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ILLINOIS CENTRAL COLLEGE

INSTITUTIONAL OVERVIEW

Illinois Central College (ICC) is a public, not-for-profit, comprehensive two-year community college. Founded in 1966, the College held its first classes in temporary buildings on its East Peoria campus on September 18, 1967. With a main campus in East Peoria, two additional instructional locations in Peoria, and one instructional location in Pekin, ICC serves more than 17,000 credit and 10,000 noncredit students each year. The district (District 514) serves 374,714 citizens in a geographic area covering 2,322 square miles. ICC's operating budget for 2013-2014 was $72.4 million.

Mission, Vision, and Values

Work at the College is guided by the following mission, vision, and values:

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 life-long learning experiences for our students. Our short-hand vision is the three E’s—EXCEPTIONAL EDUCATIONAL EXPERIENCE.

Values

Learning, Community, Integrity, Responsibility, Excellence

Numbers and Types of Students, Faculty, and Staff

ICC’s total annual unduplicated headcount for FY13 was 17,164 (7,158 FTE), comprised of 7,455 men and 9,709 women. The total credit hour activity by this group of students was 214,736. Ethnicity: 77.8% of the students are white, 12.9% black/African American, 3.4% Hispanic/Latino, 2.5% two or more races, 2.1% Asian, 1.3% other/unknown.

As of Fall 2013, ICC employs 605 faculty (180 full-time, 425 part-time/adjunct); 44% are male; 92% are white, 6% are black/African American, 1% Hispanic/Latino); 37 academic support staff (17 full-time, 20 part-time; 19% are male; 84% are white, 14% are black/African American, 0% Hispanic/Latino); 32 administrative personnel (all are full-time; 41% male; 91% white, 9% black/African American); 137 clerical staff (67 full-time, 70 part-time; 9% male; 86% white, 9% black/African American, 2% Hispanic/Latino); 122 custodial/maintenance employees (75 full-time, 47 part-time; 67% male; 74% white, 18% black/African American, 2% Hispanic/Latino); 201 professional/technical personnel (104 full-time, 97 part-time; 39% male; 91% white, 7% black/African American, 1% Hispanic/Latino); 32 supervisory staff (all are full-time; 44% male; 84% white, 13% black/African American, 3% Hispanic/Latino); 45 other employees (all are part-time; 22% male; 93% white, 7% black/African American).

Level and Scope of Academic Offerings

ICC offers three degrees designed for transfer—Associate in Arts, Associate in Science, and Associate in Engineering Science—and a non-transferable Associate in General Studies. The Associate in Applied Science is awarded to students completing one of the College’s 57 career and technical education programs. The College offers 73 certificate programs of varying length.

Dual credit course opportunities are available at all District high schools, via face-to-face or online offerings.

The College also offers a variety of additional programs. The Adult Education Program assists adult students transitioning into postsecondary education and training or employment. This program includes GED preparation, work skills, bridge programs, accelerating opportunities program, and beginning and intermediate English as a Second Language classes.

Additionally, a variety of non-credit programs are provided at the College. The Professional Development Institute is a comprehensive training organization whose mission is to serve businesses and individuals by providing both open enrollment and customized, in-house or on-site, quality seminars and workshops. The Adult Community Programs are workshops and programs on a variety of topics, designed to give community members opportunities to learn something new. Topics include history, art, computers, language, gardening, crafts, cooking, film, fitness, home, and special interests.

Distance Delivery Programs/Online Learning

ICC has a long history of providing distance education. In 2012, the Virtual Campus was created due to a need to provide better services to online students. Currently, 12 programs are offered completely via distance education, and a wide variety of college courses are available online or in a hybrid mode of delivery. The College was approved by the HLC to offer online programs in 2003.

Other Key Campus Programs and Resources

Illinois Central College is involved in several regional workforce activities. These workforce activities include Workforce Alliance and Workforce Network (LWIA 15). Workforce Alliance was created during a major regional economic development overhaul named Focus Forward Central Illinois (FFCI). Increasing
the talent and skills of the area’s workforce was identified as a major economic lever for these communities. ICC was asked to be the backbone organization for Workforce Alliance, which includes businesses, staff from LWIA 15 & 16, ICC academic administrators, local political leaders, high school teachers and administrators, and community-based groups. Workforce Alliance meets twice a month to collaborate on workforce solutions. In August 2013, ICC agreed to be the fiscal agent for LWIA 15. LWIA 15 provides case management as well as funding for training and supportive services to low-income adults and youths as well as dislocated workers.

**ICC’s Quality Journey**

The ICC 2010 Systems Portfolio provided the College with an opportunity to look at its systems and processes in new and revealing ways. Such a comprehensive self-evaluation resulted in a better understanding of the areas where improvements were needed most. We were also able to recognize the strengths of the institution—an important part of the reflection—and mimic our successful strategies throughout the College whenever possible. ICC received the Systems Appraisal Feedback Report in Fall 2010. The actual Appraisal Report was circulated to all College employees through an email announcement that included a link to the report.

