Current students provide levels of engagement, derived from assessments of their own academic behaviors and those of the institution.</td>
</tr>
<tr>
<td>Career and Technical Education Follow-up Survey</td>
<td>Three times per year</td>
<td>Career and Technical Education grads (at six months post-graduation) provide job placement and satisfaction feedback, perceptions of academic preparation, satisfaction with ICC experiences.</td>
</tr>
<tr>
<td>Transfer Student Survey</td>
<td>Annually</td>
<td>Transfer students who complete at least 12 hours at ICC and who successfully transfer to a four-year school provide feedback on academic preparation and satisfaction with ICC experiences.</td>
</tr>
<tr>
<td>Non-returning Student Survey</td>
<td>Annually</td>
<td>Students who complete six or more hours in good academic standing in a given fall term and do not return for the following spring term provide feedback on their ICC experience and identify reasons for not returning.</td>
</tr>
<tr>
<td>Six Sigma Teams</td>
<td>Ad hoc</td>
<td>Teams gather voice-of-the-customer data on student and stakeholder segments.</td>
</tr>
<tr>
<td>Focus Groups, Student Panels</td>
<td>Ad hoc</td>
<td>Current students provide feedback in response to specific SSI and CCSSE findings.</td>
</tr>
<tr>
<td>Labor Market Analysis</td>
<td>Annually</td>
<td>Provides information about the changing local labor market including growing and declining occupations.</td>
</tr>
<tr>
<td>K-12 Education</td>
<td>Annually</td>
<td>Provides long range forecasts on the number of graduating and matriculating seniors and their level of preparedness.</td>
</tr>
<tr>
<td>Demographics</td>
<td>Annually</td>
<td>Provides data concerning the educational attainment of different age and ethnic groups in the community.</td>
</tr>
<tr>
<td>Technology</td>
<td>Annually</td>
<td>Provides data on student preferences relative to technology in the classroom and ways to communicate.</td>
</tr>
</tbody>
</table>
Regular, ongoing research conducted by the IR Office also provides insight into the needs and expectations of students and stakeholders. As new data become available, the IR Office analyzes the results, disaggregating the data, when possible, to identify the needs of three student groups: career and technical, developmental, and transfer students. The IR staff prepares a summary of the findings for dissemination to the Cabinet. The Cabinet reviews the information at one of its weekly meetings. The analysis includes a review of trend data, comparison group data, and disaggregated data. The Cabinet is responsible for establishing the institutional strategy and uses any new information to reaffirm or adjust the strategy.

At the beginning of the strategic planning process, all data that have been collected about student and stakeholder needs and preferences are gathered and used by the Cabinet as it develops its strategic plan. Findings also play a significant role in the planning process at the committee and department levels. As a consequence, presentations of survey findings are also made to the appropriate departments or committees to use in their planning processes. For example, in the Career and Technical Education Follow-up survey, program-specific summaries are prepared for each program. Departments, programs, and committees use these results to determine appropriate courses of action regarding student needs.

**3P2. How do you build and maintain a relationship with your students?**

As Figure 3P2-1 indicates, student engagement begins with the recruitment process. Through training on the CougarCARE Principles, all employees are instructed on their responsibilities to engage students not only through their formal roles but through casual opportunities such as in the hallways, cafeterias, and other campus events and locations. The CougarCARE Principles establish the expectation that ICC staff members are to engage the student at each encounter by: 1) connecting with students first; 2) owning the situation; 3) using every opportunity to build relationships; 4) going the extra mile; 5) acting promptly and professionally; and 6) remembering to work as a team. The College’s BlueBook and the related training provided to employees helps them to understand the types of behaviors associated with each of the Principles. The same Principles apply for building and managing relationships with the community-at-large and with employers.

College recruiters use multiple methods for “acquiring” new students: periodic high school visits, career fairs, the annual College Night, the annual Discover ICC event, “It’s Your Turn” sessions for returning adult students, and campus visit days. High school visits offer an opportunity for recruiters to meet with potential students and obtain information about their requirements. It also begins the relationship-building process by encouraging early entrance through dual-credit classes and introduces the array of services offered by ICC in which high school students and their families may participate. College Night provides students an opportunity to view the programs and offerings of colleges and universities from across the country. As many as 80 colleges participate in this annual event. Discover ICC is an evening event where high school students can come to campus and learn more about what ICC has to offer and what they need to do to enroll. Campus visit days are hosted throughout the school year on Fridays. These tours focus on an academic discipline such as criminal justice, the fine arts, and mass communications. Departmental representatives are present to explain and promote the programs. Faculty and other college representatives speak to classes and groups in specific career and content areas to further engage students and encourage enrollments. Prospect cards are collected to provide the College an opportunity to respond to students’ requests for information.

Academic advisors also support relationship-building through the formal and informal advisement processes. A positive relationship is further reinforced through the variety of offerings and services provided to students through co-curricular and extracurricular activities.

A central component to the process of building and maintaining relationships with currently enrolled students is a high degree of student-faculty interaction, both within and outside of the classroom. At the start of each semester, faculty review with the students their office hours, phone number, and e-mail to encourage students to contact them outside of class when needed. The average class size at the College in the fall of 2009 was 14 students, a student-to-faculty ratio which aids in fostering a learning environment built on interaction and relationship-building.

In 2009, a Blueprint team was charged with leveraging the substantial base of research on student engagement conducted at ICC through its bi-annual administration of the CCSSE as well as that which is led and catalogued by the Community College Leadership Program at the University of Texas-Austin, the authors of the CCSSE. The ongoing efforts of this team center on action steps to enhance the degree of academic effort displayed by ICC students and to ensure that students are appropriately challenged in their courses to do their best academic work. Additionally, the team is implementing action steps to encourage greater participation in student activities, organizations, and campus events to better integrate potential learning experiences and engagement opportunities which occur outside of the classroom.

The College values the voice of the student as evidenced by the student trustee who serves as an advisory voting member on the College Board of Trustees. Students are also represented on various college-wide committees and appropriate Six Sigma and Blueprint teams.
Finally, ICC provides and advertises a number of access points and resources to meet the varying needs of students and stakeholders. These access points are based upon an understanding of the generational differences among the students and stakeholders. The College's web site, www.icc.edu, provides students and the community with College information including how to contact the President, all managers, and departments. Individuals seeking information may use e-mail to ask questions and register complaints at info@icc.edu. ICC has a general information number (309/694-51CC) to secure answers to everyday questions or to identify the person who can best answer a question. In 2009, ICC created a presence on Facebook, Twitter, YouTube, and MySpace. The local educational television channel, 17, provides a venue for telecourse offerings and broadcasts other college and career information to the local community. A student call center (309/694-5600) provides direct phone access to assist students with enrollment, registration, and account status. The Help Desk (309/694-5450) provides a central location for questions regarding computer or technical problems. The Student Handbook, Faculty Handbook, College Catalog, ICC Today, printed semester class schedule, news releases, and prospect cards provide additional sources of information and access.

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

The College uses different listening and learning techniques for its two primary stakeholder groups: employers and the community. Listening methods for employers of graduates include the Employer Follow-Up Survey; Career and Technical Education Advisory Committees that meet, at a minimum, annually; and one-on-one meetings scheduled by the Professional Development Institute's Business Outreach Specialist and the Agricultural and Industrial Technology Department's Business and Education Liaison.

The Employer Follow-up Study is a regularly administered survey initiated in 2007 and conducted in concert with the Career and Technical Education Graduate Follow-up survey. Respondents to the graduate follow-up survey who are employed in a field related to their program at ICC give their permission to the College's IR Office to contact their employers. Employers are then sent a survey asking for their impressions of the degree to which the ICC programs have prepared graduates for the workplace; the levels of attainment of appropriate skills, knowledge, and abilities; and the degree to which the graduate exhibits appropriate, job-related “soft skills.” Responses to the Employer Follow-up surveys are collected and coded by the IR Office, then formatted for reporting, and shared with the programs' teaching chairs and associate deans. The results of the follow-ups are included with the teaching chairs' program plans, and any curricular changes are enacted through ICC’s Curriculum Committee, the role and functions of which are described in Category 1P3.

Accompanying the employer follow-up data in consideration of the needs and requirements of the employer community are the outcomes of the Career and Technical Education Advisory Committee meetings. The role and functions of the Career and Technical Education Advisory Committees are discussed in Category 1P2.

The Business Outreach Representative is the PDI's chief liaison with the employer community. The Business Outreach Representative serves as an information conduit and gathers information about the training needs and changing occupational requirements within the employer community. The Business Outreach Representative assesses PDI’s capacity to meet those needs, either through existing or customized noncredit programs, or makes referrals to the College's credit offerings. The Business and Education Liaison works primarily with employers to enhance the College's understanding of current needs within the employer community, to document skills and knowledge requirements, and to create linkages between and among those businesses and the appropriate College personnel. The Business and Education Liaison also ensures a flow of relevant career information to the College's Career Services Specialist, who indexes open job positions in the community and matches students to those needs, and through the College's advising processes so that advisors are knowledgeable about career needs when engaging students. The Business and Education Liaison communicates career and College-specific information back to businesses and agencies.

The second major stakeholder group is the community. Listening methods for the community include the publicly elected Board of Trustees; public comment at the monthly Board meetings; managers' participation on community boards such as area Chambers of Commerce, Rotary Clubs, Central Illinois Workforce Network, and various non-profit organizations; and feedback to the College's information desk, its Facebook page, and the College's web site.

All of this information is considered as part of the external scan and internal assessment reviewed at the strategic planning retreat (Figure 8P1-1, Step 1) and opportunities to improve services and programs are identified. Strategies to meet the needs of stakeholders are incorporated into the strategic plan or assigned to Six Sigma, AQIP teams, or existing committees to be addressed.

When the appropriate response to employer or community needs requires the College to consider a new program, the curriculum development process is triggered to assess its feasibility. In 2008, this process was modified by a Six Sigma team to improve the College's responsiveness to employers’ needs. The approach to curriculum development for Career and Technical Education programs is reflected in Figure 3P3-1.

The process begins when an opportunity, or environmental cue, is identified by virtually anyone at the College—a dean, an associate dean, a faculty member, a member of the Board of Trustees, a community member, or a student. The IR Office defines the concept and gathers local and comparative labor market information and collects concept feedback from regional employers. The majority of the data gathered and reported by the IR Office are aligned with the requirements of ICC’s Curriculum Committee for the approval of new Career and Technical Education programs, and for the data requirements of the ICCB and IBHE program approval processes.
Once the community need for the program is validated, a faculty member or team is assigned as a program developer to define the curriculum and syllabi with the guidance of ICC’s Instructional Services Office. As this process moves forward, the responsible associate dean, Instructional Administrators Circle (IAC), and Vice-President of Academic Affairs review and make recommendations. Final approval includes these principal participants along with the College’s Curriculum Committee, Board of Trustees, ICCB, and IBHE.

3P1-1: New Program Development Process

The College is known for its willingness to innovate in fulfilling the needs and requests of its stakeholders. Dual-credit offerings have rapidly grown in the last several years in the district high schools from 913 students in Fall 2006 to 1,370 students in Fall 2009 (Figure 9R2-2). All but four schools within the district currently offer dual-credit classes. As an outgrowth of the success of dual-credit offerings, Midland High School administration requested that the College allow their high school seniors the option to complete their senior year on the ICC campus. This “early college” program began with the FY09 school year wherein a select group of Midland High School seniors (maximum of ten) attended classes full-time on the ICC campus, met their high school requirements, participated in their high school activities, and concurrently completed their first year of college. The program successfully continues in FY10 with seven students.

3P4. How do you build and maintain relationships with your key stakeholders?

Business and industry relationships are maintained and strengthened through the Career and Technical Education Advisory Committees that, at a minimum, meet annually and are convened by the Career and Technical Education program director/teaching chair. The information shared and relationships built through the networking and curriculum-centered discussions are crucial to understanding the needs of employers (as well as whole industries) and the success of the College’s Career and Technical Education students and programs. Program coordinators and teaching chairs preparing program plans include the date(s) on which the advisory committee met, and provide analyses of the meeting outcomes and impact to the program goals.

The President identifies key committees and boards in the community in which an ICC presence is critical. The President appoints Cabinet members, managers, and staff to represent the College in these activities in order to build relationships, identify potential partnerships, and to listen to the needs of these groups. In addition, the Business Outreach Representative is responsible for calling on employers throughout the community to discuss their needs and to make them aware of the College’s noncredit and credit offerings. Career and Technical Education program directors/teaching chairs work with businesses on an ongoing basis to enhance the quality of their programs and to ensure that students have the skills and competencies required by employers.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

In FY08, a Six Sigma team assigned to address the allocation of marketing resources designed a process that is used annually to identify the College’s target markets and is now incorporated into the strategic planning process (Category 8P1). Annually, at the January strategic planning retreat, data are analyzed to identify which markets present the best opportunity for enrollment growth in light of the College’s mission. Blueprint strategies and action plans are developed to address the specific market segment’s needs. For example, in the FY10 plan, nontraditional students, African-American students, and lifelong learners were targeted in the Blueprint strategies. Programs were developed and marketing strategies implemented to target these populations.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Student and stakeholder complaints are received in-person and through e-mails, phone calls, letters, and the College’s web site. Embedded in ICC’s CougarCARE Principles and Service Excellence Project training is the requirement that ICC employees will try to understand students’ needs. Employees are to apologize for the problem and take immediate action to address the situation. If employees need extra assistance, they are responsible for contacting the individual best equipped to help the student or stakeholder with their problem. Student dissatisfaction is minimized through prompt resolution of complaints. The CougarCARE Principles were deployed in Fall 2009 and embedded within the customer service training.

The formal grievance procedure is outlined in the Student Handbook. A student alleging unfair treatment may make a complaint against a faculty or staff member to the college official who is directly responsible for the supervision of the person(s) named in the allegation. This should occur immediately, but must occur no later than 15 days after the end of the semester in which the occurrence or situation took place. If the student cannot readily determine who the supervisor is, the student should call the Dean of Student Services. An attempt shall
be made to informally resolve the complaint. However, if the complaint is not resolved to the satisfaction of the student, he or she shall submit his or her complaint in writing to the Dean of Student Services within ten (10) class days of the end of the informal resolution process.

The Dean of Student Services or designee shall convene a meeting of the Student Appeals Committee, chaired by the Dean of Student Services and consisting of two full-time professional staff members, two faculty and two students, within five class days of receiving the written complaint. The committee will hear testimony relevant to the complaint. The committee chair will prepare the committee’s written decision and communicate it to the complainant and respond in writing within five class days of the hearing.

Student-to-student disputes are resolved through the Dean of Student Services. A general code of student conduct is included in the student handbook. Working with the Campus Safety and Security Office, the Dean resolves these conflicts using measures ranging from discussion with the involved parties, warnings, expulsion and potentially, criminal charges. The Dean of Student Services serves as the adjudicator in resolving student disputes.

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

The Noel-Levitz Student Satisfaction Inventory serves as the primary source for assessing the satisfaction and dissatisfaction of students on a wide range of items. Levels, trends, and comparison data are reviewed at the annual strategic planning retreat. Factors rated by students as high in importance and high in satisfaction are considered strengths; factors rated high in importance and low in satisfaction are identified as weaknesses and are addressed within the strategic plan.

Satisfaction measures for summary and select scale items are reported, along with performance and comparative results, in Categories 3R2 and 3R4.

3R2. What are your performance results for student satisfaction?

Three summary satisfaction items from the SSI are presented in Figures 3R2-1, 3R2-2, and 3R2-3. As the first three items are measures related to the strategic plan, goals for the upcoming Fall 2010 administration of the SSI are also presented. ICC’s satisfaction ratings across all three measures remained fairly stable over the period from Fall 2004 to Fall 2008 and have not changed significantly in comparison to the SSI national mean.

Scale items on the SSI are indexed, or aggregated scores based on responses to groups of related questions. ICC ranks scale items in descending order of importance to better understand and analyze at a broader level student needs and requirements. Instructional Effectiveness, Academic Advising/Counseling, and Registration Effectiveness are ranked, in that order, by students as the three most important scale items. Student satisfaction ratings for these items are reported in Figures 3R2-4, 3R2-5, and 3R2-6. Responses to all SSI items are available on campus.
Students’ satisfaction ratings of instructional effectiveness have remained stable from Fall 2004 to Fall 2008 and are slightly below the SSI national mean. The Instructional Effectiveness scale is a composite of nine individual questions from the SSI, including the quality of instruction students receive, the variety of courses offered at ICC, the clarity and reasonableness of program requirements, and the degree to which students experience intellectual growth at ICC, among other items.

Figure 3R2-4: Instructional Effectiveness

Students’ ratings of academic advising have improved from 5.02 in Fall 2004 to 5.19 in Fall 2008, and are comparable to the SSI national mean. The Academic Advising scale is a composite rating of seven questions from the SSI, including such items as, the approachability of students’ advisors, the degree to which the College does whatever it can to ensure students reach their educational goals, and whether advisors help students in setting goals.

Figure 3R2-5: Academic Advising/Counseling

Students’ ratings of registration effectiveness have improved from 5.29 in Fall 2004 to 5.39 in Fall 2008 and are comparable to the SSI national mean. The Registration Effectiveness scale is a composite rating of nine questions from the SSI, including such items as students’ ability to register for classes with few conflicts, the reasonableness of the College’s billing and add/drop policies, and the helpfulness of the personnel in the College’s registration office.

Figure 3R2-6: Registration Effectiveness

3R3. What are your performance results for building relationships with your students?

ICC uses measures of student engagement derived from the Community College of Student Engagement to assess the effectiveness of its efforts at building relationships with its students (Figure 3R3-1).

CCSSE uses a rolling, three-year cohort of participating colleges to compute its five benchmark scores. All CCSSE benchmark scores are standardized so that the mean for all participating institutions on each benchmark is 50 with a standard deviation of 25. ICC has seen beneficial trends on all five CCSSE benchmark measures since 2004. ICC further analyzes its individual item and benchmark scores by key descriptive variables including part-time and full-time status, and credit hour attainment levels, in order to better determine targeted improvements. These observations lend additional, critical insight into the retention statistics collected by the College and the resulting strategies devised to address student success.

The data in 3R3-1 are also presented and discussed in the context of ICC’s processes for strategic planning (Category 8R2, Figure 8R2-17).

Figure 3R3-1: CCSSE Comparison Values – All Students

<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>MEAN</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>50.0</td>
<td>45.2</td>
<td>47.2</td>
<td>50.8</td>
</tr>
<tr>
<td>Student Effort</td>
<td>50.0</td>
<td>46.3</td>
<td>46.1</td>
<td>48.0</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>50.0</td>
<td>45.2</td>
<td>46.5</td>
<td>48.6</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>50.0</td>
<td>45.1</td>
<td>47.5</td>
<td>49.8</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.0</td>
<td>46.4</td>
<td>46.4</td>
<td>48.2</td>
</tr>
</tbody>
</table>

Two additional SSI scale items that reflect the degree to which ICC has been successful in fostering and strengthening relationships with students are the Concern for the Individual and Student Centeredness scales (Figures 3R3-2 and 3R3-3). ICC has seen improvement in the satisfaction scores on these two scale items since Fall 2004, though ICC’s performance remains below the SSI national mean. The College is hopeful that the deployment of the Service Excellence I training, the TrueBlue Attitude Campaign, and efforts to improve service in departments such as Student Financial Services and Registration will
result in significant improvement on the Fall 2010 administration. The Concern for the Individual scale is a composite rating of five questions from the SSI, including the fairness of treatment that students receive from faculty, the concern academic advisors show for students, and the degree to which students feel faculty care about them as individuals, among other items.

Figure 3R3-2: Concern for the Individual

The Student Centeredness scale is a composite rating of six questions from the SSI, including such items as the extent to which student feel welcomed on the College's campus, the degree to which it is an enjoyable experience to be a student on ICC's campus, the approachability of ICC's administrators, and the extent to which campus staff are perceived as caring and helpful.

Figure 3R3-3: Student Centeredness

3R4. What are your performance results for stakeholder satisfaction?
The Employer Follow-Up Study obtains feedback on the skills and levels of career preparation of ICC's Career and Technical Education graduates to determine whether the College is meeting the needs of its stakeholders in the employer community. One year of results are available on employer satisfaction with graduates' career preparation (Figure 3R4-1).

Figure 3R4-1: Employer Satisfaction with Career Preparation of Career and Technical Education Graduates

A 44-item Community Questionnaire administered as a telephone survey to 365 area residents was completed in 2001 as part of the College's NCA accreditation self-study. To the question, "On a scale of A to F, A being excellent and F being failing, how would you rate the College's overall performance," the mean value of the responses (once converted to a 4-point scale) was 3.74 out of 4.00, indicating a relatively high degree of satisfaction among community members with the College's service to the community. The College is scheduled to administer another community survey in FY11.