Since becoming an AQIP institution, ICC formed the AQIP Steering Committee, with representation from the following college divisions: Academic Affairs, Student Services, Administration and Finance, Human Resources, and Diversity. In an effort to determine how to use the feedback effectively, the AQIP Steering Committee created an opportunities worksheet that focused mainly on the O’s and OO’s from the Feedback Report and facilitated discussion among the committee members about areas for improvement. The worksheet also helped to guide our decision-making and prioritizing of potential Action Projects that would meet those opportunities. Having applied for and won the Lincoln Foundation for Performance Excellence 2010 Silver Award, the College also incorporated the Lincoln feedback into another document that synthesized both AQIP and Lincoln opportunities to ensure we did not omit any important prospects for change. This crosswalk document went even further to link our opportunities to the College’s strategic priorities. Furthermore, ICC’s progress toward making improvements with the four Outstanding Opportunities mentioned in the Systems Appraisal Feedback Report have been thoroughly addressed, and major enhancements have been made in those four areas. The process outlined above continues and will continue as we strive to constantly improve.

Though ICC has consistently used the opportunities worksheet to drive our selection of Action Projects, our strategy has changed over the years. Under the guidance of our new Provost who came to the College in 2010, we have created smaller, more manageable projects. The change has been a positive one, as we are now able to better focus and effect change/improvement. Oftentimes, AQIP Action Project teams are linked with Six Sigma leaders to most effectively pursue intended outcomes. Category 1, Helping Students Learn, held one of our outstanding opportunities for improvement of ICC’s assessment processes. College leaders gladly accepted the challenge, and have helped to create a culture of assessment, with buy-in at all levels of the College. Many Action Projects have focused on improving assessment: “Revision of General Education Goals,” “Operationalizing the New General Education Goals,” and “Co-curricular Assessment of Student Learning.” Some Action Projects then took this a step further to align program goals with general education goals: “Program Goal Mapping in Applied Science Degrees” and “Identifying General Education Courses that meet General Education Goals and Distribution Requirements.” The College has made great strides in systematizing the assessment processes and aligning results with overall strategic priorities. A detailed explanation of these projects and their affect on the assessment process at ICC is included in the process section of Category 1.

Category 3, Understanding Students’ and other Stakeholders’ Needs, was another area in which ICC faced a challenge to improve. An Action Project, “Advising Developmental Students,” gave the College a true understanding of the needs of these particular students. This project sought to gather and analyze data on positively impacting satisfaction with advising developmental students in order to enhance retention and success levels. Various types of intrusive advisement methods were adopted, and the College saw an increase in student success from 50% (2009) to over 64% (2012) along with a decrease in withdrawals from 24% (2009) to 14.04% (2012). The positive outcomes showed that the advising changes made were working. Lack of funding halted this advising format, but it is definitely a future opportunity. In conjunction with that Action Project was another project, “Collection and Analysis of Student Retention Data” (Category 7), that identified appropriate measures which could be used to drive future improvements related to engaging and retaining students. One deliverable from this project was an institutional definition for “student retention.” This definition will lead to raw data and data-driven analysis of meaningful factors which affect retention, and thus will drive future improvements designed to help students learn, remain engaged, and complete college certificates and degrees. Another Category 3 Action Project that allowed for major improvements in the area of understanding students’ and other stakeholders’ needs was entitled “Student Feedback and Complaints.” The Systems Portfolio Appraisal Feedback alerted us to our lack of a systematic process to collect, analyze, and...
act on student feedback—potentially causing the College to miss opportunities for providing an exceptional educational experience for our students. This project has taken another step toward giving focus to the stakeholders. An improvement that came out of the project is a new, more effective process for collecting feedback—an online system—which will hopefully strengthen the engagement of our students and stakeholders while giving the College the information to continually improve processes and its product to meet the needs and expectations of our students and stakeholders.

In alignment with the changes and improvements ICC has made through the recent Action Projects mentioned above, another project has recently begun—“Enhancing New Student Orientation”—which will take those intrusive advising methods, retention concerns, student engagement, and general education/program goals and allow for the opportunity to use orientation as a means to better facilitate student growth and success. As ICC moves forward, the focus will be on improving student learning, involving people and departments from across the College, using data to drive decisions, and assessing the effectiveness of such decisions/improvements. The College will cross reference and align the information gleaned from all quality initiatives in order to focus our goals and continue on our improvement journey.
CATEGORY 1: HELPING STUDENTS LEARN

OVERVIEW

ICC’s goals for student learning continue to be an outgrowth of the College’s mission, vision, and values. Since receiving the 2010 Systems Appraisal Feedback Report, the AQIP Steering Committee has worked diligently to continuously improve and strengthen all outstanding opportunities (OO) and opportunities (O) for improvement listed in that report. All Action Projects that have arisen since the College received said feedback have been developed to address those opportunities. Furthermore, faculty and administrators began attending HLC Assessment Workshops (on average two per year), allowing the College to accelerate its assessment efforts.

Specifically, processes related to common learning and developmental outcomes are aligned and moving toward integrated maturity levels. An AQIP Action Project, “Revision of General Education Goals,” began in October of 2010. The General Education Committee worked with the entire faculty to review the College’s general education goals and to implement a revised set of goals in November of 2011. Those goals continue to be based on the College’s mission and core values (1P1).