3R5. What are your performance results for building relationships with your key stakeholders?
The Community Questionnaire of 2001 also provides evidence of the degree to which ICC has been successful in fostering relationships within the District 514 community.

Figure 3R5-1: Select 2001 Community Questionnaire Responses

Source: 2001 Community Questionnaire, N=365

3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?
All measures provided in Categories 3R2, 3R3, and 3R5 include appropriate benchmark or comparative values. The measures reported in 3R4 do not have comparative measures, as they are derived from institutionally authored surveys.
3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students’ and Other Stakeholders’ Needs?

ICC’s primary source for voice-of-the-customer (VOC) data is the biannual administration of the Noel-Levitz SSI. The College implemented its current process of systematically collecting voice-of-the-customer data through the SSI in 2003 and will administer the SSI for the fifth time in Fall 2010. Voice-of-the-customer data are essential for defining critical student and stakeholder requirements and guiding the development of improvement initiatives.

ICC’s first completed AQIP Action Project addressed the implementation of customer service standards and related training to help foster an organizational orientation toward exceptional customer service and to define the related behavioral and attitudinal expectations among employees. A cross-functional team was convened in October 2006 and assigned to these goals. Data collection commenced and continued over the next 18 months after which time the team reported out the following accomplishments:

- Generation of the “Teachable Point of View,” which became the Executive Cabinet’s adopted consensus view on customer service at ICC;
- Definition of the behavioral characteristics of the College’s Core Values;
- Collection of voicing data from internal and external stakeholders on what media should be used to convey key information;
- Creation of the ICC QuickGuide, a compendium of key information that students need which faculty and staff can quickly reference;
- Identification and verification of valid customer requirements regarding service;
- Development of the CougarCARE service expectations;
- Recommendations of key topics/modules for ICC staff customer service training; and
- Provision of the groundwork for the development of the CougarCARE Principles and related training, and the Service Excellence Project training (discussed in Category 3I2). In FY10, two separate Six Sigma teams researched and studied the timelines and processes for the development of the class schedule and the determination of class offerings. Their data collection efforts involved extensive review of course scheduling patterns, numerous group interviews with students about their preferences and approaches to course registration, student interviews with respect to their use of the College’s catalogs, and SSI data. Based on the data collected and analyzed, recommendations have been made to improve the class offerings and timing of classes as well as to establish a regular process of study and review.

3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs?

The College now deploys a customer service curriculum for employees through the Teaching and Learning Center that focuses on the requirements and skills necessary for the student and stakeholder to experience exceptional service. Each segment of the Service Excellence Project combines classroom instruction and hands-on experience. Segment One establishes the foundation for service excellence by focusing on requirements, skills, and opportunities to exceed customer expectations. Segment Two leads the participants through a book study of Inside the Magic Kingdom, Inside ICC. This uses Disney’s best practices as a benchmark for improving College practices. Segment Three creates teams that work together on specific projects related to delivering the Exceptional Educational Experience which has become the mantra for service excellence. Results are measured against the three service measures on the SSI and the overall and teamwork score on the PACE climate survey.

Finally, the College measures student satisfaction and engagement using the SSI and CCSSE. Blueprint strategies are developed to address opportunities for improvement based on these results and workshops are held to help College employees understand and address results within the program plans. The Teaching and Learning Center also provides faculty with specific training relative to student engagement. Currently, one of the Blueprint strategies (Strategy 3.2: Student Engagement) specifically focuses on improving students’ engagement in their learning and college experience. Key performance indicators from the CCSSE are used to determine the level of success in addressing this strategy.
AQIP Category Four, Valuing People, explores your institution’s commitment to the development of your faculty, staff, and students.

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

At the time of a vacancy or creation of a new position, a job description is reviewed or created by the hiring manager and the Human Resources Employment Coordinators to determine the necessary skills, abilities, education, and credentials needed for an individual to successfully perform the functions of the position. Any recommended changes to the job description are made by the hiring manager and implemented by the Employment Coordinator. In the development of job descriptions, the following potential requirements are reviewed:

- suggested minimum qualifications of associated professional organizations
- criteria of any external organizations (e.g., accrediting bodies, grant funding sources, state and/or federal regulating bodies)
- industry-specific and occupational standards

Furthermore, job descriptions state that demonstrating the College’s core values is a requirement for successfully performing the position’s responsibilities.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

The position’s required skills, abilities, knowledge, values, and attitudes are included in the advertisements/recruitment activities for the position. Interview questions are developed by the hiring manager with the assistance of the Human Resources Employment Coordinators that delve into the applicant’s knowledge, skills, abilities, and alignment with ICC’s core values.

A screening committee consisting of a diverse selection of employees from within and outside of the hiring department is selected to evaluate each candidate’s stated qualifications against those required of the position. Members of this committee must have completed a diverse hiring training workshop in order to be eligible to participate. The top scoring candidates are scheduled for further evaluation. This subsequent evaluation may include skills testing (keyboarding speed, software knowledge) and always includes verification of credentials and education, prior employment and/or training, reference checks, and a criminal background check. Passing candidates are scheduled for face-to-face interviews. The screening committee utilizes a structured interview approach to include results-oriented questions which are submitted to, and approved for use by, the Human Resources Employment Coordinators. Upon completion of the interviews, the screening committee provides recommendations to the hiring manager who forwards the final recommendation to Human Resources for completion of a drug test, to make the job offer, and to complete hiring paperwork.

4P3. How do you recruit, hire, and retain employees?

The College advertises for job openings through local, regional, and national advertisements in newspaper and trade publications; by posting the position on the College’s web site, general and job specific Internet job boards; and with professional organizations and listserves specific to the position. The College’s Cabinet members, many advisory committees, business/industry partnerships, and relationships with affinity groups also provide a forum for recruitment of new personnel. The College also hosts and participates in several job fairs throughout the year (e.g., the Adjunct Faculty Job Fair).

Prior to the new employee’s first day of work, the employee completes all hiring documentation coordinated through the Human Resources Department to assure the new employee will have computer access, phones, and tools ready for use upon their arrival. The new employee is also scheduled for the New Personnel Orientation, described in Category 4P4.

In addition to the New Personnel Orientation, the new employee is provided a department-specific orientation. The employee is introduced to other department team members, job requirements, and department requirements. The orientation provides a brief overview of the mission, core values, vision, and goals of the College. All new full-time and adjunct faculty members are assigned a mentor, while other departments make use of mentors on an ad hoc basis. Upon completion of 90 days of employment, the new employee is surveyed to assure this departmental orientation has taken place. The survey also gathers information regarding the employee’s use of information and materials supplied in the New Personnel Orientation.

Employee retention is enhanced by providing all employees the opportunity to grow within their position, department, and into other positions throughout the College through continued learning. The Teaching and Learning Center provides one-on-one and group learning opportunities throughout the year, developed and scheduled by the Director of Organizational Learning in conjunction with the Organizational Learning Committee. Continued learning opportunities are also supported with tuition waivers for classes taken at ICC as well as reimbursement for classes taken at other institutions. The College encourages cross-training among positions and occupation-specific training. In 2009, the College developed manager training modules which were available to any employee desiring to learn more about becoming a manager or for existing managers to hone their skills.

Employees are also encouraged to participate on any of a broad range of cross-functional teams which include College committees, Six Sigma teams, Blueprint Teams, and AQIP Action Projects. This involvement offers opportunities for employees to increase their overall knowledge about the College and to provide input which could positively impact a process in their department or the overall College community.

The College promotes employee health improvement through its Wellness Works Program and Employee Assistance Program (EAP). The Wellness Works Program is a point-based program that is designed to encourage all ICC employees and retirees to participate in
wellness activities throughout the year. These activities include on-campus health screening services (e.g., mammograms and annual blood work) as well as programs encouraging regular exercise, successful weight loss, and smoking cessation. Wellness Works participants can also utilize a self-guided health improvement program each session. These programs are educational in nature and cover various aspects of wellness and stress management. For all wellness activities and programs in which an employee participates, they are awarded points leading to cash incentives.

The College’s Employee Assistance Program provides confidential mental health and counseling assistance to health plan participants through the College’s EAP provider. The initial consultation and three follow-up visits are offered at no charge to the employee or family members. When further services are needed, referrals to covered providers can be made.

Job performance is formally reviewed annually and follow-up occurs throughout the year. This exercise provides employees and their managers the opportunity to regularly discuss the employee’s professional goals and to establish development plans to help the employee achieve those goals. As a result of these conversations, employees may request additional training or developmental opportunities to strengthen existing skills or acquire new ones.

The College annually administers the Personal Assessment of the College Environment (PACE), an employee survey which is used to monitor employee engagement and satisfaction. Opportunities for improvement are identified and incorporated into the strategic plan. Employees are provided opportunities for career advancement/enhancement through the posting of all job vacancies. Praise, recognition, and reward which directly impact employee satisfaction and retention are discussed further in Category 4P11.

Exit interviews are conducted by the Executive Director of Human Resources. The results of these exit interviews are compiled to identify trends on reasons employees leave the College to determine changes that should be incorporated to increase retention of employees.

4P4. How do you orient all employees to your organization’s history, mission, and values?
At the New Personnel Orientation, new employees are welcomed by the College President and other members of the Cabinet who provide information about the history of the community college movement and of ICC, and facts about the College’s current demographics. The new employees are provided an overview of ICC’s BlueBook, which describes the College’s mission, vision, Core Values, Diversity Pledge, and the CougarCare principles of service standards. The new employees are taken to the Teaching and Learning Center where they are provided a New Personnel Resources binder and an overview of the technology and work systems used at the College. Employees are surveyed after their attendance in this orientation to assess its effectiveness and the use of the information and materials. Similar orientations occur for new faculty members twice annually at the August and January Celebrations of Learning with further emphasis on effective instructional practices.

In 2009, all employees were encouraged to participate in the True Blue Attitude campaign to review the newly published BlueBook. The BlueBook covers the College’s mission, vision, core values, Diversity Pledge, and CougarCare principles, among other issues of interest to faculty and staff of ICC.

4P5. How do you plan for changes in personnel?
The College relies on a core group of full-time faculty and staff augmented by adjunct faculty, part-time, and temporary employees. This approach provides the College the ability to rapidly respond to changing workforce capacity and capability needs.

Annually, in conjunction with the budgeting process, department managers review staffing requirements based on anticipated changes (retirements, departures, and enrollment growth) as well as unexpected external conditions, such as a drastic shift in the economy. Any requests for additional staffing are submitted to the Cabinet for review to assure they support the College’s strategic initiatives and can be appropriately funded. Once determinations have been discussed by the Cabinet, the President makes the final decision.

In order to prepare for an unexpected departure of personnel, some departments have documented the business processes in their area. Departments are encouraged to provide cross-training and to be aware of potential position openings and/or planned retirements. During periods of necessary workforce reductions, approaches such as re-assignment and job restructuring have been utilized. Current employees have been placed into open positions on a temporary or interim basis while the need for a position is evaluated or recruiting for a replacement takes place.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?
Category 8P1 describes the process by which the strategic planning process participants annually conduct a SWOT analysis and develop strategic objectives for the next fiscal year. The strategic objectives guide the development of the division, departmental, and program plans. Faculty and staff at all levels are engaged in the development of these plans and corresponding metrics. Once departmental and program plans are developed, individual performance plans are created to identify the individual’s contributions to the strategic priorities of the College.

To achieve the College’s goals, ICC utilizes a broad range of cross-functional teams which include committees, Six Sigma teams, AQIP teams, and Blueprint (Strategic Plan) teams, each of which offers opportunities for employees to participate in College improvements. Furthermore, project teams, particularly Six Sigma teams, incorporate problem-solving methodologies that emphasize the proper identification of the needs and requirements of the stakeholders in the process. This assures that the needs of individuals and departments up- and downstream of the process are considered as improvements are made.
4P7. How do you ensure the ethical practices of all of your employees?
Standards for ethical behavior are documented and promoted through a variety of venues and align with the College’s core values. The expected behaviors for the core values are included in the BlueBook and distributed to the College community. Ethical standards of behaviors are further upheld through behavioral modeling by the College’s managers and supervisors and the College’s use of the Strategic Forum as a vehicle for discussing aspects of the core values, mission, or vision at the outset of each meeting. The Board has also adopted the Illinois Central College Ethics Ordinance as policy in 2004 to strengthen ethics expectations. Beginning in 2009, the Managers’ Training Program was launched which includes the learning module titled, “Managers’ Expectations in Fostering a Positive Work Climate.” The module addresses training in promoting, ensuring, and monitoring ethical and legal behavior and responding to breaches in ethical behavior. This training was made available to all managers and senior leaders, who participate as trainers.

A key tool for monitoring ethical behavior is the Employee Performance Standards and Development Plan. Beginning in 2008, the appraisal process was improved to include the Core Values. For example, within the core value of integrity, the appraisal instrument rates each employee on their ability to “demonstrate a professional image and hold self to high ethical standards.” The rating scale (Unsatisfactory, Needs Improvement, Satisfactory, and Outstanding) provides a mechanism to assess the employee’s performance against this standard and create an improvement plan if required. A second process for collecting data on ethical behavior is reported in the PACE survey. Four questions are used. These include: “The extent to which: 1) open and ethical communication is practiced (Figure 4R2-11); 2) unacceptable behaviors are identified and communicated to me (Figure 4R2-12); 3) I am able to report incidents of unethical or illegal behavior without retribution (Figure 4R2-13); and 4) I am satisfied that I am able to report incidents of discrimination or harassment without retribution (figure 4R2-13). Breaches of the ethics ordinance is managed by the Ethics Advisor, currently the College attorney, and Ethics Commission. The Human Resources Department tracks compliance with the performance review process to assure all employees’ performance is reviewed at least annually.

To further support appropriate ethical behavior, a training module for ethics is being developed in collaboration with statewide community college professionals. Deployment is anticipated in 2011.

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?
Workforce training and development needs are determined throughout the year and during the strategic planning process described in Category 8P1. Division and department program plans and individual performance review plans inform the College of long- and short-term training needs which are all aligned with the strategic initiatives developed through the strategic planning process. As of FY10, program plans now specifically ask, “Do improvement initiatives require additional skill development?” Training and development needs and activities for the workforce and senior leaders/managers emerge from this process which begins with the strategic planning retreat in January where the external environmental scan and internal assessments are reviewed. A SWOT analysis is conducted, and priorities are established. With this information, the Associate Dean for Instructional Innovation and Learning Resources and the Director of Organizational Learning work with the Organizational Learning Committee, comprised of faculty, managers and staff, to identify learning opportunities and strategies for the College that are aligned with the strategic goals, strategies, and action plans in the Blueprint for the Future. The program plans for Instructional Innovation and Learning Resources are developed based on input from the strategic planning retreat and the Organizational Learning Committee as well as from listening methods employed throughout the year tuned to the needs of employees as they attend learning opportunities in the TLC during college-wide meetings, and from departmental surveys and program plans.

Key professional development and training needs and requirements are also identified by AQIP, Six Sigma, and special teams as process improvements are identified. These needs are communicated to the Associate Dean for Instructional Innovation and Learning Resources and the Director of Organizational Learning for planning and implementation.

Other methods for determining the organization’s training needs are gleaned from:

- Teaching and Learning Center and other learning session assessments
- Faculty self-evaluations
- Faculty classroom observations
- Employee performance reviews
- 360-degree evaluation results
- PACE results
- Employee and manager suggestions
- Exit interviews

The College’s professional development and training strengthens the workforce by promoting continual learning, providing opportunities for inter- and intra-departmental communication, and enhancing overall knowledge of the College’s systems and business processes.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?
Once the training and/or development needs of employees are identified, the Teaching and Learning Center assumes responsibility for developing the curriculum as well as guiding the deployment and creation of ongoing learning opportunities. The formats for these learning opportunities include facilitated groups, on-line and self-guided classes, general workshops, seminars, and discussions. Programs offered through the College’s Professional Development Institute are also utilized. Professional development is fostered through learning goals developed in program plans and individual performance reviews, all aligned with the Blueprint for the Future.
Training and development opportunities are also provided by departments through in-services and through conferences and travel opportunities. Specialized training for a specific function may be designed to target a specific employee group; an example offered to staff at the division level includes the “Learn-a-Skill” program managed by Custodial, Maintenance, and Skilled Trades. This program offers internal apprenticeships that focus on cross-training among departments. Staff members who express a desire to learn new skills that may allow them to advance within their department or to other positions within the College have access to this training opportunity.

Specific programs have been developed for full-time and adjunct faculty, which link training and development to compensation designed to incent employees to participate and engage in activities that can enhance their teaching and students’ learning. Participation in these programs is tracked and documented by the faculty with the assistance of Teaching and Learning Center transcripts and reported to the deans/associate deans, who in turn provide documentation for compensation to Human Resources.

Development and training is offered through a variety of methods and deliveries that include:

- New personnel and faculty orientations
- Classes held in the Teaching and Learning Center
- Strategic Forum discussions/presentations
- Annual two-day Managers’ Retreat
- Tuition waivers for classes taken at ICC
- Tuition reimbursement for classes taken at other colleges.
- Coaching, mentoring, assigning work/cross-training
- Prepackaged courses
- Workshops
- Webinars
- Conferences
- Memberships in professional associations
- Online safety training
- Online training through Blackboard
- One-on-one training

In addition, international travel opportunities are offered to selected faculty and staff through various grant and College international organizational opportunities.

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

In 2007, the performance review instrument for staff and administrators was redesigned. The evaluation process includes an evaluation by the supervisor and a self-evaluation by the individual. These evaluations are brought together and discussed to finalize the evaluation process. The 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.

For non-tenured and first-year, full-time faculty members, the supervising Associate Deans complete three classroom observations in the first academic year. In the second and third years of the non-tenured and new faculty member’s employment, two classroom observations are performed annually. Student-completed assessments of each faculty member are collected and reviewed with the faculty member in each subsequent semester of teaching prior to tenure.

For tenured faculty, classroom observations are completed by associate deans once every three years. Tenured faculty members also complete an annual self-evaluation.

New adjunct faculty are observed in the classroom in each of their first three semesters of teaching by a program director/teaching chair, lead instructor, or associate dean; after three satisfactory observations have been completed, classroom observations occur every three years. An annual self-assessment is completed by the adjunct faculty member and a student assessment of classroom instruction is completed annually, at minimum.

4P11. How do you design your employee recognition, reward, and compensation and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

The College holds an annual Employee Recognition Event each Spring to recognize and reward faculty and staff for:

- Excellence in Teaching through annual student nominated faculty awards
  - Gallion - Full-time faculty award recognizing teaching excellence
  - Teaching Excellence - Adjunct faculty award for teaching excellence
  - Faculty Who Make a Difference - The next highest eight (8) faculty nominated by students
- Endowed Teaching Chair Award – Awarded annually to a tenure-track faculty to fund an instructional project; selected by a faculty peer and administrative committee
- Staff Who Make A Difference Awards – temporarily discontinued to review the selection criteria and process
- Diversity Awards - Faculty and staff awards based on the incorporation of diverse values into their positions and sponsored by the Intercultural Diversity Committee
- Recognition for milestones in years of service to the College

Annually, a recognition event is held by the Six Sigma department to recognize accomplishments for:

- College personnel completing Yellow Belt Training
- College personnel completing Green Belt certification
- College personnel completing service as a Black Belt
- Six Sigma Teams that have made improvements

At the monthly Board of Trustees meetings, time is taken to recognize individuals and group accomplishments. Announcements are made by Cabinet members and included with the monthly Board Newsletter. Invitations to College personnel and students to appear in person at a
Board Meeting are often made in celebration of the award or accomplishment. In FY10, a committee was formed to study and make recommendations relative to the College’s recognition and reward system.

The President and senior leaders regularly share “Wow the Prez” stories that demonstrate how College employees are touching the lives of students by providing exceptional service. “Wow the Prez” stories can be submitted by students, faculty, or staff. Additionally, managers are provided “Wow Cards” and encouraged to send the personalized notes to employees who have demonstrated superior service and attention to the needs of others.

The College reviews and adjusts its benefit offerings for all employees annually. It benchmarks the benefits it offers against local businesses and other colleges, and makes adjustments annually during the budget process. In FY10, the College contracted with a national benefits consulting firm to review its benefit plan and program structure.

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

The PACE survey developed by the National Initiative for Leadership and Institutional Effectiveness (NILIE) has been administered annually by the College since 2006. The PACE is a 56-item survey (10 of which are institutionally authored) that measures employee satisfaction and assesses overall institutional climate. In 2009, 49.7% of all employees at ICC completed the PACE. Results are shared with employees at open meetings hosted by the IR Office and made available to any employee through the IR Office.

Based on the Gallup organization’s research on employee engagement, questions have been identified on the PACE that closely align with eight of Gallup’s twelve factors. Employees’ responses on questions such as “the extent to which my work outcomes are clarified to me”, “the extent to which I feel my job is relevant to this institution’s mission”, and “the extent to which my supervisor expresses confidence in my work” provide insight into the engagement of the different employee groups (Figures 4R2-3 through 4R2-10).

The results of the PACE are disaggregated by employee group and analyzed by the strategic planning participants at the Strategic Planning Retreat (Figure 8P1-1) to identify opportunities to improve employee engagement and satisfaction. PACE results are shared with managers at the Strategic Forum and at meetings open to the College community and hosted by the IR Department to assist with planning at the division, department, and program level.

In FY10, the customized questions on the PACE survey were revised by the IR office to add an additional measure of employee engagement. “The extent to which I try to exceed my supervisor’s expectations” was added to seek the employee’s perception of their own level of engagement. ICC employees rated this item at 4.28 out of a possible 5 points.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

ICC provides a full range of comprehensive benefits to maintain and enhance the mental and physical well-being of its employees. These include health insurance programs, wellness and fitness programs, health assessments, job safety and security programs as well as intervention services through an employee assistance program (EAP). Ergonomic analysis of employees’ work stations throughout the College are conducted by the Risk Safety Manager upon request.

Workforce safety and security are managed by the Campus Safety and Security Department. In 2008, the College implemented a major change of the security force to a combined sworn police and security force. This was brought about after a review of potential safety issues relative to campus violence and shootings. The department produces and annually updates the Emergency Response Guide and Crisis Communication Plan which is disseminated to all staff.

The Safety and Security staff members are trained as First Responders for medical emergencies. In addition to this training, all officers receive “Use of Force” training on the lawful and proper use of defensive pepper sprays. Armed officers are sworn police officers who meet range qualifications and meet the Illinois Law Enforcement Training Standard. Two officers have been trained and certified in Rape Aggression Defense. Dissemination of this training for students and staff was initiated in the Fall of 2008.

In 2008, the Campus Safety and Security Department created a survey to collect customer satisfaction in years when the SSI was not being administered to provide information which will allow the department to be more responsive to customer needs. In 2009, a new committee was formed to address belligerent behavior and threats to physical safety of the faculty members in response to such behavior experienced in the classroom.

As indicated in 4P12, the PACE results are used annually to examine the level of satisfaction of different employee groups. Areas identified for improvement are assigned to Blueprint teams.

4R1. What measures of valuing people do you collect and analyze regularly?

Please see Category 4R2 for a presentation and discussion of the measures for Valuing People that ICC regularly collects and analyzes.

4R2. What are your performance results in Valuing People?

As described in Figures 4P12 and 4P13, the PACE is administered and analyzed annually to assist the College in promoting more open and constructive communication concerning the College climate. The PACE model is based on research literature suggesting that climate is chiefly determined by four factors (Institutional Structure, Supervisory Relationships, Student Focus, and Teamwork) which are influenced by leadership and which contribute to student success. The PACE authors, NILIE, use a model that ranks the overall survey results into
four systems (System I – Coercive, System II – Competitive, System III – Consultative, and System IV – Collaborative). System I is the least desirable and System IV the most desirable for promoting a positive and supportive environment. Very few organizations that have administered the PACE reach the Collaborative range. The results from the 2009 PACE administration indicated that personnel perceive the composite climate at ICC to fall toward the upper-range of the Consultative management style (Figure 4R2-2) with the Student Focus factor reaching the Collaborative range. The Collaborative management style is associated with higher productivity, more group-based decision-making, and the establishment of higher performance goals when compared to the other three styles.

As a result of the analysis of the 2006 PACE data, teamwork was identified as an opportunity for improvement. The use of Six Sigma, Blueprint, and other cross-functional teams has contributed to the improvements noted in the last four years and the fact that the College’s performance now exceeds the PACE national norm (Figure 4R2-1).

To assess workforce engagement, the College tracks eight questions from the PACE that align with the findings of the Gallup Organization on engagement (Figures 4R2-3 through 4R2-10). All eight measures show a favorable trend. With the exception of 7.4-6, a customized question with no comparison data available, ICC exceeds the PACE national norm. Performance on Figure 4R2-4 and Figure 4R2-7 both exceed a rating of 4 which places the institution in the collaborative range, the desired range for institutions.

**Figure 4R2-1: Employees’ Rating of Teamwork**

Through planning and organizational learning, an organization can work toward scores in the Collaborative Range. Figure 4R2-2 depicts the improvement made from Fall 2006 to Fall 2009. In addition, the satisfaction of the College community with the climate exceeds the PACE national norm.

**Figure 4R2-2: Overall Climate Rating**

**Figure 4R2-3: Extent to Which Work Outcomes are Clarified for Me**

**Figure 4R2-4: Extent to Which My Supervisor Expresses Confidence in My Work**

**Figure 4R2-5: Extent to Which My Supervisor Helps Me to Improve My Work**
Figure 4R2-6: Extent to Which My Supervisor Seriously Considers My Ideas

Figure 4R2-7: Extent to Which I Feel My Job is Relevant to the Institution’s Mission

Figure 4R2-8: Extent to Which Workgroups or Departments at the College are Supportive of One Another

Figure 4R2-9: Extent to Which I Receive Timely Feedback for My Work

The PACE is also used to gauge the effectiveness of professional development training opportunities. Figure 4R2-10 indicates that the College has exceeded the comparison value since 2007 and that results have exhibited a beneficial trend.

Furthermore, the PACE is used to assess whether ethical behaviors are practiced at the College. As shown in Figures 4R2-11 through 4R2-13 improvements have been made on these measures and the College exceeds the PACE national norm where available.
Three customized questions were added to the PACE in Fall 2008 to ensure that employees feel comfortable reporting unethical, illegal, or discriminatory behaviors. Figure 4R2-13 shows that improvements have been made since Fall 2008. No comparison data are available as the questions are customized.

<table>
<thead>
<tr>
<th>CUSTOMIZED PACE QUESTIONS</th>
<th>Fall 2008 MEAN</th>
<th>Fall 2009 MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which I am able to report incidents of unethical or illegal behavior without retribution.</td>
<td>3.63</td>
<td>3.76</td>
</tr>
<tr>
<td>The extent to which I am satisfied that I am able to report incidents of discrimination or harassment without retribution.</td>
<td>3.72</td>
<td>3.79</td>
</tr>
<tr>
<td>The extent to which employees are encouraged to get problems out in the open rather than smoothing them over or ignoring them.</td>
<td>3.26</td>
<td>3.44</td>
</tr>
</tbody>
</table>

Source: PACE results 2008-09

Workforce safety is tracked by using OSHA standards (Figure 4R2-14). Through the use of one-on-one and online training, lunch-n-learns, postings on the ICC website, and by working with the Maintenance and Facilities Departments, the Safety and Insurance Manager has increased employees’ awareness of safety in their work environment. ICC’s Risk Management Office monitors the frequent changes made to OSHA incident/accident reporting standards. When definitions or incident determination procedures change, corresponding changes to the number of recordable accidents may occur. This was the case in FY09, when the number of recordable accidents increased to 41 from 26 in the prior year.

The Campus Safety and Security office conducts an internal customer survey (Figure 4R2-15) of full- and part-time employees. Although the results of the FY09 survey were less positive than the FY07 administration, only one question’s FY09 score showed a statistically significant difference from the prior survey. Still, in order to improve the level of customer service it provides to ICC, the Campus Safety and Security Department will, in FY11, devote more time to analyzing and discussing the results of the survey in departmental meetings and soliciting more frequent, informal feedback from its internal customers to gauge and refine its services.

**Figure 4R2-12: Extent to Which Unacceptable Behaviors are Identified and Communicated to Me**

**Figure 4R2-13: Customized PACE Questions Addressing Reporting of Inappropriate Behaviors**

**Figure 4R2-14: OSHA Recordable Accidents**

**Figure 4R2-15: Safety and Security Internal Customer Survey Result**

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The College measures its productivity first and foremost by whether or not it achieves its strategic goals. Category 8R2 describes these results. Three items on the PACE provide evidence that employees feel their voice and actions contribute to achieving the goals.
For each question, ICC has shown considerable improvement from year to year; and in the cases of 4R3-1 and 4R3-2, ICC has outpaced the comparative values in the Fall 2008 and Fall 2009 administrations. The third measure which asks ICC employees their satisfaction with the extent to which supervisors assist them in understanding the College's goals and the relationship of their work to the goals is a customized question for which there is no comparative value.

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Comparative results are presented and discussed, where applicable and available, in the measures presented in Category 4R2 and 4R3.

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Recent improvements at the College in valuing people include the following:

- The College named a Director of Organizational Learning in February 2007.
- The College’s Teaching and Learning Center, established in 2001, opened its resources and services to all College personnel in 2007.
- A new performance evaluation instrument was developed and first utilized in 2007 that includes the Core Values.
- Beginning in 2008, the Human Resources Department was restructured and College personnel hired to redevelop and strengthen the department.
- New College Personnel Orientation was redesigned and instituted in January 2009.
- A Service Curriculum was first deployed and offered to all staff in the Fall 2008 and continues each semester.
- A professional development incentive program for adjunct faculty was deployed in August 2008 as a pilot program.
- An African-American Male Discussion Group was formed in May 2008 and works to improve success of African-American male students and staff as a result of Diversity Study Circle recommendations from the spring of 2008.
- The College’s True Blue Attitude Campaign was deployed in 2009 reinforcing the College’s mission, vision, values, CougarCare Principles, and strategic priorities.
- An orientation program for new managers was developed and deployed in 2009.
- An employee recognition and reward committee was assembled in Fall 2009 and is working to revise the College’s reward and recognition programs and events.

Improvements to be completed in the near future include:

- Deploy an Ethics Modules in 2010 to all employees.
- Review Individual Performance Plans and compile the list of training and development needs for planning purposes by the Teaching and Learning Center.
412. How do your culture and infrastructure help you select specific processes to improve and to set targets for improved performance results in Valuing People?
Using the results from the Student Satisfaction Inventory, the annual PACE Climate Survey, and the annual External Environmental Scanning Report and Internal Assessment, the Cabinet and Administration annually develop the College’s strategic goals for the next fiscal year. These institutional goals are shared via the Blueprint for the Future to the Strategic Forum and to program coordinators at program plan training for development of department and program plans. These program plans, in turn, impact the individual employee through the Performance Review process and development of individual learning goals.
AQIP Category Five, Leading and Communicating addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

5P1. How are your institution’s mission and values defined and reviewed?
ICC’s mission statement was recently updated in order to provide employees with a short, memorable statement that captured the passion and commitment of the College community. The process, conducted in FY08, involved staff in focus groups and included interviews of students and community members. As the words of the participants were recorded, it became clear that the College was changing lives, changing the community, and in some cases, even changing the world. The words of the participants were used to craft three mission statements. Feedback from the College community was obtained and considered by the Trustees who approved the current mission statement in March 2008 (Figure O-1).

ICC’s core values—learning, community, integrity, responsibility, and excellence—reflect the beliefs of the College community as they were identified through a College-wide dialogue held in FY97. In FY08, the College community came together to identify the behaviors employees demonstrate when they live these values. The core values and the associated behaviors were incorporated into the BlueBook, a document used to orient new employees to the culture of ICC.

The College’s mission and core values are reviewed by participants at the January strategic planning retreat (Figure 8P1-1) to ensure that the mission is responsive to the changing needs of the community and the values continue to reflect the culture of the College. At the February retreat of the Board of Trustees, administration recommends that the mission and values be reaffirmed or a process be established for their revision.

5P2. How do your leaders set direction in alignment with your mission, vision, values and commitment to high performance?
As indicated in 5P1, the strategic planning retreat held in January begins with a review of the mission and core values as well as the current vision statement to set the stage for planning. Through the review of the external scan and internal assessment, the strategic planning participants are asked to consider whether the mission still addresses the needs of the community, the values reflect our beliefs, and the vision continues to set an appropriate direction for the College. If no changes are deemed necessary, the vision is quantified through a set of objectives and goals (targets) to focus the work of the College.

Strategies are developed to respond to the challenges identified in the external scan and internal assessment. Cabinet members are assigned to lead cross-functional teams to develop action plans for each of the strategies. To ensure that the College’s objectives are being met, progress on action plans are reviewed at the weekly Cabinet meetings.

Each Cabinet member is also responsible for developing division plans and ensuring that all departments, programs, and services within their area of responsibility develop plans to align with the overall goals of the College. This focuses all areas of the College on efforts that contribute to the achievement of the vision and goals.

Performance plans are developed for each employee of the College. Each staff member’s performance review focuses on the core values and the individual’s contribution to the program and institutional goals. Leaders use this opportunity to focus the work of each individual on those steps that will lead to high performance.

Senior leaders further deploy the mission, vision, and core values through the Strategic Forum, new employee orientation, the annual Celebration of Learning, screen savers on all College computers, the BlueBook, the web site, and on employee performance standards and development plans.

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?
The needs and expectations of ICC’s students and key stakeholder groups are addressed in the strategic and daily operations of the College. Student and market segment needs are identified through the processes described in Categories 3P1 and 3P3 and analyzed during the annual strategic planning process. The top five needs are identified for each of the market and student segments (Figures O-4 and O-5). Based on the constituent’s satisfaction with ICC’s ability to meet the needs, these areas may be listed as strengths or as weaknesses. Strategies are developed and incorporated in the Blueprint for the Future, the College’s strategic plan, to address those areas most important to the student or market segment but with low satisfaction levels.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?
ICC has historically maintained a strong focus on student learning. One of ICC’s four strategic priorities is student success. ICC measures student course success, fail-to-fall and fall-to-spring retention rates, and disaggregates data to determine whether specific subpopulations require particular attention and focus. Leaders serve as sponsors for the Blueprint teams assigned to develop action plans to address deficit areas and improve student performance. In FY09, the Vice President for Academic Affairs established and led teams focusing on foundational courses, linked courses resulting in learning cohorts, and student engagement. In FY10, the Dean of Student Services led a team on academic advisement.

Leaders are actively involved on local community boards and committees in order to demonstrate the College’s commitment to the community and to gain a better understanding of community needs. Leaders are also involved at the state and national levels with professional organizations and attend conferences that expose them to best practices. Through this involvement, leaders are able to identify opportunities for improvement. For example, College leaders, along with
other College participants, attend the annual conference of the Continuous Quality Improvement Network (CQIN). The focus of the conference is to bring best practices back to the College. Teams from ICC have learned about innovation from IDEO, a world-class design firm. They have also learned about service from the Ritz-Carlton.

Leaders are using the Malcolm Baldrige National Quality Award criteria and the AQIP Systems Portfolio to guide the organization in considering ways to improve management and educational practices resulting in improved performance. Six Sigma is being used by leaders to enhance employees’ ability to solve complex problems and improve processes. Cabinet members serve on the steering teams for all three of these efforts. Together, these tools empower staff by providing a common understanding of the challenges to be addressed and the tools to address them.

5P5. How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

The Cabinet is the leadership team for ICC and includes the President, three Vice Presidents, one Associate Vice President, two Deans, three Executive Directors and the President of the Faculty Senate. The Cabinet is responsible for finalizing and implementing the strategic plan, managing the day-to-day operations, and serving as a communications conduit to the employees of the College. Major College employees in decision-making.

Functional teams provide additional avenues for the College to engage other College participants, attend the annual conference of the Continuous Quality Improvement Network (CQIN). The focus of the conference is to bring best practices back to the College. Teams from ICC have learned about innovation from IDEO, a world-class design firm. They have also learned about service from the Ritz-Carlton.

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5P6. How do you use data, information, and your own performance results in your decision-making process?

At the institutional level, senior leaders monitor the College’s performance on the Institutional Indicators of Effectiveness (Figure 5P6-1). The Indicators include high-level metrics associated with the mission and vision (including the goals associated with the strategic plan). The Cabinet reviews, revises, and may add new performance measures during the strategic planning process or as a result of decisions made at one of the weekly Cabinet meetings. Categories 7P2 and 7P4 provide further descriptions of the processes for using data and information for institutional-level decision-making.

As the strategic objectives and their associated goals (Figure 8P1-2) are rolled out each year, they are incorporated into the division, department, and program plans to ensure an institution-wide focus on achieving the strategic goals (Figure 8P1-1, Steps 4-6). At the program or service level, coordinators use data and information that is aligned with the institutional goals and objectives as well as use specific information about program or service effectiveness. The data and information to support decision-making are managed by the IR Office.

The IR Office provides additional data to department and division managers that inform them of the most current comparative information available for their departments. The IR Office also identifies opportunities to improve training, modify forms, revise measures, and target specific program coordinators for additional assistance. Opportunities to improve the program plan process are reviewed at least annually as part of the evaluation and improvement of the strategic planning process. Improvements in the FY11 planning process in-
Inclusion a modification to the program plan format to incorporate the DMAIC process into the way managers think about their program plans and to reinforce efforts to embed data-driven planning in daily work at ICC.

**Figure 5P6-1 Indicators of Institutional Effectiveness**

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITY</th>
<th>PERFORMANCE MEASURES</th>
<th>COMPARATIVE SOURCE</th>
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<tr>
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<td>• Degree/certificate completion rates</td>
<td>• NCCBP</td>
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<td></td>
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<td>• Student Diversity</td>
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</tbody>
</table>

The use of Six Sigma has fostered a sharper focus on the use of data, information, and performance results in decision-making at ICC. Prior to chartering a team to study a problem, baseline data is gathered to determine how critical processes are functioning. These data help to determine if a team is necessary and to narrow their assignment to a manageable project. The first phase in the team’s work is to define the problem by gathering voice-of-the-customer information from the stakeholders in the process and to map the process. Baseline data are used to understand the overall “health” of the process in quantitative terms. Data are used throughout the DMAIC process to reduce variability and improve process outcomes. Each process must be designed to meet the needs of the people being served. Through the use of the DMAIC process, an expectation is being established that data are essential to sound decision-making.

**5P7. How does communication occur between and among levels and units of your institution?**

The communication structures and delivery methods of the College are used to foster open communication and focus ICC’s employees on achieving high standards. Furthermore, supervisors encourage the workforce to become involved with College planning, the implementation of initiatives and improvements, and with team-based activities. These venues also provide individuals with an environment where diverse ideas, cultures, and innovative contributions can be discussed and used to foster a more highly motivated workforce.

The Celebration of Learning, held in August and January, provides a forum for the College community to come together to discuss organizational initiatives, engage in dialogue on critical issues, and participate in workshops. The President delivers an address at the August Opening Session recapping the prior year’s accomplishments and highlighting the strategy for the upcoming year. Academic departments hold meetings at this time to discuss issues of importance to the upcoming semester.

Each quarter, the President and his Cabinet host Coffee Breaks on all three campuses to engage College employees in intimate two-way conversations. The purpose of the meeting is to provide the Cabinet with an opportunity to listen and understand the issues on the minds of employees.

A weekly electronic newsletter, eNews, provides ICC employees with news, information, and updates about ICC events. In addition to being e-mailed to employees, eNews is posted on the College’s web site. An all-campus e-mail announces updated editions of eNews each week.

All College e-mails are sent by the President to employees concerning time sensitive issues that require everyone’s attention. These e-mails keep employees informed of breaking news and are typically communicated in 300 or fewer words.

To keep managers abreast of strategic issues, a monthly Strategic Forum is held with 50-60 managers in attendance. In FY10, topics included a review of the external scan/internal assessment, assessment of learning outcomes, strategic priorities, budgeting, and service excellence. Minutes of these meetings as well as the minutes of the Cabinet meetings are disseminated to departments through the managers. An annual retreat is held with managers to explore issues of importance to the College in more depth. These meetings help managers be more effective in their own communication with staff.

Senior leaders also hold regular meetings with their direct reports to discuss issues specific to their roles at the College. This process cascades throughout the College. Departments tailor their intra-departmental communication methods to the specific needs of their department. Small departments may be able to meet weekly. Larger departments may need to communicate through newsletters, e-mails or Blackboard discussion groups or universally accessible departmental hard drives.
With the adoption of Six Sigma, the practice of open Gate Reviews was established to engage the College community in the decision-making process. At each phase in the DMAIC process, Six Sigma teams announce a date for a Gate Review to encourage participation by employees. Stakeholders of the process receive a special invitation to these meetings. The purpose of the open Gate Review is to allow the entire College community to have input prior to the team moving to the next step in the DMAIC process. By sharing the perspectives of different individuals, Six Sigma teams are able to strengthen the quality of their outcomes.

All-College meetings or focus groups are held when the input of the College community is important to the outcome. AQIP teams have held AQIP conversations to set priorities for AQIP action teams or to review what has been written in the Systems Portfolio. The College community was invited to participate in focus groups to identify behaviors aligned with the core values and to assist in developing a new mission statement.