Next, an Action Project, “Operationalizing the New General Education Goals,” began in January of 2012 and was completed in November of 2012 (1P1)—the project allowed members of the institution to develop a common set of definitions for general education assessment purposes. Other AQIP Action Projects, “Program Goal Mapping in Applied Science Degrees” (1P6) and “Co-curricular Assessment of Student Learning” (1P16), were also developed with the intent to align the College’s CTE program goals to program courses and to assess student learning that occurs outside the classroom—these projects have helped to integrate the processes within these specific areas into the College culture. And, ICC uses a variety of processes and measures to determine that students to whom we award degrees and certificates have met our learning and development expectations (1P17).

Processes for designing new academic programming and monitoring the effectiveness of current programming are fully integrated. Program design and development flow through the Curriculum Committee and the annual program review/planning process (1P3, 1P4, 1P13, 1P14).

Processes for determining and assessing learning outcomes at the program level are aligned and moving toward integrated maturity levels. The College has processes in place (1P2, 1P18), and they are regularly evaluated for improvement. ICC is currently reviewing and analyzing methods for documenting program level assessment of student learning. WEAWE is a software tool that has recently been purchased to assist in this endeavor.

Processes related to identifying and supporting student needs overall are aligned and moving toward integrated maturity levels. From identifying the needs of underprepared students or various student subgroups to the vast amount of support services ICC offers, students and staff at the College can better see the “big picture” and effectively reach their goals (1P5, 1P7, 1P8, 1P10, and 1P15). In terms of hitting that integrated mark, ICC has a planned Action Project dealing with student orientation that will be teaching students how to assess their learning styles, which will help make improvements in this area. Currently, processes that relate to detecting different learning styles are reactive; the proposed Action Project will help to make them more systematic.

In areas of effective teaching and learning and course delivery system effectiveness (1P11, 1P12), processes are fully integrated.

Resources have been allocated to facilitate growth, and a team of leaders at the College, with faculty and administration working together, have helped to inspire change. Improvements mentioned in 111 show specific examples of ICC’s commitment to helping students learn.

PROCESSES (P)

1P1. Common or shared objectives: 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?

As stated in ICC’s 2010 Systems Portfolio, the College’s general education goals were first developed in 1993. The General Education Committee (GEC)—a joint advisory committee consisting of administrators and faculty members from every area of the College—meets monthly to review ICC’s general education goals and curriculum and to make recommendations to the Provost about any substantive changes in general education requirements. Because of the AQIP Action Project “Revision of General Education Goals,” which began in October of 2010, the GEC worked with the entire faculty in reviewing the College’s general education goals and in implementing a revised set of goals in November of 2011, based on the College’s mission and core values (see Figure 1P1-1). The overall goal of the Action Project was to engage all faculty with a variety of opportunities to provide input, including World Café discussions to align ICC’s general education goals with current faculty expectations for community college degree graduates. The ICC faculty voted overwhelmingly to approve the College’s...
seven general education goals, a phenomenon that indicates the goals’ appeal to all segments of the faculty as well as their ability to exemplify the College’s shared values with respect to the broad skills and attitudes that ICC graduates should possess.

**Figure 1P1-1: General Education Goals**

**ALL ASSOCIATE DEGREE GRADUATES WILL BE ABLE TO:**
- read and think critically
- communicate effectively
- demonstrate mathematical and scientific reasoning
- demonstrate awareness of diversity of cultures, ethics, values or aesthetics
- work independently and collaboratively
- demonstrate computer literacy and information literacy

The GEC, with the assistance of faculty stakeholders, recently developed operational definitions for all seven goals so the Assessment Committee could ensure systematically that ICC graduates are meeting general education outcomes. Because of the AQIP Action Project “Operationalizing the New General Education Goals,” which began in January of 2011 and was completed in November of 2012, the definitions were successfully developed and agreed upon. The Assessment Committee then created general education teams to develop rubrics, criteria, and a systematic process for gathering evidence of student learning and assessing the general education goals.

Having participated in the former four-year Action Project “Improve and Organize College-wide Assessment of General Education Goals,” the College learned the goals set were lofty, unrealistic, and lacked clear direction in terms of analysis and application of results. To that end, under new leadership of the current Provost, Associate Provost, and Assessment of Student Learning Committee, a new process was developed for the assessment of general education goals. By utilizing smaller sampling sizes and direct leadership of the general education assessment teams mentioned above, the College has been able to more effectively assess the general education goals, analyze the results, and provide recommendations to improve student learning (see Figure 1P1-2 for process and Figure 1R2-1 for results).

**Figure 1P1-2: General Education Goals Assessment Process and General Education Goals Assessment Timeline**

**ICC FACULTY AND ADMINISTRATORS:**
- 1. Designed and conducted pilot studies, 2010-2011.
- 3. Annually form assessment teams for faculty-directed summer assessment projects.
- 4. Annually provide faculty and administrators with feedback and recommendations based on assessment results.
- 5. Provide ongoing professional development to all faculty through training and conferences

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<td>2-Communicate Effectively</td>
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<td>3-Math/Science Reasoning</td>
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<td>4-Cultures, Ethics, Values, Aesthetics</td>
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<td>5-Creative Problem Solving</td>
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<td>6-Work Independently and Collaboratively</td>
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<td>7-Computer/Info Literacy</td>
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ICC continues to put the general education goals into each official course syllabus and then align those goals with the specific course objectives. As part of the current assessment process, faculty whose courses address specific general education goals are invited to participate in assessment activities, according to the Assessment Timeline illustrated in Figure 1P1-2. The assessment results of those activities are then analyzed, student learning outcomes are noted, and recommendations for improvements are made.
3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