Senior leaders’ personal actions reflect their commitment to the values through a variety of communication strategies and engagement opportunities. For example, senior leaders reflect the value of “community” through their service on boards, advisory councils, and planning groups throughout the community. To help senior leaders strengthen personal skills in reflecting their commitment to the values, best practices used by organizations such as Ritz-Carlton and Disney are studied and modeled. For instance, senior leaders begin Strategic Forum meetings with a modified version of the “daily lineup,” which was benchmarked from the Ritz-Carlton. The line up focuses the managers on a key aspect of the vision, mission, or values and reinforces them with an example or an activity. During the line up, managers also share “wow” stories highlighting examples of service excellence. Many of the managers use the same practice with their departments.

Senior leaders are responsible for communicating the shared mission, vision, and values that foster the organization’s commitment to high performance. Senior leaders participate in the new employee orientation. The Vice President of Planning and Organizational Effectiveness discusses the context and history on which the mission, vision, and values were established. The Vice President highlights the role that each employee plays in upholding the values, carrying out the mission, and achieving the vision.

The mission, vision, and goals of the College are the central focus of the message delivered by the President at the opening session of the Celebration of Learning held in August. Senior leaders are charged with keeping their divisions focused on the mission, vision, and strategic goals.

In order for new managers to understand the critical role they play in focusing their departments on mission, vision and values, the managers in the Strategic Forum developed a training module to serve as part of the orientation of new managers. This two-hour workshop is one of seven modules. It reviews the history of the community college, ICC’s culture, and the role of the manager in focusing daily work on the mission, vision, and values.

5P9. How are leadership abilities encouraged, developed, and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

Illinois Central College fosters leadership skills in a number of ways. The annual performance appraisal process provides the opportunity for the supervisor and employee to discuss areas of development for the employee. The development plan outlines the employee’s goals for the coming year and any skill development required to carry out their responsibilities and to enhance their skills.

Committees and teams provide employees with the opportunity to work across departmental lines to solve problems. By serving on teams and leading major projects at the College, employees learn more about the College and develop their own skills as leaders.

Employees also have the opportunity to serve in interim roles when positions are vacated and in the process of being filled. This gives the individual an opportunity to demonstrate their ability to handle positions with increased responsibility.

ICC’s Teaching and Learning Center offers a wide array of leadership development opportunities. Through the Teaching and Learning Center, employees can participate in courses in leadership and supervision in conjunction with the College’s Professional Development Institute, the noncredit division of the College. Through the Teaching and Learning Center and the Great Teachers’ Seminar, faculty leaders conduct a retreat in which faculty share best practices with each other. Another offering through the Teaching and Learning Center is a series of managers’ training modules developed by managers for the purpose of preparing new managers for their leadership roles.

Six Sigma provides another opportunity for leadership training. Senior leaders select future leaders of the organization to participate in four weeks of Black Belt training in preparation for a minimum two-year assignment as a Black Belt. Black Belts lead teams solving some of the College’s most complex problems and improving processes. Service as a Black Belt is excellent preparation for the challenges faced by leaders. Green Belt trained employees are assigned projects to lead using the tools they learn through their training. Black Belts mentor them as they work through the assigned task.
Senior leaders participate in annual meetings of the Continuous Quality Improvement Network (CQIN), which benchmarks best practices against organizations such as the Ritz-Carlton and Disney. Senior leaders and selected leaders within the College community are also offered the opportunity to participate as examiners for the Lincoln Foundation for Performance Excellence and the Academic Quality Improvement Program (AQIP). Managers return from these experiences and share their knowledge with managers in the Strategic Forum and committees in order to apply these practices.

Many managers and employees also participate in their professional organizations making presentations, attending conferences, and serving on committees. In addition, employees serve in leadership positions throughout the community bringing knowledge and acquired skills to the campus community.

To foster professional development of employees, the College has a tuition waiver program for courses taught at the College and a tuition reimbursement program for classes taken at other colleges for those individuals seeking higher-level degrees (Masters or Doctorate).

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Senior leaders work to integrate the mission, vision, values, and commitment to high performance into everyone’s daily tasks so that the loss of one or more leaders will not change the mission or the values of the College. The mission, vision, and values are integral to the employment processes, new employee orientation, strategic planning, decision-making, monthly Strategic Forum meetings, and employee development.

When possible, ICC hires from within as these leaders understand the mission, vision, and core values and have already demonstrated their commitment to high performance. When hiring from the outside, the hiring committee provides the candidates with a good understanding of the College’s purpose and culture. They also ask questions that help determine whether the candidate shares similar values and similar expectations for performance.

In the orientation process, the mission, vision, core values, and performance expectations are reviewed with all new employees. Employees learn that their contribution to ICC’s success is critical. Supervisors keep the mission, vision, core values, and performance expectations at the forefront of discussions and meetings.

The Cabinet approaches succession planning through formal discussions at planned meetings and informal observations of individual manager’s performance during the discharge of their duties. The Strategic Forum provides a venue for senior leaders to meet with managers on a monthly basis to provide two-way communication and focus on the strategic plan of the College. This also provides a forum for senior leaders to observe personal traits and professional skills of the participants, which provide insight when considering succession needs. The Six Sigma Black Belt positions are also used as a platform for the Cabinet to assist with the development of the skills and traits of future managers. Upon completion of their term, each Black Belt is prepared to assume new leadership roles at the College.

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

The performance measures ICC’s uses for gauging the effectiveness of its processes for leading and communicating are illustrated in 5R2 and accompanied, where appropriate or available, by comparative data.

5R2. What are your results for leading and communicating?

The Personal Assessment of the College Environment (PACE) survey is conducted annually to gain a better understanding of the factors contributing to ICC’s climate. ICC’s mean climate score is a composite index of the four factors—Teamwork, Institutional Structure, Supervisory Relationships, and Student Focus. ICC’s mean climate score (Figure 5R2-1) has improved from 3.49 in Fall 2006 to 3.85 in Fall 2009 and has surpassed the norm for three consecutive years.

Figure 5R2-1: Overall Climate

![Overall Climate Chart]

Senior leaders are responsible for keeping the mission, vision, and values at the center of daily work. Figure 5R2-2 shows a positive four-year trend in satisfaction with the degree to which the College’s actions model its mission. The ICC rating has surpassed the norm for three consecutive years.

Figure 5R2-2: Extent to Which the Actions of This Institution Reflect its Mission

![Extent to Which the Actions of This Institution Reflect its Mission Chart]
Although comparison data are not provided for Figure 5R2-3 (since it is an institution-specific question), there is a positive four-year trend in employee satisfaction with the degree to which ICC’s core values guide individuals’ behaviors.

**Figure 5R2-3: Extent to Which This Institution’s Core Values Guide Employees’ Actions**

Integrity is one of ICC’s core values. Figure 5R2-4 on the PACE assesses the extent to which open and ethical communication is practiced at ICC. These results indicate a positive four-year trend with performance exceeding the norm for three consecutive years.

**Figure 5R2-4: Extent to Which Open and Ethical Communication is Practiced at This Institution**

In Figure 5R2-5, employees report increased levels of satisfaction with information sharing within the institution and the performance exceeds the norm.

**Figure 5R2-5: Extent to Which Information is Shared Within This Institution**

Figure 5R2-6, a second item assessing communication, shows a positive four-year trend in satisfaction with the adequacy of information shared on activities of importance taking place at ICC. The norm base has been surpassed for three consecutive years.

**Figure 5R2-6: Extent to Which I Receive Adequate Information Regarding Important Activities at This Institution**

Figure 5R2-7 assesses the extent to which information among employees and departments is assessed. Results show an increased level of satisfaction with information sharing among employees. This item is customized by ICC, so comparison data is not available.

**Figure 5R2-7: Extent to Which People Here Communicate and Share Knowledge with One Another About Students’ and Stakeholders’ Needs**

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations, and if appropriate, of organizations outside of higher education?

Comparative results are included, where available, on the preceding charts. With the exception of Figures 5R2-3 and 5R2-7, which were created by ICC for its own institutional research purposes, each question is compared to a rolling three-year average of scores reported by other PACE-participating colleges.

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

ICC has made concerted efforts since 2000 to address organizational communication issues and to regularly measure and analyze the effectiveness of those efforts. The first formal study the College made
Category 5: Leading and Communicating

of its climate and culture in 2000 revealed a high degree of isolation among and between its primary employee groups. Although employees valued the work being done, departments failed to work across divisional lines to improve services to students and each other.

In 2001, to address these findings, ICC’s newly hired President introduced training in general process management concepts for all interested ICC employees and, subsequently, championed the introduction of formal Six Sigma training through a partnership with Caterpillar, Inc. The use of Six Sigma training has promoted two essential remedies to the “silied” organizational culture among ICC’s employee groups. First, in promoting a common approach to mapping and documenting processes and process performance measures, Six Sigma has contributed to a shared language of terminology and concepts, and of evolving sophistication among all ICC employees. Experience with mapping the processes in one’s own unit or department and defining its primary customers, stakeholders, and process partners begets an enriched understanding of those that occur in other parts of the organization. Second, the work of any Six Sigma project—including all suggestions for process improvements—is accomplished by a cross-functional team led by a Black Belt (or Green Belt, in some cases). Team members are chosen to ensure representation of the stakeholders in the process. Six Sigma projects conduct open meetings at the conclusion of each major phase of the project. These Gate Reviews are opportunities for any employee to gain an understanding of the process being addressed through the project, and to better assess their potential impact to specific units and departments as well as to the organization as a whole.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

In 2006, to maintain an understanding of the key factors that affect workforce engagement and satisfaction, ICC began annually administering the Personal Assessment of the College Environment (PACE). NILIE research suggests that the leadership of an institution motivates four climate factors (Institutional Structure, Supervisory Relationships, Student Focus, and Teamwork). Therefore, the purpose of the survey is to regularly obtain the perceptions of personnel concerning the College climate and to provide data to assist the College in promoting more open and constructive communication among faculty, staff, and administrators. The Cabinet has integrated key results from the PACE for developing strategic priorities in the areas of workforce engagement or workforce satisfaction. This information is shared with the departments through the Strategic Forum, division meetings, and at workshops held by the IR Director to review the results.

Participation in the survey is open to all employees. Since 2007, 50% or more of all employees have responded to the survey, indicating a vested interest in providing feedback on the institutional climate, and providing essential feedback for the development of process improvements and initiatives targeted at positively shaping the College climate. These data are reviewed extensively at the annual Strategic Planning Retreat to identify opportunities for improvements. Improvements are then incorporated into the institutional strategy or assigned to a Six Sigma or AQIP team for development of an action plan.
AQIP Category Six, Supporting Institutional Operations, addresses the institutional support processes that help to provide an environment in which learning can thrive.

6P1. How do you identify the support service needs of your students and other key stakeholder groups?

ICC’s commitment to its vision of providing an exceptional educational experience hinges on its ability to interpret and respond to the needs and requirements of its students and stakeholders. Support services for students and stakeholders at ICC are designed and managed to meet those stated needs and, above all, to enhance the learning environment of the College. ICC’s support services for students are organized by critical work processes and described in Figure 6P1-1, along with the requirements for the processes and the key measures of effectiveness. Curriculum design, scheduling of course offerings, instruction, learning outcomes assessment, advisement, enrollment and registration, financial aid, and resource development and budget processes are designed to achieve the outcomes needed by students.

Voicing data obtained from a variety of institutional “listening posts” (Figure 3P1-1) enable the College to systematically identify those needs by following regular cycles of data collection on known factors of importance to students and stakeholders. At this time, the bi-annually administered Student Satisfaction Inventory (SSI) is ICC’s richest source of student voicing data, providing managers valuable information relative to students’ ratings of importance and satisfaction on 95 items, many of which address support services. The Employer Follow-up survey, the Career and Technical Education Follow-up and Transfer Student Surveys completed by alumni, and advisory committee input are critical sources of voicing data from other stakeholders that provide ICC valuable perspectives from external sources on its support services requirements and how to approach these needs.

Voicing data on key work processes are systematically communicated and distributed to the College community for analysis and improvements. Data are disaggregated, when appropriate, to study and better understand the needs of different student and stakeholder segments. The strategic and program planning processes (Category 8P1) are designed to provide ICC administrators and managers overseeing these key work processes the means by which voicing data can be integrated into their action plans for the coming year.

Category 3P1 describes how ICC uses voicing data from multiple sources to establish student and stakeholder requirements for process design or to validate them during process improvement. Six Sigma methodologies are used to provide a data-driven, fact-based approach to process design and improvement. Through Six Sigma training, ICC employees learn how to map and design processes that meet student and stakeholder needs and to determine whether the process is meeting the design requirements. The subsequent collection cycle of data then informs managers whether or not the process improvements have been effective in meeting student and stakeholder needs.

**Figure 6P1-1: Key Work Processes and Key Requirements**

<table>
<thead>
<tr>
<th>KEY WORK PROCESSES (CORE COMPETENCY)</th>
<th>KEY REQUIREMENTS</th>
<th>KEY MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Design (CV, QE)</td>
<td>Designed to achieve learning outcomes</td>
<td>Students prepared for transfer or occupation</td>
</tr>
<tr>
<td>Scheduling of Course Offerings (CV)</td>
<td>Schedule offers variety and times to meet student needs</td>
<td>Student satisfaction with variety and scheduling</td>
</tr>
<tr>
<td>Instruction (QE)</td>
<td>Quality instruction</td>
<td>Student course success, student satisfaction with quality of instruction</td>
</tr>
<tr>
<td>Learning Outcomes Assessment (QE)</td>
<td>Instruction adapted to student needs based on assessment to achieve learning objectives</td>
<td>Student course success</td>
</tr>
<tr>
<td>Advisement (QE)</td>
<td>Knowledgeable and concerned advisors, appropriate placement in classes</td>
<td>Student satisfaction with knowledge and concern of the advisor, student satisfaction with goal setting</td>
</tr>
<tr>
<td>Enrollment and Registration (AE)</td>
<td>Ease of enrollment/registration</td>
<td>Student satisfaction with registration effectiveness</td>
</tr>
<tr>
<td>Financial Aid (AE)</td>
<td>Ease of financial aid process</td>
<td>Student satisfaction with aid availability, timely awarding of aid, helpfulness of counselors</td>
</tr>
<tr>
<td>Hiring (AE, QE)</td>
<td>Timeliness, first-choice hires, employee diversity</td>
<td>Days to hire, faculty/staff diversity</td>
</tr>
<tr>
<td>Orientation and Development (AE, QE)</td>
<td>Opportunities to grow professionally, increased skill level, teamwork</td>
<td>Employee satisfaction with availability of training opportunities, clarification of work outcomes, help from supervisors; opportunities for advancement</td>
</tr>
<tr>
<td>Performance Appraisal (AE, QE)</td>
<td>Clear expectations, fair assessment of performance, employee commitment to performance</td>
<td>Employee satisfaction with extent to which employees receive timely and appropriate feedback for work</td>
</tr>
<tr>
<td>Resource Development and Budgeting (AE)</td>
<td>Adequate resources, cost containment</td>
<td>Growth in unit cost</td>
</tr>
</tbody>
</table>

Core Competencies Key: AE = Affordable Education CV = Course Variety QE = Quality Education

Category 6: Supporting Institutional Operations
6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?
In a similar approach as described in 6P1, voicing data inform the development and improvement of processes thereby improving the College’s ability to meet the support service needs of ICC’s faculty and staff members. The strategic and program planning process are the key vehicles through which improvements to the key work processes impacting ICC personnel are analyzed and targeted for improvement. The hiring, orientation and development, and performance appraisal processes identified in Figure 6P1-1 are critical to institutional and individual performance and were designed considering the needs and requirements of faculty, staff, and administration.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?
Addressing safety and security issues occurs at the design phase of all facility projects, taking into account federal safety standards and requirements as well as the needs of disabled students. The maintenance of physical security is a part of the Maintenance Department’s periodic maintenance inspection program. All campus officers monitor facilities during routine patrol functions to detect and identify any unsafe conditions. Emergency or unsafe conditions are communicated to students through e-mail, signage, and verbal announcements using an all-campus intercom system, print media, web site postings, television, and radio media sources.

Emergency site management plans have been developed for all three campuses. These plans are reviewed for improvements by the Peoria City Emergency Service and Disaster Agency (ESDA) and the Tazewell County ESDA. In FY09, the ESDA agencies were given ‘read only’ access so the plans could be reviewed at any time and improvement recommendations made by the ESDA.

In FY08, the College added three sworn officers to the campus safety and security staff to be better prepared for disasters and emergencies. Sworn officers are armed and must pass an annual test to demonstrate they meet the criteria of the Illinois Law Enforcement Training and Standards Board.

In 2009, the Board adopted the National Incident Management System (NIMS) as its program to ensure preparedness to address emergencies. In 2010, the College developed the Emergency Operations Plan (EOP), which is compliant with NIMS and the Incident Command System (ICS) to provide interoperability among federal, state, and local governments. The objectives of this plan are to assure the safety of the College’s community; minimize disruptions to campus and educational services; provide full and complete communication support throughout the event; provide emergency response services to restore the campus to normal operations; and to protect the facilities and resources of the College. In the event of an emergency, the President or the next designee identified in the Emergency Operations Plan, implements the plan.

Campus Safety and Security annually updates and distributes an “Emergency Response Guide” to the College workforce outlining procedures for a wide variety of emergencies (e.g., armed suspect, bomb threat, tornadoes). Public address systems are operational at both the East Peoria and North campuses so that emergency information can immediately be broadcast to anyone on campus. The PA system is tested quarterly. The ICC web site also serves as a mechanism to communicate emergency information.

Campus safety officers receive First Aid, CPR, AED (Automated External Defibrillator), and Hazardous Material Handling training with updates every two years to remain current. Safety officers participate in mock drills with the East Peoria Police department to coordinate response to an armed suspect. The Campus Police Chief coordinates plans with the Illinois Department of Public Health for pandemic flu.

Continuity of work systems and disaster recovery with respect to information technology is ensured through information system redundancy and back-up processes.

6P4. How do you manage your key student, administrative, and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intend them to meet?
Work processes are managed by process owners as detailed in Figure 6P4-1. When a process is not performing as it had been designed, or when student, stakeholder, or staff feedback reveals a high degree of variability, a process owner is encouraged to use Six Sigma tools or to enlist the assistance of a Six Sigma Black Belt or Green Belt to isolate root causes and identify improvements, assuming the process is contained within their department. If the process is cross-functional, however, a Six Sigma project is chartered and a team formed to use the DMAIC process to identify opportunities for improvement.

Information sharing occurs at strategic points within the Six Sigma process through public gate reviews. The College community receives advanced notification of gate reviews and stakeholders receive a personal invitation in order to provide feedback on the proposed improvements. The public gate review further ensures full consideration of cross-functional departmental knowledge in process design or improvement. After the improvement gate review, the process owner takes responsibility for implementing the improvement and monitoring the process to ensure continued performance and to identify emerging needs for improvement or redesign. To better enable staff members to
identify and develop individual, mission-driven improvement ideas for their specific roles, staff members at all levels are encouraged to participate in Six Sigma training and to serve on teams.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

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. Process maps were created by process owners and key constituents of the process with the assistance of a Six Sigma Black Belt. In FY09, a database was developed by the Six Sigma Master Black Belt to track and monitor performance results from key processes. The database provides an effective method to track improvements in progress, projects that have been completed, and ongoing performance measures to ensure process reliability.

Process owners also monitor in-process measures to prevent variability in the implementation of processes and to respond in a timely manner if the process deviates from the desired parameters. Results are used by department staff to continue to improve their work processes. Results are reported to the Six Sigma Master Black Belt who can also generate a calendar of expected outcomes to ensure that process measures are tracked and reported on a timely basis. This ensures that processes which are not performing at the established standards are identified as early as possible so that improvement opportunities can be identified and made.

Some key student support processes are described in print within the annual ICC Catalog and ICC Student Handbook. Both of these publications are also provided on the institution’s web site for ease of access.

6R1. What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

The measures and results for 6R1 are reported in 6R2 and 6R3.

6R2. What are your performance results for student support service processes?

Curriculum design: The curriculum design process should result in a curriculum that prepares students for transfer or a career. In FY09, transfer students rated their academic preparation for transfer at 4.69 (on a 6-point scale) on the Transfer Student Follow-up Survey (Figure 6R2-1). No comparison data are available for this measure.

The second indicator used to measure the effectiveness of curriculum design is the percentage of Career and Technical Education graduates who obtain employment in fields related to their ICC program of study. In FY09, 72% of these students indicated they obtained employment in a related field (Figure 6R2-2). This compares favorably with the median value of 68.21%, as reported in that same year by colleges participating in the NCCBP.

Scheduling of course offerings: The statements, “There is a good variety of courses offered at this College,” and “Courses are scheduled at times that are convenient for me,” are items rated on the SSI as very important to ICC students. Figure 6R2-3 shows positive trends were evident from Fall 2004 to Fall 2008 for both items and student satisfaction exceeded the comparison group for course variety and scheduling at convenient times.
Instruction: Quality instruction is central to student learning. Effectiveness of instruction is measured using two metrics—student course success and the student rating on the SSI for "The quality of instruction I receive in most of my classes is excellent." Figure 6R2-4 describes a positive trend in student course success from Fall 2006 to Fall 2008; however, student course success for Fall 2007 (the most recent year of comparison data) fell below the comparison group on the NCCBP. Improvements to instructional effectiveness are being carried out by Blueprint teams that are addressing issues such as course sequencing to better prepare foundational students for gateway courses, student engagement, and the development of a systematic way to provide timely feedback to students on their academic progress.

Learning outcomes assessment: The assessment of learning outcomes is intended to improve student learning and course success. As previously discussed, course success rates (Figure 6R2-4) showed an increase from 71.08% in Fall 2006 to 73.25% in Fall 2008. ICC’s ongoing efforts to strengthen its learning assessment processes and practices are discussed in detail in Category 1P18.

Advisement: Three metrics on the SSI have been identified to measure student satisfaction with advisement (Figure 6R2-6). Student satisfaction with the advisor’s help with goal setting, the advisor’s concern for them as an individual, and the advisor’s knowledge of program requirements improved from 2004 to 2008. In 2008, students’ ratings of satisfaction with goal setting and advisor knowledge about program requirements exceeded those of the comparison group.

Enrollment and registration: The enrollment and registration process plays a vital, recurring role in the lives of ICC students. It introduces first-time students to college programs and services and supports them through re-enrollment and registration in subsequent terms. The data in Figure 6R2-7 indicate steady improvement from Fall 2004 to Fall 2008 in the level of student satisfaction with the registration process. The Registration Effectiveness scale item is a composite score of nine different SSI questions including measures of...
the helpfulness of staff, convenience of course meeting times, satisfaction with add/drop policies, and the ease with which bills can be paid. Students' perception of the effectiveness of the College's registration process was comparable to the SSI mean score.

**Figure 6R2-7: Registration Effectiveness**

![Registration Effectiveness Chart]

**Financial aid:** Financial assistance is a critical element for many students enrolling at ICC. In Fall 2009, 4,762 students applied for financial assistance. The adequacy of financial assistance is often governed by external factors such as the adequacy of funds available from federal and state sources and the availability of scholarships. ICC measures the effectiveness of its financial aid process by three separate measures on the SSI: the adequacy of financial aid, the timeliness of the award notices students receive, and the helpfulness of the College's financial aid counselors who interact with students. The data from Figure 6R2-8 suggest that student satisfaction with financial assistance at ICC improved from the 2004 results. ICC has yet to meet or exceed the SSI national means for any of the three measures. Since the Fall 2008 administration, the College has undertaken a number of initiatives to improve student satisfaction with financial services, notably the automation of parts of its awarding process which has positively impacted the time it takes to process and deliver aid awards to students. It is anticipated that the Fall 2010 results will be much stronger.

**Figure 6R2-8: Financial Aid – Adequacy of Amount Available, Timely Announcement of Awards, Helpful Counselors**

![Financial Aid Chart]

**6R3. What are your performance results for administrative support service processes?**

**Hiring:** The ICC Human Resources department is charged with assuring that the College is adequately staffed to meet program requirements, accreditation standards, and statutes governing the certification and qualifications of staff. The timeliness of hiring and the diversification of the staff are critical elements in this process.

The ability to fill positions within a reasonable time is necessary for the College to operate at its peak performance. The data in Figure 6R3-1 suggest that the number of days needed to hire have decreased (an improvement) for most employee groups since 2007, with the exception of classified employees.

**Figure 6R3-1: Days to Hire**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MANAGEMENT</th>
<th>CLASSIFIED</th>
<th>FT FACULTY</th>
<th>ADJUNCT FACULTY</th>
<th>CUSTODIAL/MAINTENANCE</th>
<th>SKILLED TRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>64</td>
<td>49</td>
<td>146</td>
<td>n/a</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>97</td>
<td>83</td>
<td>124</td>
<td>n/a</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>54</td>
<td>68</td>
<td>90</td>
<td>n/a</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

Source: ICC Human Resources Note: Some management and classified positions prior to 2009 were not posted

Minority enrollment has been increasing annually since FY05. Minority students comprised 16.6% of ICC’s student body in 2009. This excluded the percentage of minorities in the district’s population (14.4%). Although the College’s efforts at hiring a more racially and ethnically diverse staff has shown improvement since FY05, the rate of improvement has not kept pace with the increases in the percentage of minority students (Figure 2R2-7).

**Orientation and development:** Opportunities for professional growth and skills development are critical to an institution’s workforce. To assess improvement in these efforts, ICC uses employee satisfaction with the following PACE items:

- the extent to which the College’s leaders are able to clearly communicate their expectations of those they supervise (Figure 6R3-2);
- the assistance supervisors provide to their employees to improve their work (Figure 6R3-3);
- the extent to which employees feel they have opportunities for professional advancement within the College (Figure 6R3-4); and
- the extent to which employees feel as though opportunities for professional development and training are available (Figure 6R3-5). (2007 was the first year in which NILIE was able to compute its rolling, three-year average for this item.)

The College disaggregates these data by employee group for more thorough analyses. ICC has seen substantial improvements in these four areas from the Fall 2006 to Fall 2008 administrations and has exceeded the mean for institutions participating in the PACE survey.
Performance appraisal: Employee performance appraisals include elements of timely feedback for work performance and for clearly defined expectations of work performance. These metrics are taken from the annual PACE administration. Figures 6R3-6 and Figure 6R3-7 indicate positive trends for each measure and performance exceeds the comparison group in each case.
Resource development and budgeting: According to the SSI, affordability is a primary factor in the students’ decision to select ICC for their college education. As ICC has experienced decreases in state revenue and the assessed valuation of the district has leveled off, ICC is faced with raising tuition and controlling costs. Unit cost (Figure 8R2-11) is used to measure ICC’s efficiency. The unit cost is calculated by dividing the overall costs of the College by the credit hours generated. The College community works to contain the growth in the unit cost so that it does not exceed the Higher Education Price Index (HEPI). For this illustration, 2004 was established as a base year for costs in which then annual increases in cost for the College and HEPI were applied to the actual credit hour activity for each year.

Fund balance: Fund balance (Figure 6R3-9) is used as an indicator of the fiscal health of the organization. Effective management of fund balance provides reserves to support an unanticipated shortfall in funding and provides resources for strategic investments.

Fund balance is also used as one of the indicators to determine credit rating. A higher credit rating provides the College the opportunity to issue bonds at a lower interest rate. The College’s goal is accumulate a fund balance that meets or exceeds 25% (yellow line).

Physical safety and security: ICC’s Campus Safety and Security Department administers a survey every two years to measure satisfaction with emergency preparedness and response readiness. Survey results in FY09 showed a decline in satisfaction on these measures and Campus Safety and Security staff have developed an action plan to make improvements.

Staff training is provided in several key areas to ensure the ability to act quickly in the event of an emergency. This includes training in First Aid, CPR, AED use, and Hazardous Material Handling training as indicated in Figure 6R3-11. The availability of CPR training on site for all employees increased the number of trained employees and provided wider dispersion of trained responders across the campuses.

6R4. How do your key student, administrative, and organizational support areas use information and results to improve their services?
Each support area of the College is responsible for developing a program plan. Within that plan, they measure and report the results of their key processes or functions and identify opportunities for improvement. They can opt to improve a process themselves or solicit the help of a Six Sigma Black Belt to assist with the improvement.
When a process has been redesigned or has been improved through a Six Sigma team’s work, the process owner and Six Sigma staff closely monitor the process measures for three cycles to ensure the process is in control and that the changes have been effective. If the process is out of control, steps of the DMAIC or DMADV process are repeated until the process is in control. Process measures are tracked in a project database that is maintained by Six Sigma staff and are reported by the Master Black Belt to the Six Sigma steering team at its monthly meeting. A report on all process measures and outcomes from Six Sigma projects is shared with the Cabinet annually in June.

6R5. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?
The Figures included in Categories 6R2 and 6R3 all contain appropriate comparison data (with the exception of Figure 6R2-1, 6R3-1, 6R3-10, and 6R3-11) and descriptions of the comparison organizations are included in the systems portfolio glossary.

61. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

Advisement: In FY07, a Six Sigma advisement team was chartered to improve the process for students to secure advisement appointments. The team gathered stakeholder input through advisor stakeholder meetings, advisor surveys, and interviews of associate deans and administrative assistants. Student input was gathered from the SSI and CCSSE, departmental surveys, and a series of student focus groups on advisement. Information was disaggregated by student segment for the SSI in order to understand the needs of career and technical, transfer, and developmental students. The input from students, stakeholders, and partners helped the team identify the key requirements of each type of student to ensure all students had input and to more fully engage them in the advisement process.

Financial aid awards: In FY08, another Six Sigma team was chartered to examine potential customer service improvements that could be made to the process by which students charge their books and supplies to their pending financial aid awards. The team found that the bookstore charge process—tied closely to the financial aid and registration processes—was highly dependent upon the accuracy and timeliness of an information exchange that occurred between the ICC Bookstore’s transaction system and the College’s PeopleSoft ERP. Inaccuracies resulted in bottlenecks at certain points of the process and in long lines of students in the Financial Aid Office to resolve the matter. The team’s improvements centered on identifying the nature of the inaccuracies in student financial aid data received by the Bookstore, on improving the accuracy and timeliness of the information exchange, and on rescheduling key process events to accommodate heavy periods of student demand.

Transcript evaluation: In FY07, another Six Sigma team was chartered to improve the timeliness with which the College’s Student Service Center completes transcript evaluations of incoming students who had earned credit from other colleges and universities. Prior to chartering the team and mapping the process, the time required to complete an evaluation of an incoming transcript was highly variable and took, on average, 36 days. The team was able to use historical data and direct observations of workflow in the Student Service Center to create a work plan for building an equivalency catalog in PeopleSoft to provide nearly instantaneous equivalency determinations for the credit courses listed on more than 60% of all incoming transcripts. The Student Service Center can now more effectively provide students with transfer credit equivalency data prior to their initial advising appointments to assist with registration and financial aid decisions.

Real-time feedback: In FY10, a Blueprint team focused on developing a systematic way to collect real-time feedback from students on the registration, advisement, testing, and financial aid processes. A group of student workers will be trained to call students who have recently registered and obtain feedback on their experience with one of the four processes. This will be implemented in FY11.

6I2. How do your culture and infrastructure help you select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

Two central elements of the ICC culture and infrastructure have greatly enhanced the means by which the College identifies improvement opportunities within support service processes. First, the regular administration of institutional assessments like the SSI and the CCSSE have provided College departments and employees a better understanding of the effective use of data for determining needs and requirements of its students. Furthermore, the responsible application of such assessments in the areas of program planning and process design and definition has been well utilized.

Second, the proliferation of Six Sigma training has facilitated a process orientation among a substantial number of employees at ICC. Many of these individuals are process owners who are responsible for understanding and monitoring these key processes. Having a widespread understanding of the basic elements of process improvement and design—mapping, stakeholder analysis, performance measurement systems, etc.—has contributed to a more focused effort on quality improvement and service to students and stakeholders.
AQIP Category Seven, Measuring Effectiveness, examines how your organization collects, analyzes, distributes, and uses data, information and knowledge to manage itself and to drive performance improvement.

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

ICC monitors its performance against a set of Institutional Indicators of Effectiveness identified by the Cabinet as the measures that define how well ICC carries out its mission and vision. One- and two-year goals are established for the strategic objectives, the areas where improvements are needed in order to achieve the vision. The targeted areas become the focus of the work of the College.

Data and performance information for all programs and services are selected based on how they contribute to the Institutional Indicators of Effectiveness (Figure 5P6-1). The Institutional Research Office (IR) manages the primary data that are transformed into actionable organizational information for programs and services. The data collected for the Institutional Indicators of Effectiveness are integrated with other key data and disaggregated to a program-level before being distributed to the managers and program coordinators. Managers and program coordinators then align annual plans with the four strategic priorities to show how their department contributes to achieving the goals. The IR Office also provides additional data to departmental and division managers that inform them of the most current trend and comparative information available for their departments.

Data and information can be distributed either directly from the IR Office or through individual departmental mapped network drives which provide access to information to employees within a department. Information that needs to be shared across departmental lines is available on the Q-drive, an additional mapped network drive. This access is based upon a request by the department and the roles and rights that the user needs in order to execute their job functions. Employees are also provided access to organizational and departmental data on the Q-drive under “IR Quick Access.” The IR Director holds open forums for College employees to review and discuss survey data as they become available.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

The Institutional Indicators of Effectiveness align with ICC’s four strategic priorities: student learning, outreach (enrollment growth), service, and value. Key measures to address the strategic priorities are selected and/or modified as part of the SWOT analysis and during the development of the Strategic Plan. The IR Office collects, manages, and reports data related to the strategic priorities. Progress relative to the strategic objectives and action plans are measured against the targets, related goals, and benchmarks established for each key measure. Immediate past performance going back three or more cycles is updated as information becomes available, but at a minimum, midyear and end of year.

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Departmental needs are initially based on the measures utilized for program analysis. Measures should align with the Institutional Indicators and are accessible through reports available through shared network drives. Cabinet members may request that the IR Office include specific data in the program plans within their division. In addition, data and information requests are accepted from individual departments and programs. If information can be easily accessed, it is provided. If the request requires extensive work, the decision to fill the request is discussed with the supervising Cabinet member. The management system may be adjusted to collect new data or to modify a data collection process to meet emerging needs.

In May 2009, the IR Office solicited input on products and services provided to customers through a focus group of users. The meeting was facilitated by the Director of Organizational Learning so that participants would feel comfortable providing objective feedback. The review provided the IR Office a set of recommendations relative to data accessibility and unmet needs.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Organizational performance is monitored using the Institutional Indicators of Effectiveness. The strategic goals associated with the strategic plan are incorporated within the Institutional Indicators of Effectiveness. One- and two-year targets are established for each of these metrics. The College’s progress on the strategic plan is reviewed by the Cabinet, the Strategic Forum, and the Board of Trustees at the end of each semester. The managers at the Strategic Forum are responsible for sharing the results with employees in their area of responsibility.

The analysis of organizational performance and capabilities begins with a review of the Institutional Indicators of Effectiveness. The data and information used for this analysis are compiled by the IR Office as part of the Internal Assessment report and presented at the strategic planning retreat in January of each year.

The internal assessment includes a review of the College’s performance along with comparative data for the Institutional Indicators of Effectiveness and targets related to the strategic plan, student needs and expectations (SSI), College climate (PACE), financial performance/projections, and student engagement (CCSSE). The strategic plan participants use this information along with data from the external scan to complete a SWOT analysis.

The SWOT analysis provides the framework that is used for the organizational and performance review to ensure valid conclusions are drawn from the results. The strengths and weaknesses are developed during the gap analysis. Opportunities are identified as the strategic plan participants review the key institutional processes that are aligned with the strategic priorities. Adjustments and/or additions to the strategic priorities may be considered during this phase.
results of the SWOT analysis along with the internal assessment are presented to the Strategic Forum and then to the Board of Trustees who are elected to represent the community. These reviews provide an opportunity to uncover new information that otherwise might result from blind spots in the strategic plan development process.

At the opening session of the Celebration of Learning held in August, the President reviews the strategic priorities and the associated goals with the College community. A written report is disseminated to the College community highlighting the prior year’s progress on the strategic plan, the goals for the new academic year, and the strategies that will be used to accomplish the goals.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

The need for comparison data arises from multiple sources. Institutional-level needs are the first priority, although Cabinet members and managers can request data for their division or departments.

It is ICC’s intent to have comparative or competitive data for all metrics. However, higher education has not matured to the degree that competitive and comparative data are readily available. Typically, ICC must turn to data comparing its performance with other community colleges, as it is unable to obtain much data on its local competitors.

Sources of comparative data are researched by the Planning and IR Offices and recommendations are made to the Cabinet. Sources used at the institutional level are reviewed by Cabinet and selected based on the usability of the data, the timeliness of the data, and the affordability of the source.

ICC became a member of the National Community College Benchmark Project (NCCBP) in 2006. This consortium was formed for the purpose of benchmarking institutional performance with other community colleges. In 2009, 210 public institutions participated in the program.

In 2004, ICC began using the Community College Survey of Student Engagement (CCSSE) as a means for measuring students’ engagement in their learning and college experience. These data are collected every two years with the third cycle having been completed during the spring semester of 2008. This survey provides the College with a national comparison group based on three years of data.

Student satisfaction is benchmarked using the Noel-Levitz Student Satisfaction Inventory (SSI). This survey provides direction for the College to make improvements in the areas that matter most to students. A national norm is provided based on up to three academic years of data for students who completed the same survey version and/or are at the same type of institutions.

Beginning in the fall semester of 2006, the Personal Assessment of the College Environment (PACE) survey was administered to obtain the perceptions of personnel concerning the College climate and to provide data to assist ICC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the IR Office collaborate annually to administer the survey. The PACE is based on a model that assures how the leadership of the institution motivates four climate factors—Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus—toward an outcome of student success and institutional effectiveness.

The College also uses data gathered from the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). This mandated reporting mechanism provides comparison data for all post-secondary institutions and educational organizations.

7P6. How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

As the strategic goals are rolled out to divisions, departments, and programs, the Institutional Research Office provides managers with department or program-level data aligned with the College’s strategic priorities. The IR Office adds continuity to the process by training managers on measuring program performance, aligning program goals to institutional goals, and developing program plans. Each program establishes metrics appropriate to their responsibilities.

To ensure alignment with the institutional goals, plans are reviewed at multiple levels within the organization (Figure 7P6-1). First, 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. Lastly, Cabinet members review their division plans and targets with the Cabinet at a retreat in May. All program, department, and division plans are available on the Q-drive.

\[\text{Figure 7P6-1 Alignment of Plans with Strategic Goals}\]

\[\text{Level 1 – Strategic Goals}\]

\[\text{Level 2 – Division Plans}\]

\[\text{Level 3 – Departmental}\]

\[\text{Level 4 – Program Plans}\]

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

**Timeliness:** Timeliness of data in key systems is ensured by the use of real time data capture processes at the time the data are saved by the operator. IR operational procedures ensure the extraction and transformation of data into usable information for reporting purposes and then make it available to the appropriate user.
Accuracy: The accuracy of the data, information, and knowledge is governed by the person entering the data into the College’s systems. Employees are trained to enter data accurately at the time of hire, following changes to their job responsibilities, or resulting from updates within the system for which the employee is assigned. The College’s systems are segmented by primary function. System managers are responsible for assuring the accuracy of information and knowledge generated by the system function. The manager monitors and reviews errors with the staff by checking exception reports and by using feedback mechanisms.

Reliability: Reliability of organizational data is managed by the lead for each system. They ensure data integrity through the use of edits, errors, and exception reporting. Field checks are used to assess the capabilities of the software to assure appropriate configuration to increase reliability.

To ensure reliability in data sources used in decision-making, a standard set of field definitions and layout are followed for all data sources. Exception reporting is used to ensure data are consistent and accurate.

Security: The entire ICC computing network is protected by layers of security beginning externally with perimeter firewalls. Two types of firewall security are employed: firewall appliances and firewall software. Firewall software is used for appliances such as proxy servers. Once data have passed through the firewall, the next layer of network security is the use of secure socket layers (SSL) for internal and external network activity. Next, VLAN’s are used extensively throughout the network to isolate computers to protect against unauthorized access and the spread of viruses and malware.

Technology Service’s operational standards (available to all employees on the intranet) dictate that no personal equipment may connect to the ICC network, further protecting the network from unauthorized access. Additionally, user accounts are audited and deactivated after a period of inactivity lasting six months. Updates for anti-virus, anti-malware, and operating systems are automatically deployed to all computers on the network within 24 hours of release.

Security for data and information management systems are role-based ensuring that each user only has access to the information required to complete their job. Technology Services assigns user ID’s for use on the network and for PeopleSoft and enforces password security. Each user is then assigned individual online access with a unique sign-on and password. The Computer Security Institute guidelines are used to assure password security.

The functional leads, programmers, and management are all trained in security and confidentiality practices and procedures. In 2009, all social security numbers were masked within the PeopleSoft system. User roles in PeopleSoft were evaluated and access to social security numbers restricted to a need-to-view basis only. All College systems that get biographical data generated from PeopleSoft are secure for social security numbers.