- The College’s Philosophy states that the College “provides a broad general education curriculum for students in all programs as a basis for further study and specialization” (ICC 2014-2015 catalog, page 2).
- General education goals are periodically reviewed by the entire faculty, as described in 1P1.
- General education course requirements for every program of study are articulated in the catalog. The general education component of each program adheres to distribution requirements of the Illinois Community College Board and is intended to impart broad knowledge in a way that ensures students “become productive members of society and life-long learners” (ICC 2014-2015 catalog, page 26).
- General education goals are published in the College Catalog, the Student Handbook, and the Faculty Handbook. General education goals are also included on all course syllabi (ICC 2014-2015 catalog, page 26).

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

As discussed in the 2010 Systems Portfolio, Program Directors/Chairs for Career and Technical Education programs (applied science degrees and certificates) remain responsible for establishing and revising the learning objectives within their respective disciplines. Annual Advisory Committee meetings (comprised of professionals in the field, business leaders, and faculty) are held where feedback and recommendations on the program’s curriculum are gleaned. If changes to curricula are needed based upon this information or accreditation agency standard changes, the Program Directors/Chairs take changes to the Curriculum Committee for curriculum revisions (See Category 1P3 for description). The content expertise of the Program Director/Chair and other program faculty is a key source of information for any updates to the learning outcomes for a given program of study, or to any of the courses within the program of study. The learning objectives for any given program are aligned with the official program plans and are updated through the annual program planning process (see Figure 8P1-1, Step 6, Strategic Planning Process).

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

- According to the College Catalog, “general education courses are an essential part of undergraduate education at all colleges and universities and are required for all degrees. These courses provide an extensive range of learning opportunities to complement areas of specialization” (ICC 2014-2015 catalog, page 26).
- The goals for general education include goals for critical thinking, communication, creative problem solving, information literacy, and a goal focusing on the diversity of cultures, ethics, values, or aesthetics (ICC 2014-2015 catalog, page 26).
- Students can participate in a number of activities and opportunities including musical and theatrical performances, speech team, livestock judging, the student newspaper, or creative writing journals (ICC Website: Campus Life; ICC Student Handbook 2013-14).
- Faculty members attend and present at professional conferences, Celebration of Learning events, departmental in-services, and the annual Assessment Fair (ICC Website: Instructional Innovation).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

- Program-level outcomes are assessed on an annual basis. A recent AQIP Action Project titled “Program Goal Mapping in Applied Science Degrees” aims at mapping all program goals to actual courses in the program plan of study. Using program maps, program directors/chairs can target assessment projects to measure student learning at a programmatic level. For accredited Career and Technical Education Programs, additional program assessment is dictated by accreditation standards. More informal assessments may be included in the advisory committee process (ICC Website: AQIP Action Projects).
- ICC assesses all curricular programs via course-level, program-level, and general education assessment processes (ICC Website: Assessment of Student Learning Plan 2014; ICC Website: Course-level Assessment and General Education Assessment; ICC Website: AQIP Action Projects).
1P3. **New programs and courses**: How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

ICC’s processes in this area are robust and well-designed (SS), as our last Systems Appraisal recognized, and those processes remain unchanged since the 2010 Systems Portfolio. The facilitation of learning along with the assessment of student learning of new programs and courses is described in 1P18.

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

As mentioned in the 2010 Systems Portfolio, the College has a healthy process to design responsive academic programming for its stakeholders. Community partnerships bring business leaders and governmental agencies to the table with educators, and these relationships facilitate conversations, actions, and shared understanding in the supply and demand for jobs and innovative ways to educate today’s students. The process continues to be driven by the Curriculum Committee as described in 1P3.

1.C. **The institution understands the relationship between its mission and the diversity of society.**

- The College’s general education goals include a goal that students will demonstrate awareness of diversity of cultures, ethics, values, or aesthetics (ICC 2014-2015, page 26).
- The College offers ESL courses, foreign language courses, and international studies courses (ICC 2013-2014 catalog; ICC Website: International Studies).
- The ICC Board of Trustees recently adopted an Affirmative Action Plan (ICC Website: Board of Trustees Bylaws and Policies).
- ICC created and follows a diversity pledge and includes this pledge in the training process for all employees. The Diversity Pledge is stated clearly on the College website.
- The College has executive leadership for diversity at the vice presidential-level and this work aligns to the diversity and international initiatives at the College (ICC Website: Diversity).

4.A. **The institution demonstrates responsibility for the quality of its educational programs.**

- All transcripted credit follows the process found in the Evaluation of Transfer Credit document (ICC Website: Transcripts).
- The College will accept IAI GECC courses that have a passing grade when the Core has not been completed prior to transfer (ICC 2014-2015 catalog, page 33).
- Expectations for rigor in all ICC courses are described in the course-level goals found on the official course syllabus stored in the Curriculum Development System. All official course syllabi must be approved by the College’s Curriculum Committee to ensure that courses are appropriately rigorous (ICC Website: Curriculum Development System).