Payment of tuition, purchases in the cafeteria, and purchases in the bookstore using credit cards, debit cards, and other on-line transfer of funds is transferred over secure data lines through TouchNet Information System, Inc., a secure, third party vendor. These processes run internally over a virtual private network and are encrypted. Payment Card Industry (PCI) compliance standards are followed to prevent fraud. Implementation of this standard is required for all institutions that accept credit card payments.

Student domains are segregated and VLAN’s used in place of physical connections. It is more difficult to identify student accounts after inactivity due to the variability in student enrollment. Currently, a team is working to improve the process and procedures regarding deactivation of student accounts.

Hardware devices used for core systems are protected with strong passwords in excess of 15 characters in length. They automatically receive patches and updates on a daily basis, and are isolated by VLANs on separate segments of the network behind a firewall. In 2007, the Illinois Department of Central Management Services was contracted to perform penetration testing of the ICC network to identify network vulnerabilities. This testing was completed in 2008. The assessment led to replacement of a web server that had been compromised.

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

The College assesses the effectiveness of the information and knowledge management system through the measures used to assess the Institutional Research office: timeliness (turn-around time), accuracy (number of data revisions); and customer satisfaction with data, products, and services.

7R2. What is evidence that your system for measuring effectiveness meets your institution’s needs in accomplishing its mission and goals?

The Office of Institutional Research maintains statistics on the average turn-around time for projects. These data have been collected beginning in fiscal year 2009 and are shown in Figure 7R2-1.

The number of revisions to data requests required by the Institutional Research office (re-work) has been tracked for FY09. A total of three revisions were required. These data are an indication of the accuracy of data provided to end users.
A Desk Review of the Institutional Research office was conducted in June 2009 based on a best practice model from the University of Texas-Pan American. The review included a self-assessment completed by the IR Office and an assessment of IR products and services completed by an internal review panel. The review panel consisted of ten users who returned a feedback report to IR. The feedback report indicated high levels of satisfaction on the part of users but also included suggestions for improvements. Suggestions included additional training on IR services and tools and additional data sharing practices with external entities.

7R3. How do your results for the performance of your processes for measuring effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The assessment conducted by the IR team was qualitative in nature and therefore, no benchmark data could be secured. The IR Office is open to using comparison data if they exist for these types of services.

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for measuring effectiveness?

To meet the challenges of rapid or unexpected changes that may impact the performance measurement system and to better meet the needs of departments, ICC has purchased and is currently establishing a data warehouse. The purpose of the data warehouse is to provide managers with divisional and departmental dashboards that provide in-process measures to assist in monitoring progress on strategic goals, action plan metrics, institutional indicators, and program measures. The dashboards are targeted for initial deployment in June of 2010.

The Institutional Research Office, in its ongoing efforts to foster a more data-informed culture at ICC, created and published its first departmental newsletter, Research in Action, in October 2009. Research in Action draws employees’ attention to the outcomes of recent institutional assessment activities including those from the SSI, CCSSE, and PACE administrations, as well as findings from its annual external environmental scan and internal assessment. The IR Office has since published two editions of Research in Action with the intent of regular editions to come.

In FY10, a new internet service provider was secured to increase bandwidth and improve access to the internet. The change in internet service providers has increased ICC’s capacity and allowed the College to institute backup connections to increase network availability.

The systems and processes in this category are so intricately tied to the strategic planning process, many improvements found in Category 8I1 are relevant to the discussion in this section.

7I2. How do your culture and infrastructure help you to select processes to improve and to set targets for improved performance results in Measuring Effectiveness?

ICC’s commitment to data-informed decision-making and continuous improvement methodologies heighten the importance of data accessible technologies. The use of Six Sigma and AQIP teams, which rely on accurate and timely data, also focus the improvement initiatives on data collection systems. These projects highlight data that support and inform processes important to the College.
AQIP Category Eight, Planning Continuous Improvement, examines your institution’s planning processes and how your strategies and action plans help you achieve your mission and vision.

8P1. What are your key planning processes?

Figure 8P1-1 outlines ICC’s strategic planning process. During the first 30 years of ICC’s existence, a comprehensive strategic planning process was typically conducted every ten years. The College was experiencing rapid growth and had little competition. As the College entered the new millennium, it faced a more rapidly changing environment. The students entering the doors of higher education represented an increasingly diverse population with many students unprepared for college. With the expansion of the for-profit market and online course offerings, place-bound students were discovering options for obtaining their college education. The labor market was changing as well. As the fastest growing jobs required at least some college education, more high school graduates were considering a college education. In order to keep ICC’s strategic plan sensitive to the emerging needs of the students and community, the Cabinet, in 2001, modified its planning process to incorporate an annual update of the external scan and internal assessment with changes made in the plans as needed.

In 2001-2002, ICC adopted its vision of creating an “exceptional educational experience” that delights students and stakeholders. ICC’s President challenged the College community to do more than “satisfy” students. He challenged them to a level of excellence that would result in students saying, “Wow, I can’t believe I can get all that from a community college!” The Blueprint for the Future, ICC’s strategic plan, was adopted in June 2002 with the intent of achieving that vision.

The Blueprint for the Future expresses in measurable terms what the College must achieve in order to fulfill the vision. It focuses the organization on its four strategic priorities—student learning, outreach, service, and value. Goals (targets) and timelines are established to measure progress. Action plans are developed annually.

An external scan and internal assessment provides the context for a 12-step strategic planning process (Figure 8P1-1). The first step in the planning process is the strategic planning retreat. Participants in the retreat include the Cabinet, Associate Deans/Deans, the Faculty Senate President, the Student Trustee, the Director of Institutional Research, the Six Sigma Master Black Belt, and the Director of Organizational Learning. The Vice President of Planning and Organizational Effectiveness leads the retreat participants in a review of the mission, vision, and values to provide the foundation for discussion. The IR Director presents the internal assessment focusing on key education and learning, operational, financial, and human resource data. The external scan is also reviewed focusing on ICC’s competitive position, community demographics, labor market, K-12 demographics, market analysis, legislative/public policy, and technology scan. Data related to ICC’s core competencies—variety of courses, high quality education, and affordable price—are presented to determine whether these factors continue to provide ICC with a competitive edge. Websites and advertising of competitors are examined to identify any new competencies that ICC may need to develop in order to be competitive in the future.

Using the data from the external scan and internal assessment, the participants identify strengths, weaknesses, opportunities, and threats. Next, the participants narrow the list to the challenges that must be addressed and the advantages that must be leveraged in order to achieve the vision.

**Figure 8P1-1: Strategic Planning Process**

<table>
<thead>
<tr>
<th>MONTH</th>
<th>PROCESS STEP</th>
<th>PARTICIPANTS</th>
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<tbody>
<tr>
<td>Jan</td>
<td>1. Strategic Planning Retreat – Establish objectives, associated goals, and strategic initiatives</td>
<td>C, A, IR, OR, MBB, ST</td>
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<tr>
<td>Feb</td>
<td>2. Strategic Forum Meeting – Provide feedback on objectives, goals, and strategic initiatives</td>
<td>Open meeting of SF</td>
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<tr>
<td>Feb</td>
<td>3. Board of Trustees Retreat – Obtain consensus on objectives, goals, and strategic initiatives</td>
<td>T, P, VP</td>
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<tr>
<td>Feb</td>
<td>4. Cabinet Retreat– Review and finalize goals, strategies and action plans</td>
<td>C</td>
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<tr>
<td>Mar</td>
<td>5. Strategic Forum Meeting – Review finalized goals, strategies, and action plans</td>
<td>Open meeting of SF</td>
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<td>Mar/Apr</td>
<td>6. Train Managers; develop division, department, and program plans</td>
<td>C, M, F, S</td>
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<tr>
<td>May</td>
<td>7. Cabinet Retreat – Review division plans and resource allocation</td>
<td>C</td>
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<tr>
<td>Jun</td>
<td>8. Board of Trustees Meeting – Review tentative budget</td>
<td>T, C</td>
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<tr>
<td>Jul/Aug</td>
<td>9. Board of Trustees Meeting - Approve budget</td>
<td>T, C</td>
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<tr>
<td>Jul</td>
<td>10. Planning and IR office review feedback obtained throughout planning process</td>
<td>VPPOE, IR</td>
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<tr>
<td>Aug</td>
<td>11. President issues year-end progress report and highlights plans for the year</td>
<td>All employees</td>
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<tr>
<td>Jul-Jun</td>
<td>12. Weekly Cabinet Meetings – Monitor plan deployment</td>
<td>C</td>
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</tbody>
</table>

C = Cabinet; A = Associate Deans/Deans; IR = IR Director; OR = Director of Organizational Learning, ST = Student Trustee, SF = Strategic Forum, T = Board of Trustees, M = Managers, F = Faculty, S = Staff, VP = Vice Presidents, P = President, MBB = Master Black Belt, VPPOE = VP of Planning and Organizational Effectiveness

Strategic objectives, associated goals, and timeframes are established by the Cabinet in conjunction with the strategic planning participants (Figure 8P1-2). The strategic initiatives are assigned to the individual Cabinet members for oversight. If a Cabinet member or work system has a substantial workload, the Cabinet determines if it is feasible to reassign any or all of the work or to delay implementation of a strategy in order to achieve the desired result.
<table>
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<th>1. Increase credit hours: FY10 – 236,279 (+2.5%) FY11 – 241,005 (+2%)</th>
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<td>Underrepresentation of African Americans (SC)</td>
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<td></td>
<td>Inadequate number of college educated to replace retiring workforce (SC); Schedule to meet nontraditional needs (SC); Limited needs data (SC)</td>
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<td></td>
<td>New facility (SA); Large population with little or no college (SC)</td>
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<td></td>
<td>Large employee base (SA)</td>
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<td>STRATEGIC INITIATIVE</td>
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<td>1.1 Develop programs and services to meet the needs of African Americans</td>
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<td>1.2 Develop programs and services to meet the needs of nontraditional enrollments</td>
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<td>1.3 Build schedule at ICC South</td>
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<td>1.4 Engage employees in recruitment</td>
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<td>FY 10 ACTION PLAN TARGETS</td>
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<td>3,100 students</td>
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<td>4,550 fall nontraditional enrollment</td>
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<td>2,000 credit hours</td>
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<td>75 referrals</td>
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<td>LEARNING</td>
<td>2. Increase noncredit participation: FY10 – 15,015 (+1%) FY11 – 15,165 (+1%)</td>
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<td></td>
<td>New corporate training facility (SA); Economy (SC); Limited needs data (SC)</td>
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<tr>
<td></td>
<td>Growing population of retirees (SC); Limited needs data (SC); New facility (SA)</td>
</tr>
<tr>
<td></td>
<td>STRATEGIC INITIATIVE</td>
</tr>
<tr>
<td></td>
<td>2.1 Assess the needs of the business community and make them aware of ICC's offerings</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop Adult Community Programs to meet the needs of retirees</td>
</tr>
<tr>
<td></td>
<td>FY 10 ACTION PLAN TARGETS</td>
</tr>
<tr>
<td></td>
<td>11,537 participants</td>
</tr>
<tr>
<td></td>
<td>2,477 participants</td>
</tr>
<tr>
<td>SERVICE</td>
<td>3. Increase course success: FY10 – 73.5% FY11 – 73.75%</td>
</tr>
<tr>
<td></td>
<td>Underprepared students (SC)</td>
</tr>
<tr>
<td></td>
<td>Low student engagement(SC)</td>
</tr>
<tr>
<td></td>
<td>Student dissatisfaction with timely feedback on course progress (SC)</td>
</tr>
<tr>
<td></td>
<td>STRATEGIC INITIATIVE</td>
</tr>
<tr>
<td></td>
<td>3.1 Develop sequence of learning experiences for underprepared students</td>
</tr>
<tr>
<td></td>
<td>3.2 Improve student engagement</td>
</tr>
<tr>
<td></td>
<td>3.3 Develop a system for providing timely feedback on progress in courses</td>
</tr>
<tr>
<td></td>
<td>FY 10 ACTION PLAN TARGETS</td>
</tr>
<tr>
<td></td>
<td>64% Developmental Eng course success; 53% Developmental Math course success</td>
</tr>
<tr>
<td></td>
<td>Meet or exceed the mean factors</td>
</tr>
<tr>
<td></td>
<td>Satisfaction &gt; than 5.22 (FY11)</td>
</tr>
<tr>
<td>SERVICE</td>
<td>5. Excede the prior years' performance on teamwork and overall climate on the PACE in FY10 and FY11</td>
</tr>
<tr>
<td></td>
<td>Clearly defined HR processes (SC)</td>
</tr>
<tr>
<td></td>
<td>STRATEGIC INITIATIVE</td>
</tr>
<tr>
<td></td>
<td>5.1 Improve recruitment/selection, retention, development, and engagement of faculty and staff</td>
</tr>
<tr>
<td></td>
<td>FY 10 ACTION PLAN TARGETS</td>
</tr>
<tr>
<td></td>
<td>Employment process mapped and recruitment system deployed</td>
</tr>
<tr>
<td>VALUE</td>
<td>6. Contain the growth in unit cost to 3% in FY10 and FY11</td>
</tr>
<tr>
<td></td>
<td>Energy costs(SC)</td>
</tr>
<tr>
<td></td>
<td>Health benefit costs (SC)</td>
</tr>
<tr>
<td></td>
<td>Underutilized space (SA)</td>
</tr>
<tr>
<td></td>
<td>Increased demand for scholarships (SC); capital projects costs (SC)</td>
</tr>
<tr>
<td></td>
<td>Maturity of administrative processes(SC)</td>
</tr>
<tr>
<td></td>
<td>STRATEGIC INITIATIVE</td>
</tr>
<tr>
<td></td>
<td>6.1 Reduce energy consumption</td>
</tr>
<tr>
<td></td>
<td>6.2 Contain the growth in benefit costs</td>
</tr>
<tr>
<td></td>
<td>6.3 Optimize facility utilization</td>
</tr>
<tr>
<td></td>
<td>6.5 Secure grants and donations to fund scholarships and offset project costs</td>
</tr>
<tr>
<td></td>
<td>6.6 Systematically apply Baldrige criteria</td>
</tr>
<tr>
<td></td>
<td>FY 10 ACTION PLAN TARGETS</td>
</tr>
<tr>
<td></td>
<td>$1.90 per square foot</td>
</tr>
<tr>
<td></td>
<td>$7,751,940 – total cost</td>
</tr>
<tr>
<td></td>
<td>Establish baseline</td>
</tr>
<tr>
<td></td>
<td>$1 million – grants</td>
</tr>
<tr>
<td></td>
<td>$81,108 – employee contributions</td>
</tr>
<tr>
<td></td>
<td>$550,000 major gifts</td>
</tr>
<tr>
<td></td>
<td>Strategic goals achieved</td>
</tr>
</tbody>
</table>
In Step 2 of the process, the goals and strategies are reviewed at an open meeting of the Strategic Forum so that more members of the College community can provide feedback to the Cabinet. In Step 3, the strategy is reviewed by the Board of Trustees, the officials elected to represent the wider community. These reviews provide the opportunity to uncover new information that otherwise might result from blind spots in the strategic planning process.

During February, Blueprint teams develop the action plans to address each of the strategies (Figure 8P1-1, Step 4). Cabinet members meet at a February Retreat to review the plans, finalize goals, and to identify any specific actions to be deployed within single departments or institution-wide. Cabinet members, as the teams’ sponsors, make presentations at the March meeting of the Strategic Forum so that managers can get a better understanding of how their areas contribute to achieving the goals prior to developing their program plans (Step 5).

In Step 6, training is provided to program coordinators highlighting the expectations for program plan development and alignment of goals. Coordinators develop program plans, reviewing them with their supervisor who is responsible for ensuring alignment. Plans roll up at each level until they have been reviewed by the supervising Cabinet member. In Step 7, the Cabinet members hold a two-day retreat to review the roll up of the plans into a division plan and to finalize human resource needs (training and staffing). The budget is reviewed to ensure that it is balanced and resources are allocated to achieve the strategy.

In Steps 8 and 9 of the process, the Trustees review and approve the proposed budget. In Step 10, the Vice President of Planning and Organizational Effectiveness and the Director of Institutional Research review all feedback gathered through the planning process and develop and submit recommendations to the Cabinet to improve the planning process for the following year.

At an all-college meeting held during the Celebration of Learning at the start of the academic year, the President provides a recap of the prior year, discusses the College’s performance on key indicators, and highlights the plans for the coming year (Step 11). A written report on the progress of the prior year’s strategic plan and highlights of the plan for the new fiscal year are provided to all members of the College community. Posters with the academic calendar as well as the mission, vision, values, and four strategic priorities are distributed to all departments and posted in common meeting areas. The strategic priorities are also reviewed with new employees at the new employee orientation.

The Cabinet members review action plans and progress toward goals at weekly Cabinet meetings (Step 12). Plans are revised as needed to address changes in the internal or external environment.

8P2. How do you select short- and long-term strategies?

As detailed in the response to question 8P1, the external scan and internal assessment are used by the strategic planning participants (Step 1) to identify the critical short-term and long-term challenges faced by the College. Consensus is reached by the participants around those challenges that will most impact the College’s future success. As part of this process, the participants review the list of strategies being continued from the previous year to determine if any of these strategies will address the challenges. If not, the challenge is put on the list to be incorporated into the strategic plan and is assigned to a Cabinet member for development.

The current process addresses long-term (two or more years) and short-term challenges (one year) and develops strategies to address them. However, they are not formally labeled as “long-term” or “short-term.” For example, in 2008, the IR Director put together projections showing that the number of high school graduates would peak in 2012 and then decline. As 70% of the College’s credit hours are generated by traditional-aged students, the strategic plan participants determined that greater emphasis needed to be placed on other potential markets in anticipation of the decline that would follow in 2013. Strategies to grow dual credit and minority enrollments were underway and achieving results. Demographic data on nontraditional markets (over age 25) suggested that despite a downward trend in the number of nontraditional students enrolling at ICC, there were more than 143,000 individuals over the age of 24 in the College’s district with a high school diploma and some college. As a result of this analysis, the nontraditional student was identified as one of the best avenues for enrollment growth and a strategy was developed to focus on increasing enrollment of nontraditional students.

Based on the desired long-term direction, the Academic Vice President was assigned responsibility for developing a short-term action plan (one year) to research and plan actions to address the nontraditional student population. The Academic Vice President, in conjunction with his team, updates the short-term plans each year in order to achieve the long-term direction.

8P3. How do you develop key action plans to support your organizational strategies?

In Step 4 of the planning process, each strategy is assigned to a Cabinet member to serve as the sponsor. During the month of February, the Cabinet member forms a team composed of stakeholders to address the challenge and draft an action plan. The Cabinet member meets with the team providing the context to understand the challenges and advantages to be addressed in the development of the strategy. The Cabinet member presents the metrics that might be used to measure success and gains consensus around those measures. The Cabinet member uses the form on the internal Q-drive (a network drive with a program file accessible to all managers and program coordinators) as a guide to develop the details required in the action plan. The sponsoring Cabinet member enters the plan into the database.

At the end of February, a Cabinet retreat is held. For each of the strategic priorities—learning, outreach, service, and value—the associated strategies and plans are reviewed to determine whether their combined efforts will achieve the targets. Feedback is provided to each of the sponsoring Cabinet members to improve the resulting plans.
Members identify other activities of the College that might complement or conflict with the work of the team. Cabinet members may also suggest additional actions to be taken or additional team members that might be included on the team. Action plan measures are reviewed by the Cabinet, and the Cabinet either approves or recommends revisions to the targets.

In order to be flexible and adapt to the changing needs of the community, a Cabinet member can, at any point in the year, bring to the Cabinet recommendations to revise the action plans. This can be accomplished with the approval of the Cabinet at any weekly meeting of the Cabinet.

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization's various levels?

Once the Cabinet has reviewed all of the Blueprint strategies and action plans (Step 4), the plans are shared at an open meeting of the Strategic Forum (Step 5). Strategic objectives, goals, strategies and action plans are reviewed with all program managers/coordinators during program plan training (Step 6) so that they understand their role in achieving the targets.

A standard template, found on the Q-drive, is used for the development of program plans. Program coordinators are responsible for entering these plans into the database. Standardized data are provided, whenever possible, to keep plans focused on the strategic goals. The software forces managers to put their action steps under one of the four strategic priorities creating further alignment.

Cabinet members work with program coordinators and department heads in their division to develop and align division, department, and program plans (Step 6). The first step in the process requires program plan coordinators to review the plans they have developed for their programs with their immediate supervisor, typically the department head. Department heads then review all program plans from their area of responsibility with the Cabinet member to which they report. Each step in the process is intended to build consensus and align the plans with the overall strategy.

At the May Cabinet retreat (Step 7), the Cabinet reviews each of the division's plans and highlights selected program plans that may require further discussion. Through this process, the Cabinet continues to work to ensure alignment of the plans and the allocation of resources in support of the overall objectives, goals, and strategy.