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

- Program directors/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 (see 1P13).
- Each course is developed with specific course-level goals and general education goals. Student learning is assessed based on mastery of the course-level goals and general education goals (see 1P17 & 1P18; ICC Website: Curriculum Development System).
- The College’s Assessment of Student Learning Plan identifies three types of goals: course-level goals, program goals, and general education goals. These are captured in the Curriculum Development System on the master syllabi and program documentation (ICC Website: Curriculum Development System).
- Regardless of instructional mode, class location, or class duration, all course sections must be planned and organized in accordance with the official master syllabus (ICC Website: Curriculum Development System).

1P5. **Preparation required of students**: How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?
As documented in the 2010 Systems Portfolio, ICC remains an open-door, open-access institution with selective admission requirements to specific programs (2014-2015 Catalog, p. 27). Academic placement testing (COMPASS) in reading and math is required of all full-time students. See Figures 1P5-1 and 1P5-2 for reading/writing and math sequences. And, academic advisement continues to be utilized to determine appropriate course enrollment.

**Figure 1P5-1: College Reading & Writing Course Sequence**

Placement in the Math Curriculum is based on the COMPASS Math Placement score or department approval.

All new full-time applicants who intend to enroll in the Associate in Arts Degree program, Associate in Science Degree program, or in the Associate in Engineering Science Degree program (the usual course of study for baccalaureate/transfer students planning to seek a bachelor degree) must submit not only an application but also high school transcripts (or GED scores) and ACT scores. As a result of minimum standards established by the Illinois Board of Higher Education and Public Act 86-0954, it is recommended that applicants for the Associate in Arts Degree or Associate in Science Degree successfully complete at least 15 units of high school coursework from "[categories specified in the College Catalog]" (2014-2015 Catalog, p.27).

With a strategic priority emphasis on course completion and retention, a critical analysis of course success occurred under the purview of the Provost. In an effort to advocate for student success, the faculty and academic administration approved new course preparation guidelines. Effective Fall 2012, students must meet a reading prerequisite to enroll in all Illinois Articulation Agreement (IAI) general education courses at ICC in one of the following ways (2013-14 Catalog, p. 14):

1. 81 or higher on the COMPASS Reading Test
2. 18 or higher on the reading portion of the ACT
3. Completion of ENGL 095, ENGL 099, ENGL 105, or ENGL 110 with a grade of “C” or better
4. A bachelor degree earned from a regionally-accredited college or university
5. Department approval from the Dean or Associate Dean

Each Career and Technical Education (CTE) program has a recommended course sequence designed to develop requisite skills for courses in the sequence. Recommended course sequences as well as course prerequisites are determined by program faculty in consultation with program advisory committees and accreditation standards, when applicable.

New course proposals are entered into the College’s curriculum development system. The new course approval process, established by the College’s Curriculum Committee, requires rationale and course prerequisite(s) to be submitted to the Committee before submission to ICCB for inclusion in the College Catalog.

The Health Careers Department, through a Six Sigma Project, implemented a new admissions process in 2008. This new process was an effort to decrease attrition and increase retention of the academically prepared student. The admission process requires a Health Careers application packet and student attendance at an informational session. Deadlines for applications vary by program. The student selection process is a result of points earned for GPA, ACT, completed prerequisite
courses, general education courses, previous degree/certificate/licensure in a health discipline, work/volunteer experience in a health field, and previous applications. This admissions process is reviewed on an annual basis in order to make improvements based on stakeholder feedback.

The Caterpillar Dealer Service Technology program also has a program-specific admission process. The process requires students to complete the program application materials, submit high school transcripts, participate in a “Big Look” informational tour of the program area, take placement tests, and be accepted for sponsorship by a Caterpillar dealership.

1P6. Communication of requirements to students: 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?

As evidenced in the 2010 Systems Portfolio, the College has various methods of communication (i.e., the College Catalog, the website, and special publications) for both current and prospective students. Furthermore, the detailed explanation of the advisement process remains accurate and is a key factor in getting students the information and support they need. Changes in the areas of student support and communication since the 2010 Systems Portfolio are highlighted below.

New students have an opportunity to participate in an orientation session, typically held in August and January before semester classes begin. This New Student Orientation (FYICC) has sessions for traditional age as well as returning adult students and includes campus tours, a chance to meet ICC faculty and staff, information about available services and assistance programs, and opportunities to interact with other students (new and returning). Information about orientation is mailed to new students a few weeks prior to the first day of class. Students who begin classes during the summer are also encouraged to participate. The College recognizes that student orientation could be more impactful and reach more students; therefore, steps toward improvements will be discussed in 111.

In an effort to increase communication to students regarding CTE program missions and goals, an AQIP Action Project, “Program Goal Mapping in Applied Science Degrees,” began in Fall 2012. To date, all CTE programs have published mission statements (2014-2015 College Catalog); program goals are under revision and are to be published in the 2015-2016 College Catalog.

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

- The College publishes a print catalog yearly that lists current programs and courses. The same catalog is found on the ICC website (ICC Website: 2014-2015 Catalog).
- Costs and course offerings are published each semester (ICC Website: Class Schedule).
- Textbook information including names of texts, costs of texts, publisher information, and rental options is published with the course schedule (ICC Website: Textbook FAQ’s).
- Tuition cost is agreed upon by the ICC Board of Trustees (ICC Website: Tuition).
- ICC notes in its catalog and website that it is an AQIP participant, accredited by the HLC and a member of the North Central Association (ICC 2014-2015 Catalog; ICC Website: Homepage).
- All CTE programs that are accredited/approved are noted on the website (ICC Website: Understanding Accreditation).

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

The information about our process for helping students select programs that match their needs, interests, and abilities remains relatively unchanged from what was reported in the 2010 Systems Portfolio. A more thorough description of systematic processes regarding the Career Center and its role in helping students is detailed below.

One of the ways we assist students in making researched career decisions is by teaching a course, currently ORIEN 101 (but soon to be ORIEN 111). In this 8-week course, students complete many assessments to address their needs, interests, and abilities. Interests are assessed using the Career Occupational Placement Survey (COPS), O’Net Interest Profiler, IDEAS Interest Assessment, Kuder Journey, and Career Cruising. Abilities are assessed using Career Ability Placement Survey (CAPS) and Kuder Journey. Work Values are assessed using Career Orientation Placement, the Evaluation Survey (COPES), and Kuder Journey. Finally, personality is assessed using the Myers-Briggs Temperament Indicator (MBTI). In addition to taking the assessments, students are required to research their results and complete journal statements after each assessment. This journaling allows them to process the information they have researched. Students complete all of the assessments with the assistance of Career Services staff who help to inter-
pret results and work individually with each student, addressing questions and concerns. In addition, students work directly with a career counselor or advisor for private, one-on-one meetings to discuss their results and specific needs. Finally, at the end of the course, students are required to write a research paper highlighting their anticipated major and/or career choice.

For students who are not interested in taking the formal eight-week course, workshops are offered. The workshop is a shortened version of the class, but students are able to take an interest, ability, values, and personality assessment. After a student completes the workshop, the list of ICC Programs of Study is shared so that the participant has contact information for the various programs at the College. Additionally, the Career Center staff members make assessments available to students on a walk-in basis.

For the online student population, ICC is continually updating the Virtual Campus and offering new ways for students to assess their potential to succeed as online learners.

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

Through workshops and presentations to the faculty (see Figure 1P8-1), the College continues to increase 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.

3.D. The institution provides support for student learning and effective teaching.

- 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 (ICC Website: Access Services).

- Enrollment into any transfer general education classes requires that students meet a prerequisite, which is a score of 81 or higher on the COMPASS Reading assessment or ACT Reading score of 18 or higher. As an open-door institution, ICC provides developmental coursework for all students who score under this pre-requisite. Students who successfully complete the developmental coursework can enroll in transfer general education courses (ICC Website: Class Schedule).

- All full-time, undecided students are required to see an academic advisor in the Advising/Counseling office each semester prior to registering (ICC Website: Class Schedule).

- The College offers online advising (ICC Website: Virtual Campus).

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**Figure 1P8-1:** Sample of Topics Offered by Organizational Learning/TLC

<table>
<thead>
<tr>
<th>SESSION TITLE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Staff Conversation Topics: Productive Persistence, Practical Teaching Strategies, Getting Students to Complete Assignments, Classroom Management Strategies, Creating an Effective Syllabus, Flipping Your Classroom (Day and Evening)</td>
<td>Developmental Learners</td>
</tr>
<tr>
<td></td>
<td>Engaging Learners (CCSSE)</td>
</tr>
<tr>
<td></td>
<td>Teaching to Learning Styles</td>
</tr>
<tr>
<td>LOTS to HOTS: Teaching Critical Thinking and Testing for It!</td>
<td>Critical Thinking Skills</td>
</tr>
<tr>
<td>Classroom Management and Student Conduct of Concern</td>
<td>Developmental Learners +</td>
</tr>
<tr>
<td>Webinar: Instructional Strategies: Engaging All Learners</td>
<td>Learning Styles</td>
</tr>
<tr>
<td>Let's Talk Teaching: 3-Part Teaching Discussion</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>“Reinventing the Open Door” Book Discussion – 3 Sessions</td>
<td>Developmental Learners and Student Success</td>
</tr>
<tr>
<td>Developmental Math Discussion</td>
<td>Developmental Learners</td>
</tr>
<tr>
<td>Great Technology Seminar</td>
<td>Engaging Learners</td>
</tr>
<tr>
<td></td>
<td>Teaching Strategies</td>
</tr>
<tr>
<td>Assessment Academy</td>
<td>Assessment Basics</td>
</tr>
</tbody>
</table>
### Figure 1P8-1: Sample of Topics Offered by Organizational Learning/TLC (continued)