8P5. How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

In the first step of the planning process, strategic objectives are determined by the strategic planning participants for each of the four strategic priorities—outreach, learning, service, and value. The measures used are selected from or align with the Institutional Indicators of Effectiveness, the set of metrics the Cabinet has agreed upon as measuring the mission and vision of the College. Tentative targets are recommended by the strategic planning participants to the Cabinet based on historical trend data and comparison data.

As action plans are developed (Step 4), the sponsoring Cabinet member is responsible for working with their Blueprint team to develop the metrics and targets for the assigned strategy and action plan. It is important that the action plan metrics contribute to achieving the targets associated with the strategic objectives. At the February Cabinet retreat, the goals established for the strategic objectives are reviewed and finalized by Cabinet. Action plan metrics and targets are also reviewed based on the historical data, comparison data, and an understanding of what the contributing action plans can achieve.

8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

During Step 6 of the planning process, each Cabinet member works 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. As the Cabinet builds the budget and reviews program plans, risks of not allocating resources are discussed (Steps 7, 8, and 9).

At the May Cabinet retreat (Step 7), human resource and capital allocations are discussed and requests may be denied, delayed, or adjusted based on the available funds and the ability of the request to impact ICC's goals. The Cabinet works with the Vice President of Finance and Administration and the President to prepare a balanced budget in time for the June Board meeting.

8P7. How do you assess and address risk in your planning process?

Risk assessment occurs primarily at three points in the planning process. In Step 1 of the planning process, the strategic challenges and advantages are discussed. The participants have to weigh whether addressing the challenge or leveraging the advantage will contribute to achieving the College’s vision and goals. These decisions are critical, as the strategies developed to address them will focus the work of the College for the next two years.

Risks are assessed a second time when the Cabinet member meets with each manager in his or her division to review program plans and the allocation of resources. The Cabinet member is responsible for balancing the needs of all departments under his or her supervision, considering alternative strategies, and making recommendations to the Cabinet for resource allocations.

In May, risks of delaying or modifying action plans are assessed by Cabinet as the budget is rolled up. A budget is developed based on the revenue projections. The allocation of resources (human, financial, capital, technology) stimulates discussion around different scenarios that will result in a balanced budget and yet achieve the College's objectives.
8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

In order to develop and nurture faculty, staff, and administrator capabilities to address changing requirements, the College engages in a number of activities. First, open meetings are sponsored by the Institutional Research Office throughout the year to share the results of external scan and internal assessment to assist staff in understanding the changes in the environment that have implications for the work of their departments.

At an open meeting of the Strategic Forum in February, managers receive an in-depth review of the external scan and internal assessment. All results of these assessments are made available on the Q-drive on the College’s network. Training sessions are held for managers and program coordinators to prepare them to develop their program plans. Individual mentoring is made available by the Director of Institutional Research.

After program plans are submitted, a team is put together by the Vice President of Planning and Organizational Effectiveness and the Director of Institutional Research to review all program plans. The team reviews the program plans to check the extent to which they are aligned with the institutional strategy. Based on the results of this review, plans are developed to enhance training and preparation of staff.

In addition to the planning activities, the Teaching and Learning Center in conjunction with the Organizational Learning Committee prepares a professional development plan for staff to support the overall goals and strategies of the College. For example, workshops were offered by the Teaching and Learning Center in FY09 and FY10 to educate staff about the research on student engagement. The College’s performance on the Community College Survey of Student Engagement (CCSSE) was discussed in an effort to focus the faculty on identifying techniques to increase student engagement, one of the strategic initiatives outlined in the Blueprint for the Future. The Service Excellence Project training focused on the CougarCARE Principles, the customer service standards that support achievement of the service satisfaction goals established by the College in the strategic plan. The Teaching and Learning Center evaluates each workshop using a feedback tool with participants. The Organizational Learning Committee uses the feedback from these evaluations to improve offerings.

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

As data become available, performance is reviewed at one of the weekly meetings of the President’s Cabinet. For example, student course success data is reviewed at the end of each semester. Student Satisfaction Inventory data is collected every other year. Additional detailed data is provided to the Cabinet as needed to assist with understanding the factors contributing to the College’s performance.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

ICC’s performance on the strategic plan metrics is reported in Figures 8R2.1 through 8R2.21. Data are organized by the strategic priorities of outreach, student learning, service, and value. Comparison data are provided, when available. It should be noted that comparison data through the National Community College Benchmarking Project (NCCBP) typically are delayed two years due to the data collection methods established by the consortium.

Strategic Objectives

Outreach

Credit enrollment growth: ICC was founded on the belief that a community college serves as the center of learning for its community. Consequently, ICC reaches out to individuals in the district who want to pursue learning on a credit or noncredit basis. One of ICC’s strategic objectives focuses on increasing credit hours. Figure 8R2.1 details the credit hours generated for each of the last three years and the targets established for FY10 and FY11.

Illinois Central College is the only public institution of higher education within District 514 and it is significantly larger than any other higher education institution. Annual credit hours have grown from 224,757 in FY07 to 230,516 in FY09.

Figure 8R2.1: Annual Credit Hours

Although market penetration is not one of the strategic objectives, it provides an important perspective relative to credit hour growth. Market penetration is calculated by dividing the unduplicated headcount by the service area population. In FY08, ICC’s market penetration was 5.33% as compared to 2.80% for community colleges in the NCCBP. This placed ICC in the top 11% for market penetration in comparison to other community colleges in the NCCBP. This is significant considering the continued growth the College is experiencing.
To achieve the FY10 credit hour goal, four strategic initiatives were established. Strategies were developed targeting African-American students and nontraditional students (over age 25) for enrollment growth. A third strategy focused on building a comprehensive schedule of offerings to attract Tazewell County residents to the new site in Pekin, and a fourth strategy focused on ways to engage the College community in the recruitment process.

Noncredit enrollment growth: The second outreach objective focused on noncredit enrollment growth. As noted in Figure 8R2-3, noncredit participation has increased each of the last three years.

In FY08, ICC’s noncredit participation rate yielded a market penetration of 2.95% in comparison to 1.11% for NCCBP colleges. ICC’s market penetration placed ICC in the top 23% of colleges in the NCCBP. The College’s goal is to build upon the excellent market penetration it has achieved to date.

In order to reach the FY10 goal of 15,015 noncredit participants, two strategies were implemented. The first strategy focused on developing a systematic method to identify the needs of the business community in order to plan programs that meet employer needs. A second strategy focused on lifelong learners (retirees) by expanding the offerings and hosting focus groups to engage participants in identifying potential workshops and presenters.

As part of the College’s plans to grow noncredit enrollments, a building at ICC North is being remodeled to house these programs. It will open in August 2010.

Student Learning

Course success rate: Recognizing that the goals of community college students differ significantly, it is difficult to find one metric that effectively measures success. Some students come to ICC with a goal of transferring to a four-year university. Others come with plans to enter the workforce upon completion of a specific course sequence. Many students come without a clear picture of what they ultimately want to achieve. Each of these students has one thing in common and that is to find success in the classroom. As a result, the Cabinet decided to use the student course success rate as a primary measure of student learning (Figure 8R2-5). The student course success rate represents the percentage of all students earning an A, B, C, or S in a course. The ICC student course success rate increased from Fall 2006 to Fall 2008 but remained below the median for the comparison group of colleges in the NCCBP. As a result, this continues to be a focus for the College community in FY10.

Currently, 23% of all placement tests administered to students prior to college entrance score into college-level math. Forty-eight percent of placement tests score into college-level English. Consequently, ICC focused in FY10 on developing a sequence of learning experiences to prepare students for success in foundational or developmental (remedial) and gateway courses (i.e., ENGL 110, MATH 110). A second strategy focused on engaging the student in their college experience. Workshops were hosted by the Teaching and Learning Center to share the CCSSE results and research on student engagement. A third strategy focused on providing students with more timely feedback on their progress in a course. These areas were identified as opportunities for improvement through the analysis of the CCSSE, SSI, and placement tests results.
Service to students: Community college students often have many responsibilities in addition to attending school. In FY09, 58% of ICC students attended college part time. Of the students surveyed on the Fall 2009 administration of the SSI, 81% reported working full or part time while attending school. In Fall 2009, 58% of first-time, full-time degree-seeking students received some form of financial assistance. Given the obstacles students must address in order to stay in school, providing exemplary service and support is important.

The Student Satisfaction Inventory (SSI) is one way that the College gets feedback about the college experience from a large portion of the student body. This survey is administered every other year in the fall. Students are surveyed on 95 different variables to determine the level of importance the students' place on a particular factor as well as the level of satisfaction the student has with the College's performance. Three summative items (Figures 8R2-6, 8R2-7, 8R2-8) provide an overall view of the college experience at ICC. Trends are noted and performance is compared with the mean for the colleges participating in the survey. Individual items are used to identify areas that are important to the students and have low levels of satisfaction. These items become the focus of improvement initiatives.

On the three summative questions, ICC's performance has improved slightly and is comparable to the mean for participating colleges. As the College community is committed to service excellence, it has focused on improving the satisfaction levels identified by the students as important to their college experience.

In FY10, service strategies focused on improving the academic advisement and financial aid processes, two areas ranked high in importance but low in satisfaction on the SSI. A third strategy focused on the development of a systematic approach to measuring and improving service. This team focused on developing a tool to provide real-time data on registration, advisement, testing, and financial aid.

Service to colleagues: In addition to serving students well, employees must also serve each other well. As higher education tends to be organized in silos, the ability to work as teams across divisional lines is critical to ICC's success. As a result, the College established two strategic objectives related to improving teamwork and overall climate. On the Personal Assessment of the College Environment (PACE) survey administered annually, ICC has experienced three years of growth on the teamwork climate factor (Figure 8R2-9). Since Fall 2008, ICC's performance exceeded the PACE national norm.
Improvements in the overall climate (Figure 8R2-10) were noted from Fall 2006 to Fall 2009 and ICC’s results have outperformed the PACE national norm since Fall 2007.

**Value**

**Unit Cost:** According to the SSI, affordability is a primary factor in the students’ decision to select ICC for their college education. As ICC has experienced decreases in state revenue and the assessed valuation of the district has leveled off, ICC is faced with raising tuition and controlling costs. Unit cost (Figure 8R2-11) is used to measure ICC’s efficiency. The unit cost is calculated by dividing the overall costs of the College by the credit hours generated. The College community works to contain the growth in the unit cost so that it does not exceed the Higher Education Price Index (HEPI). For this illustration, 2004 was established as a base year for costs in which then annual increases in cost for the College and HEPI were applied to the actual credit hour activity for each year.

**Action Plan Metrics**

Action plan metrics were established to measure success on each of the action plans. They are listed below:

**African American enrollment:** One of the outreach strategies in the Blueprint for the Future focuses on building African American enrollments at the College (Figure 8R2-12). The College established a Diversity Department in FY05 to develop relationships in the community and services at the College to attract a diverse student body. African-American students, the community’s largest minority population have been the focus of one Blueprint team. As a result, African-American enrollments have increased steadily.

**Nontraditional enrollments:** For several years, ICC has experienced a decline in the number of nontraditional students attending college (Figure 8R2-13). As a result, the College incorporated a strategy in the FY10 Blueprint for the Future to address the needs of this population. In addition to the efforts of this team, the economy is expected to play a contributing role in building the nontraditional enrollments through the end of FY10 and FY11.
Credit hours at ICC South: One of the strategic initiatives in the Blueprint for the Future was focused on building credit hours at ICC South. In Fall 2008, ICC opened ICC South, a new facility located in Pekin, Illinois. Since this is the second year for this new site, three years of information are not yet available. Credit hours in FY09 totaled 1,505. It is anticipated that the total credit hours for FY10 will exceed the target of 2,000 credit hours.

Referrals of students by employees: One Blueprint team developed an action plan focused on leveraging ICC employees to assist in recruiting students. The Marketing Department distributed “gold cards” to all employees with instructions on their use. When out in the community, employees are often asked about classes or enrollment at ICC. By providing employees gold cards, employees could actively support enrollment growth by providing the individual asking questions with contact information for the recruiters and a link to the website. Employees were encouraged to write their name on the back of the card so they would receive credit for making the referral. The metric for this team was the number of referrals generated by employees. At this point in the first year of deployment, 19 of the people who contacted ICC for enrollment information reported receiving a “gold card” from an employee of the College. Efforts to improve the process will be made in FY11.

Corporate training enrollments: Figure 8R2-14 shows the three year trend for corporate training enrollments. In FY09, corporate training enrollments were influenced by the downturn in the economy. Historically, in difficult economic times, business and industry opts to delay or cancel professional development opportunities for employees. That was the case in FY09.

Adult Community Programs Participation: Figure 8R2-14 also shows the trend data for Adult Community Programs, ICC’s program for lifelong learners. Results for Adult Community Programs were influenced by two factors. First, a poor economy negatively impacts discretionary dollars for noncredit learners. Secondly, programmatic changes occurred which affected the results. ICC has for many years offered noncredit workshops to lifelong learners. In the fall of 2005, with the opening of ICC North, free classes were provided at this location for the north side neighborhood. No registration was required so enrollments were not in the official counts. As the free programs grew, noncredit enrollments (for which fees were charged) declined. In Summer 2008, these programs merged and most programs began charging fees. In FY09, despite the economy, enrollments began to grow again.

Student satisfaction with timely feedback: Student satisfaction with timely feedback on course progress was identified as a challenge in the Fall 2008 administration of the SSI. As a result, a Blueprint team was charged with improving feedback to students and the metric was tracked. Improvements made by this team will be verified in the Fall 2010 administration of the SSI, however, historical data are reported in Figure 8R2-15.

Course Success in Developmental Courses: A Blueprint action team has been focused on developing a sequence of learning experiences for underprepared students entering college. As a consequence, their action plan monitors the course success rates of students in developmental math and English courses to determine if improvements result in increased success. Figure 8R2-16 shows that some improvement is evident in these courses over the five-year period despite the fact that increased numbers of unprepared students are entering college.

Student engagement: Student engagement has been the focus of one of the Blueprint teams as it works to improve student course success. Figure 8R2-17 provides the levels and comparative data for ICC for each of the last three administrations. The FY08 institutional report provided by CCSSE indicates that ICC’s results on Active and Collaborative Learning surpassed the mean by .8. As a result, ICC scored higher than nearly 60% of the colleges in the 2008 CCSSE cohort.
### Figure 8R2-17: CCSSE Comparison Values – All Students

<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>MEAN</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>50.0</td>
<td>45.2</td>
<td>47.2</td>
<td>50.8</td>
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<tr>
<td>Student Effort</td>
<td>50.0</td>
<td>46.3</td>
<td>46.1</td>
<td>48.0</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>50.0</td>
<td>45.2</td>
<td>46.5</td>
<td>48.6</td>
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<tr>
<td>Student-Faculty Interaction</td>
<td>50.0</td>
<td>45.1</td>
<td>47.5</td>
<td>49.8</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>50.0</td>
<td>46.4</td>
<td>46.4</td>
<td>48.2</td>
</tr>
</tbody>
</table>

**Financial Aid Awarding:** One Blueprint team focused on improving the financial aid process by reducing the number of days it takes to process the award. This is defined as the number of days from when the first ISIR (Institutional Student Information Record) is received to the day award notification is made to the student. The ISIR provides the information needed by the College to process the financial award for the student. As reported in Figure 8R2-18, a beneficial trend indicates that the College continues to make improvements on this performance measure. Continued improvement in financial aid processes is critical, as it is directly related to the core competency of affordability.

### Figure 8R2-18 Days to Award Financial Aid

Health Benefit Costs: One of the strategic initiatives aimed at controlling costs focused on containing the increases in health benefit costs. Figure 8R2-19 details the total cost of health benefits for the last three years.

### Figure 8R2-19 Total Health Benefit Costs

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
</tr>
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<tbody>
<tr>
<td>ICC Total Costs</td>
<td>$6,728,342</td>
<td>$6,924,137</td>
<td>$7,202,407</td>
</tr>
</tbody>
</table>

**Utility cost:** Utility cost per square foot (Figure 8R2-20), was introduced as part of ICC’s green initiative and as a strategy to contain costs. With the purchase of the ICC North facility, the College expanded its footprint and assumed responsibility for buildings requiring energy-related upgrades. These building became a focus for energy improvements that resulted in savings to the College.

### Figure 8R2-20: Utility Cost per Square Foot

Donations and grants: One Blueprint team was charged with raising donations and grants to offset projects costs (Figure 8R2-21). The employees and community provided support in excess of one million dollars.

### Figure 8R2-21 Foundation Revenues by Source

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Contributions</td>
<td>$63,975</td>
<td>$70,000</td>
<td>$75,100</td>
</tr>
<tr>
<td>Community Contributions</td>
<td>$673,702</td>
<td>$1,121,001</td>
<td>$1,101,102</td>
</tr>
<tr>
<td>Major Gifts</td>
<td>$80,000</td>
<td>$84,500</td>
<td>$148,150</td>
</tr>
</tbody>
</table>

Source: ICC Educational Foundation

The Blueprint team also established a target of raising $1 million in new grant funding. The ability to generate new grant revenues is somewhat dependent upon the amount of funding available, the number of grants for which the community college is eligible to apply, and the timing of awards. Figure 8R2-22 displays the last three years of data.

### Figure 8R2-22 New Grants Revenue

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NEW GRANT REVENUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$225,968</td>
</tr>
<tr>
<td>2008</td>
<td>$1,716,295</td>
</tr>
<tr>
<td>2009</td>
<td>$969,393</td>
</tr>
</tbody>
</table>

Remaining action plans were activity-based and lacked metrics for reporting.

**8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?**

Targets for performance for FY10 and FY11 have been projected for each of the strategic objectives and are noted in the figures in 8R2. Action plan targets for FY10 can be found in Figure 8P1-2.

**8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

Whenever comparison or competitive data are available, they are included in the data analysis and are discussed in 8R2.
8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The system for Planning Continuous Improvement is intended to achieve the strategic goals of the College. As a result, the College measures its success by whether or not it achieves the established targets.

Throughout the strategic planning process, feedback is gathered relative to the effectiveness of the strategic planning process. The Vice President of Planning and Organizational Effectiveness and the Director of Institutional Research review the planning process in July and make recommendations for improvement to the Cabinet.

To further evaluate its planning efforts, all program and service plans are reviewed annually by a committee organized by the Vice President of Planning and Organizational Effectiveness and the IR Director to assess the alignment of program goals and the improvements with the College’s goals. As a result of this analysis, the IR Office is able to focus its training on the programs of the College that need the most assistance.

In addition, two indicators on the PACE help to assess different elements of the planning process from the employee perspective. In Fall 2009, when asked, “Overall, I think the College is moving in the right direction,” 84% of the employees strongly agreed or agreed somewhat. This was an increase from 77% in the prior year.

A second indicator was used to determine whether supervisors were keeping employees in their area focused on the goals of the College. In Fall 2009, when asked to rate “The extent to which my supervisor helps me understand ICC’s goals and how our department contributes to achieving the goals,” employees rated this item as a 3.9 out of 5. Employees gave the item a 3.8 during the Fall 2008 administration.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

In FY04, the College administered the CCSSE for the first time and initiated discussion of student engagement research.

In FY05, the College required program plans to be developed annually for every program and service. These plans rolled up to the Cabinet level for review.

In FY06, the College joined the NCCBP to provide comparative data and to evaluate its performance against other community colleges.

In FY07, the Institutional Indicators of Effectiveness were established to measure the College’s effectiveness in carrying out its mission and vision.

In FY08, ICC began using the Baldrige criteria to improve the planning process.

In FY09, the members of the strategic planning retreat were expanded to include the Associate Deans, Deans, and Director of Organizational Learning in order to broaden the input into the planning process.

In FY10, the Faculty Senate President, the Student Trustee, and the College’s Six Sigma Master Black Belt were added to the participants to provide perspectives critical to the planning process. The schedule was also changed to include a February Cabinet retreat to finalize all strategies prior to the March Strategic Forum meeting.

ICC’s strategic planning process is systematic. The Baldrige Criteria use the term systematic to refer to approaches that are “well-ordered, are repeatable, and use data and information so learning is possible.” ICC’s strategic planning process is evaluated and improved each year in an effort to develop a more mature process.

The strategic planning process is comprehensive in that it is based on an extensive external scan and internal assessment. It is deployed to all programs and services of the College to focus the different levels—program, department, and division—on the goals of the institution.

The performance data are systematically collected in a manner that ensures data integrity. Annually, results are reviewed and additional metrics are considered to provide a more comprehensive understanding of the institution’s performance.

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results in Planning Continuous Improvement?