<table>
<thead>
<tr>
<th>SESSION TITLE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Conversations - Learning By Design: Community College</td>
<td>Developmental Learners</td>
</tr>
<tr>
<td>Students/Building Community, Course Syllabi, Course Design and Materials,</td>
<td>Engaging Students and Rigor (CCSSE)</td>
</tr>
<tr>
<td>Evaluating Learning, Assessment of Student Learning, Technology and Teaching</td>
<td>Learning Styles (Course Design)</td>
</tr>
<tr>
<td>“Teaching for Student Learning” <a href="https://sites.google.com/site/iccteachlearn/">https://sites.google.com/site/iccteachlearn/</a></td>
<td>Site was developed by faculty volunteers from Organizational Learning</td>
</tr>
<tr>
<td></td>
<td>Committee and TLC and Organizational Learning staff</td>
</tr>
<tr>
<td>Student Academic Support: Labs, SI, and More</td>
<td>Developmental Learners +</td>
</tr>
<tr>
<td>Got Math? A Cross-Disciplinary Approach</td>
<td>Developmental Learners + Engaging Learners (CCSSE)</td>
</tr>
<tr>
<td>MAT 099 – Mathematical Literacy for College Students: What's It All About?</td>
<td>Developmental Learners + Engaging Learners (CCSSE)</td>
</tr>
<tr>
<td>Student Effort and Academic Challenge Faculty Work Groups</td>
<td>Engaging Learners (CCSSE Task Force Discussions)</td>
</tr>
<tr>
<td>Developmental Education at ICC Update</td>
<td>Developmental Learners +</td>
</tr>
<tr>
<td>Teaching Squares/Diamond Dialogues/Cougar Combo</td>
<td>Peer Observation/Discussion</td>
</tr>
<tr>
<td>What is Critical Thinking? How Do I Teach It? How Do I Assess It?</td>
<td>Critical Thinking Skills</td>
</tr>
<tr>
<td>Using Wrap-Around Services in Developmental Classes to Foster Student Success</td>
<td>Developmental Learners</td>
</tr>
<tr>
<td>Achieving Deep, Lasting Learning</td>
<td>Teaching Strategies</td>
</tr>
<tr>
<td>Faculty/Staff Conversations: Access, Retention and Diversity in “LEAPing for</td>
<td>Developmental Learners</td>
</tr>
<tr>
<td>Student Success”</td>
<td>Engaging Learners</td>
</tr>
<tr>
<td>ENGL 095/099 – What these Courses Mean for You</td>
<td>Developmental Learners</td>
</tr>
<tr>
<td>Great Teachers Seminar (GTS) – 3 Day Retreat</td>
<td>Intense 3 days of “talking teaching/student learning” – 33 faculty</td>
</tr>
<tr>
<td></td>
<td>attended; all areas covered</td>
</tr>
<tr>
<td>Syllabi Revision for New General Education Goals</td>
<td>General Education Goals</td>
</tr>
</tbody>
</table>

ICC offers courses for all levels of learners, and the College wants students to be successful. Therefore, when students come to ICC underprepared for their academic courses, students are encouraged to do the following: 1) determine their goals, 2) assess their abilities via placement testing and analysis of the COMPASS placement scores (see 1P5), 3) utilize career counselors by exploring career options based on interest inventories, 4) meet with academic advisors to choose appropriate enrollment opportunities based on (2) and (3) above, 5) offer academic support via labs, tutoring, and faculty assistance, and 6) identify problems via the early academic warning system. One specific example of how departments are responding to the increased enrollments within developmental courses is seen in the areas of mathematics and English: the only full-time new hires have been faculty with developmental specialties, thus showing the College’s support and concern for underprepared students.

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

The College does not currently have a systematic process to detect differences in students’ learning styles. However, the College is developing an approach modeled after our Virtual Campus online learning readiness assessment. The goal is to create a mandatory orientation for all students, during which they are made aware of their best learning styles. An AQIP Action Project entitled “Enhancing New Student Orientation” is our first step in moving toward a more systematic process in this area.

In order to address differences in students’ learning styles, the College offers a variety of workshops in which faculty can explore and modify various teaching techniques (see Figure 1P8-1).

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

For the most part, the information from the 2010 Systems Portfolio remains accurate in regard to our student subgroups. The class numbering system has changed a bit. Ex: ELL 105 is now ELL 099, and developmental courses are now numbered differently. Furthermore, the Studio offers a support service called “Conversation Partners” which is aimed at English
Language Learners by offering them a person with whom they can interact as they practice using the language—a service that has impacted students in growing numbers over the last two or three years since its implementation. And, New World is now called TRiO Student Support Services (SSS).

Because of the increased numbers in the subgroup of developmental students, an Action Project was formed. The AQIP Action Project “Advising Developmental Students” was completed in June 2012. In alignment with the College’s strategic goal of student success, the goal of the project was to gather and analyze a wide array of advising-related data to develop and monitor recommendations on positively impacting satisfactions with advising among developmental students in order to enhance retention and success levels. This Action Project was primarily funded by a grant. Success rates increased, and course withdrawals decreased. Information was gleaned from the project to support going forward with an intrusive-type advisement of developmental students as funding is available.

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

- The College has a history of securing grant opportunities to promote minority student and/or first generation college-student retention and success opportunities including a TRiO program, a previous Upward Bound Program, and an in-house Harvesting Dreams program designed for minority students (ICC Website: Diversity).
- The College’s Access Services Office offers services for students with disabilities (ICC Website: Access Services); in addition, services for underrepresented and underprepared students are offered, along with courses for English Language Learners (1P10).
- ICC is committed to non-discrimination and equal opportunity regardless of race, gender, ethnicity, religion, or physical capability (ICC 2014-2015 Catalog: Philosophy Statement, page 2).