ICC’s planning processes have been systematically reviewed and refined with each planning cycle. Examples of recent improvements include:

- In FY04, the College administered the CCSSE for the first time and initiated discussion of student engagement research.
- In FY05, the College required program plans to be developed annually for every program and service. These plans rolled up to the Cabinet level for review.
- In FY06, the College joined the NCCBP to provide comparative data and to evaluate its performance against other community colleges.
- In FY07, the Institutional Indicators of Effectiveness were established to measure the College’s effectiveness in carrying out its mission and vision.
- In FY08, ICC began using the Baldrige criteria to improve the planning process.
- In FY09, the members of the strategic planning retreat were expanded to include the Associate Deans, Deans, and Director of Organizational Learning in order to broaden the input into the planning process.
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The performance data are systematically collected in a manner that ensures data integrity. Annually, results are reviewed and additional metrics are considered to provide a more comprehensive understanding of the institution’s performance.
The College's use of AQIP as its accreditation process has also fostered continuous improvement at the College. AQIP has provided a means to engage the College community in the development of the Systems Portfolio as well as to participate in conversations about the questions asked in the self-study document. Employees have also had the opportunity to participate in a Strategy Forum or Higher Learning Commission conference exposing them to the work of other institutions and the principles on which AQIP was conceived.

All of these efforts have helped to build a culture that contributes to continuous improvement.
AQIP Category Nine, Building Collaborative Relationships, examines your institution's relationships—current and potential—to analyze how they contribute to the institution's accomplishing its mission.

9P1. How do you create, prioritize, and build relationships with educational institutions and other organizations from which you receive your students?

Illinois Central College recognizes high schools, workforce development centers, and employers within District 514 as significant suppliers of students. ICC partners with these entities to facilitate access to higher education and to strengthen the academic preparedness of incoming students.

Illinois Central College partners with the 37 public, parochial, and alternative high schools within District 514. High school partnerships are critical to achieving ICC’s mission by assuring the flow of academically prepared students to the College. As a result of its strong relationship with district high schools and their students, the College maintains an enviable market penetration rate for graduating high school seniors (Figure 9R2-1).

Three mechanisms provide ways for ICC to understand the needs of its high school partners: the admissions process, dual credit partnerships, and the analysis of the K-12 data gathered as part of ICC’s external scan (Category 8P1). Information collected during these processes guide the College’s response to the identified needs.

Admissions representatives (recruiters) who are assigned to the College’s Marketing Services Department maintain regularly scheduled visits to each of the 37 district high schools. Recruiters provide information to students and counselors with the purpose of introducing staff and students to the College’s key enrollment and registration processes, facilitating the intake of College applications, and providing information and support to individuals and targeted groups within the high schools (e.g., minority and at-risk students).

Dual credit programs provide high school students the opportunity to get a head start on college while enrolled in high school. The Coordinator of Post-Secondary Educational Opportunities works with high school administrators to maximize dual credit opportunities at each of the high schools in the ICC district. The Coordinator works to maintain curricular alignment and seamless articulation of classes, as well as address the needs within a secondary institution for cultivating or assigning qualified instructors. Prioritization of these opportunities is based upon feedback received by the Coordinator from high school administrators throughout the academic year. The Coordinator also works with the four remaining high schools that lack a dual credit program in an effort to remove obstacles to participation.

The analysis of the College’s K-12 systems and the region’s demographic profile, two components of the external scan, provide ICC with additional information that assists in establishing priorities relative to high school partnerships (Category 8P1). Data are gathered on demographic trends and projections, educational attainment levels, and descriptive characteristics of the district high schools. Upon completing a comprehensive analysis of these and other data, the strategic planning participants identify strategies to focus ICC’s outreach efforts and improve student learning (Category 8P1).

For example, Upward Bound and College Yes, two high school programs, were established to address the needs of minority and academically at-risk high school students. In addition, an African-American admissions representative has been employed to work with minority high school students in Peoria Public Schools, a district with a large minority population. ICC and Peoria Public Schools are partnering to provide an on-site office in each of the four high schools.

ICC also partners with Workforce Network and CareerLink, two WIA Title I agencies, to reach out to nontraditional-aged students (over age 25) seeking post-secondary education. Through these partnerships, nontraditional-aged students are identified, assessed for services, and provided funding to secure their education. These relationships are maintained through the involvement of ICC’s President (as a Workforce Network Board member), its associate deans (as Workforce Network standing and ad hoc committee members), and its Education and Business Liaison. The commitment of time by these individuals represents an acknowledgement by the College of the importance of partnerships with workforce entities. For example, ICC’s Career Center and Job Placement Office has become part of a regional “Rapid Response Team,” consisting of Workforce Network and Illinois Department of Employment Services representatives, responds to the dislocation of hundreds of area individuals affected by more than 20 company and plant closings in 2009 and 2010.

Employers are another group from which ICC receives students. The Business Outreach Representative, associate deans, faculty members, and the Business and Education Liaison, call on employers to identify their training needs and customize instructional programs to meet the specific needs of the employers.

9P2. How do you create, prioritize, and build relationships with educational institutions and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?

ICC recognizes the importance of its relationships with four-year colleges and universities (transfer institutions) and with the employer community as critical to providing a rigorous academic program that prepares students for transfer to four-year institutions or for immediate employment.

ICC partners with colleges and universities to facilitate the transfer process for students. There are three distinct means by which this approach is accomplished. First, ICC is one of the approximately 100 participating institutions in the Illinois Articulation Initiative (IAI), a statewide program to assist students in transferring from one participating IAI institution to another. Academic advisors use IAI resources to assist students in determining the most time- and cost-effective pathways to bachelor’s degree completion. The IAI encompasses both the general education curriculum and some of the major programs of study offered by four-year colleges and universities throughout Illinois.
Secondly, ICC partners with private and public institutions throughout the State of Illinois and the United States to develop formal articulation agreements. Articulation agreements assure that ICC’s transfer students meet requirements necessary for enrollment at a particular level or in a specific program at a given institution. ICC creates these agreements based upon the needs expressed by students to their academic and faculty advisors, and based on an understanding of the transfer patterns of ICC students. Of particular interest are the institutions to which large volumes of ICC students transfer; the programs into which students enroll, or would like to enroll; and the course equivalencies determined by the students’ transfer institutions. It is the responsibility of ICC’s associate deans to facilitate partnerships with institutions for the development of agreements. Once an agreement is in place between ICC and a transfer institution, students are advised on program requirements and can plan their course selection appropriately.

For example, faculty advisors in ICC’s Business and Information Systems Department noted the desires of several ICC students to continue their studies in a Materials and Logistics program. Since ICC only offered Materials and Logistics as an Applied Science degree program (non-transfer), advisors realized that many of the credit hours students acquired in the program were only transferrable as elective credit and not as major-specific credit. To accommodate this need, the BIS Department created an articulation agreement with Western Illinois University (WIU). The agreement established individual course equivalencies to WIU’s Materials and Logistics program, and, with some changes to ICC’s courses, enabled ICC graduates to transition into the program as junior-level students.

Some articulation agreements have been developed with Illinois colleges and universities to offer programs geared toward place-bound students who may not be able to physically attend college classes. These distance-learning opportunities are becoming more common as educational technology becomes more sophisticated.

The College’s Transfer Center is the centralized repository for timely and accurate information about the College’s transfer institution partners. The Transfer Center plays a key role in advising students who plan to transfer, or who are inquiring about transfer. The Transfer Center maintains information about articulation agreements, IAI information, course equivalency information for dozens of transfer institutions, schedules of college campus visits in which students can participate, individual contacts at transfer institutions, and the coordination of recruiting visits to the ICC campus.

Illinois Central College maintains key relationships within local business and industry and gathers their input in a variety of ways. All Career and Technical Education programs have advisory committees, which meet at least annually. These meetings give employers and faculty the opportunity to dialog about what is happening within the College’s curricula as well as changes occurring in the workplace. Employers make recommendations as to which programs should be retained, added, or eliminated. They also make recommendations about course content and the skills necessary for successful employment. This information is critical to keeping programs current and to making sure students will be employable when they graduate (Category 1P2). Teaching Chairs for Career and Technical Education programs also establish relationships with businesses across a variety of industries and with service providers to create internship and clinical experiences for students. Students learn first-hand about the occupations and employers get a “preview” of potential future employees. Employers also have the opportunity to provide input into the preparation ICC provides for students.

ICC’s Career Center is the repository for information about employment opportunities. An online system allows employers to post open positions, and job seekers to post their resumes, which can then be matched for compatibility. The Career Center hosts Career Works, an on-campus job fair, in collaboration with area employers. The Career Center also collaborates with Workforce Network to offer job fairs in the community. Employers come to campus to recruit employees throughout the year.

The PDI Business Outreach Representative regularly calls on businesses to identify workforce needs, continuing professional development needs of their employees, and to make them aware of the education and training the College can provide to them. Information acquired through these contacts is recorded in a database for future use by the College. Many College staff members are active in the community thereby providing another avenue to meet employers and identify their needs.

9P3. How do you create, prioritize, and build relationships with organizations that provide services to students?

ICC develops partnerships with organizations that provide services to mitigate barriers to educational opportunity. The College’s primary source of voicing data that confirm the importance of specific challenges for students is the biannual administration of the SSI. These data inform College decision-makers about specific student needs that sometimes can be addressed by forming alliances with external entities. In particular, ICC has made strides in deploying and deploying partnerships for services addressing the considerable financial and transportation challenges facing many ICC students.

Among the reasons students choose to attend ICC, the most important as indicated on the SSI are ICC’s affordability and the availability of financial aid. ICC’s Educational Foundation provides financial assistance services to students beyond the traditional federal and state aid. Category 2 describes the impetus behind the creation of the ICC Educational Foundation and its position within the institution as an essential service provider to students. ICC faculty and staff are involved in fundraising for the Foundation as well as in scholarship selection. All parties view this relationship as important. Of note is the increased funding from ICC employees through the Foundation’s Annual Employee Campaign. In addition, the number of employees recognized as 1% Club members has increased. These employees donate 1% of their annual gross salary to the Foundation.
As noted in Category 9P2, ICC partners with Workforce Network and CareerWorks as they provide a critical pathway for area residents to re-enter and adjust to the changing workforce by financially enabling them to complete a degree or certificate at ICC. ICC also works with the Workforce Network’s Rapid Response Team to provide dislocated employees with information about ICC and its offerings. ICC employees are also members of a similar organization, TazWood Service Providers, which provides similar, on-demand social service information to residents of Tazewell and Woodford Counties. In all cases, information flows to and from ICC so that the College can ensure it is providing needed services to the community and/or creating needed services in an ever-changing economy. ICC also regularly partners with area Chambers of Commerce to participate in local career fairs, providing employers and employees with information regarding continued education for skills and graduate qualifications.

ICC partners with Peoria’s CityLink for bus transportation services among the various ICC campuses and sites. When information collected at the College’s Information Desk suggested a need for a late night bus service, ICC requested CityLink to amend its schedule to ensure that the last bus of the night would leave only after the conclusion of evening classes. This allows students to meet their classroom responsibilities and take advantage of the public transportation system. ICC and CityLink worked together to encourage the city to place a stoplight at the North Campus so that buses could circle the campus and exit safely onto University Street, a particularly busy thoroughfare.

9P4. How do you create, prioritize and build relationships with the organizations that supply materials and services to your institution?
The College’s most significant supplier relationships provide these materials and services:

- Preferred Provider Organization (PPO) agreement for health care
- Third-Party Administrator agreement for processing health plan claims
- Gas and electric utility services
- Water utility services
- Insurance services
- Banking services
- Food services (cafeteria and automated vending)
- Bookstore services
- General stores and office supplies
- Technology services (i.e., computer technology)

ICC creates relationships with service suppliers when the costs to execute a given process internally are prohibitive, when there is a need to utilize or acquire special expertise not already present among ICC personnel and departments, and when the expected level of customer satisfaction with services warrants an external partnership or agreement. For example, in 2009, an outside construction company was used to convert a gymnasium to a classroom at the North Campus because they had the expertise and skills needed and internal human resources were not available to complete the job in the required timeframe. Prioritizing the need to create or re-evaluate relationships with external product and service providers is prompted by external environmental factors. These include changes within the markets for these goods and services that create potentially favorable or unfavorable price or cost positioning for the College. Also, end-of-cycle reviews for expiring agreements are conducted by department directors who are directly responsible for those agreements. In some cases, an external entity will be secured to review and evaluate a particular service, as is the case with insurance services. These reviews may also signal the need to create new, or to revise, existing relationships. Finally, performance results of existing, ongoing provider relationships may cause the College to modify agreements.

Professional or technical services from an external, sole-source vendor undergo a critical business review by the appropriate department director and the Vice President of Administration and Finance prior to implementation. Establishing agreements with external entities for the purchase of commodities (such as utilities) necessitates a Request for Proposals process for selection, and management of these relationships is done through the Vice President of Administration and Finance.

ICC also partners with others to enhance student and stakeholder value. In FY04, ICC partnered with Caterpillar to provide ongoing training and consultation on Six Sigma, and ICC continues to draw upon Caterpillar’s expertise to refine and improve its Six Sigma deployment.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?
ICC participates in numerous education associations for the purpose of working collaboratively with others to enhance knowledge, identify best practices, and produce better learning outcomes.

The Board of Trustees participates in the Association of Community College Trustees (ACCT) and the Illinois Community College Trustees Association (ICCTA). By working collectively at the state and federal levels, trustees are able to impact policy and legislation. ICC’s President is currently the chair of the President’s Council, a statewide organization of community college presidents working together to impact education policy in the state and partner on initiatives important to the College. The College also works nationally with other community colleges as part of the American Association of Community Colleges. Each department of the College participates in the education associations appropriate for their particular area.

ICC works with a variety of accrediting organizations to ensure the programs offered at ICC meet the highest standards of quality. The College chose to participate in the AQIP accreditation process sponsored by the Higher Learning Commission as it aligns with the College’s focus on continuous quality improvement.

ICC’s President receives many requests for an ICC representative to serve on community boards. Upon receiving the request, the President determines if representation is important to the College’s mission and vision. If it is, he determines whether the position should be filled
by a Cabinet member, a specific department, or opened as an opportunity for anyone who might be interested. Through the representation on these boards and committees, ICC stays in touch with community needs and is better prepared to identify ways to partner to meet common goals.

ICC partners with many community-based organizations throughout its district. For example, through its affiliation with ArtsPartners of Central Illinois and the ICC Subscription Series, theatrical events are held in ICC facilities or other venues. ICC partners with these groups in order to enrich the learning opportunities in the fine arts for its students and to enhance the cultural life of the community served by the College. ICC also partners with Tazewell County school districts to secure internet service.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?
Ensuring that partnership relationships meet the varying needs of the partners involved requires that the voice of each partner is represented as plans are developed and carried out. If the partnership requires extensive commitment on the part of the College, a memorandum of understanding is developed to outline what is agreed upon by the two entities. Depending upon the financial requirements of the partnership, the partnership may require approval by the Board of Trustees.

Although the College attempts to be flexible and responsive to the community, there are times when a partnership is not aligned with the College’s mission and vision. For example, community leaders recently approached the College about levying a tax to support a museum. Because this represented a unique set of circumstances with legal ramifications, these partnerships required legal review and study by administration and the Board of Trustees. After much review, a decision was made not to enter into this partnership.

9P7. How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?
The ability for employees to work together across departmental lines to solve complex problems is essential to ICC’s success. One of the priorities of ICC’s current President has been to establish process improvement methodologies that require cross-functional problem solving. Over the past few years, the College established teamwork as a strategic priority and has measured the College’s progress in building teamwork.

As a result of the implementation of Six Sigma, the College has recognized the importance of process stakeholders in identifying solutions. Six Sigma, Blueprint, and AQIP Action Project teams are each sponsored by a Cabinet member and assigned to a project leader or a Six Sigma Black Belt responsible for bringing together stakeholders and individuals with specific expertise. Internal relationships are also enhanced through process mapping activities within all departments of the College. Process mapping, as it is applied via Six Sigma, requires the identification of key business process steps as well as the organization’s individual stakeholders who serve as suppliers, customers, and partners to the process. By engaging these stakeholders in process mapping, differing perspectives are uncovered and taken into consideration as the maps are developed.

Internal communication is conducted via all campus e-news, campus-wide e-mail messages, student publications such as the Harbinger, open meetings such as Six Sigma gate reviews, and through cascading communication through the various departments within the organization. Employee groups are represented on a variety of teams that provide groups the opportunity for input into institutional issues. Some of these mechanisms include the Faculty Forum, trade unions, Strategic Forum (managers), Six Sigma, and the Instructional Administrators’ Circle (deans/associate deans).

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?
Partnerships are formed for the purpose of achieving a desired outcome, which is aligned with one or more of the College’s strategic priorities, or with the needs of a particular program. Partnerships are typically just one of the contributing actions taken to achieve the particular outcome. As a result, it is the overall goal that is currently measured and not the partnership itself. For example, ICC established goals relative to minority recruitment. In order to achieve these goals, ICC has established a relationship with the Tri-County Urban League to better inform minority students and their families about pathways to higher education through ICC. The College, therefore, measures its goal of minority enrollment and uses this as an indicator of the effectiveness of the partnership.

The ability to track all of ICC’s partners and conduct a cost-benefit analysis associated with each specific partnership would be beneficial if an appropriate model could be identified. Due to the number of partnerships that currently exist, this would be a tremendous undertaking. Although very few formally deployed processes exist for measurement, ICC assesses outcomes of relevance to the effectiveness of its collaborative relationships by the following means:

- Percentage of new high school graduates who enroll at ICC in the fall term following graduation;
- Growth in dual credit enrollments;
- Percent of Career and Technical Education graduates employed in a field related to their major of study at ICC; and
- Teamwork on the PACE

9R2. What are your performance results in building your key collaborative relationships, external and internal?
High school graduate market penetration: As noted in Category 9P1, ICC holds an enviable position with respect to the percentage of high school students who matriculate from high school to ICC in the fall term following their graduation. In Fall 2009, 39.45% of area high school graduates chose to attend ICC upon graduation from high school. This level of penetration contributes significantly to the sizeable traditional-aged college student market ICC has served over the past ten years. Compared to the benchmark score provided through the NCCBP, ICC’s Fall 2007 “yield rate” of 31.33% placed ICC in the 88th percentile among the 138 NCCBP colleges reporting on this statistic for that year. The College anticipates a similar or better percentile ranking for Fall 2008.
**Dual credit:** Dual credit partnerships have grown significantly over the last few years. All but four high schools now partner with ICC to deliver dual credit courses.

**Teamwork:** To measure intra- and inter-unit cooperation, the College uses a measure of teamwork on the PACE (Figure 9R2-4). ICC has improved its employees’ rating of teamwork from Fall 2006 to Fall 2009 and exceeded the PACE national norm since 2008.

**Career and Technical Education students obtaining employment:**
On the Career and Technical Education Program Follow-Up Survey administered six months after degree completion, students report whether they have obtained employment in a field related to their program of study (Figure 9R2-3). An increased percentage of students obtaining employment in a related field is noted from FY06 to FY09. Each year, ICC’s performance has exceeded the comparison group.

**9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions, and if appropriate, of organizations outside of higher education?**
When available, comparative data are used to assess ICC’s performance against other community colleges. Comparative data for new high school graduate enrollments are discussed in 9R2. No comparative data are available for dual credit enrollments.

**9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?**
In 2009, a Six Sigma team studied the existing processes by which departments obtain information about the training and education needs of its various business partners. The team determined that the absence of a centralized method by which labor market intelligence could be collected, analyzed, and shared throughout the organization was a hindrance to its market responsiveness. As a result, the team developed a pilot process to gather, manage, and disseminate information on current and emerging employer needs to more rapidly respond to those needs and enhance the College’s planning efforts. The Business Outreach Representative was designated to manage the process and is charged with collecting baseline performance measures to determine its effectiveness and identify improvements to the new process.

**9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?**
Illinois Central College has proven itself to be highly responsive to the needs of its stakeholders throughout the community. This is reflective of the emphasis ICC places on its core value of community. This reputation for being a responsible and engaged community partner has been validated through past community surveys, employee perceptions of the College’s dedication to its core values, and the breadth of community-based organizations with which the College is affiliated.
While partnerships play a role in meeting those needs and achieving its institutional goals, they are typically seen as a means to an end. The culture and infrastructure of ICC enable a planning and work orientation focused primarily on achieving specific goals. As a result, the goals associated with the objectives are measured rather than the efficacy or the value contributed by specific partnerships. Currently, the processes that contribute to building and maintaining collaborative relationships are not assigned to any particular process owner nor are they mapped. An opportunity exists to improve the College's ability to assess the extent to which a partner contributes value to ICC.

Approximately eight years ago, the College attempted to index all of its partnerships, a major undertaking. An attempt was also made at that time to categorize those partnerships by the level of commitment and benefit to the College. This effort should be reviewed prior to any further action.