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

Expectations for effective teaching and learning are defined, documented, and communicated through faculty orientation, the faculty handbook, professional development opportunities for faculty, and the full-time faculty contract. They are reinforced through processes such as program, department, and division meetings; classroom observations; faculty evaluations; and use of results from end of term course assessments. ICC is committed to freedom of expression and the pursuit of truth in teaching and learning. Details of academic freedom are described in the full-time faculty contract, faculty handbook, and the Board of Trustees administrative policies.

Orientation: New full-time faculty participate in an orientation session during Celebration of Learning and in regular orientation events scheduled for new full-time faculty cohort groups. New adjunct faculty members have the opportunity to participate in orientation during Celebration of Learning. Orientation sessions for new full-time and adjunct faculty address expectations for effective teaching and learning to the faculty specifically through the use of the Instructional Values and Beliefs section of the faculty handbook. In addition to orientation and breakout sessions during Celebration of Learning, pedagogy-focused professional development workshops are offered throughout the year (see Figure 1P8-1).

Observation: New adjunct faculty are observed for their first three terms of teaching by a Teaching Chair or Dean/Associate Dean. After the completion of the first three satisfactory observations, adjunct faculty are observed at least once every third year by a Teaching Chair or Dean/Associate Dean. 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 annually. Full-time tenured faculty members are observed at least once every three years. Faculty, adjunct or full-time, may be observed more frequently than specified if necessary. All faculty members can invite the Dean/Associate Dean or their representative to observe their class at any time.

Self-Assessment/Self-Evaluation: An annual self-assessment is to be completed by the adjunct faculty member prior to the last week of classes, before final exams during the fall semester, or similar time frame if teaching only in the spring or summer. The completed form is provided to the Teaching Chair or Dean/Associate Dean. Full-time faculty also complete an annual self-evaluation per the faculty contract.

Student Assessments of Faculty: Student assessments are used as an additional tool for providing feedback to faculty members in an effort to promote excellence in teaching and learning. A standardized student assessment instrument is offered to all students in all classes following mid-term of fall and spring semesters. Student assessment consists of two parts, a quantitative assessment and a qualitative assessment.

By the end of the third week of the following fall or spring semester, the faculty member will either reproduce or otherwise make the course-by-course level quantitative (and qualitative as applicable) reports available to the immediate administrator. Non-tenured faculty members must share the reports of both the quantitative and qualitative student assessments with the immediate administrator. Tenured faculty members must share
the results of the quantitative student assessment with the immediate administrator. By the fifth week of the following fall or spring semester, the immediate administrator will meet with non-tenured faculty members to review the quantitative student assessment report. The conference will focus upon the strengths of the non-tenured faculty member and opportunities for improvement, as indicated by the student assessments. Tenured faculty are not required to meet with the immediate administrator to review the results of the student assessment. The immediate administrator and/or tenured faculty can request a meeting to review the results of the student assessment.

Full-time faculty responsibilities to the student remain the same as found in the 2010 Systems Portfolio. In addition to these aforementioned responsibilities, there are also faculty responsibilities of the profession and responsibilities to the department and College that are important.

Responsibilities of the Profession: Faculty are expected to:

A. display a depth of understanding of the subjects that are his/her primary assignment, and keep abreast of developments within his/her field.
B. maintain accepted and recognized standards of professional conduct and ethics appropriate to his/her professional position.
C. display personal and professional integrity by dealing honestly and fairly with respect for all students, other College staff members, and the community.

Responsibilities to the Department and College: Faculty are expected to:

A. teach a total of 30 equated credit hours per academic year, not including overload assignments, or assume other responsibilities requiring essentially the same commitment of time.
B. participate on instructional and academic committees within the discipline as the need arises.

Faculty are encouraged to:

A. help meet emergency situations which may develop within the department.
B. contribute to the development and growth of the College.
C. improve instruction by understanding the student group to be served, and adopt methods of teaching to meet the diverse needs of the students.
D. participate on committees within the department as the need arises.

The College, as part of the strategic planning process, documents effective teaching and learning by measures of course completion and course success. Program-specific goals and measures may be addressed in program plans completed annually for academic programs. The College’s strategic plan is communicated through the Cabinet, Strategic Forum, and at the All-Academic Meeting during August Celebration of Learning.

To promote effective teaching and learning, a potential instructor for Corporate and Community Education must complete an interview, reference check, and a demonstration of teaching skills. Any corporate noncredit instructor is expected to observe one or two instructional sessions with an experienced instructor. Corporate and Community Education Coordinators are responsible for sharing expectations and guidelines with instructors as well as assessing and providing for the professional development needs of instructors.

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

- Faculty have academic freedom. This is included in the faculty contract and faculty handbook (ICC Website: Faculty Handbook).
- Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in presenting issues and of the student to freedom in learning. It carries with it responsibilities as well as rights. The faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of employment duties. The faculty member is entitled to freedom in the classroom to discuss the course subject matter, but the faculty member should be careful not to introduce topics which have no relation to the subject (ICC Website: Board of Trustees Bylaws and Policies).
- Students’ educational rights and responsibilities are described in the Student Handbook and the College Catalog (ICC Website: 2013-2014 Student Handbook, page 7; ICC Website: 2014-2015 Catalog, page 8).

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The ICC Student Handbook includes a student code of ethics, including plagiarism (ICC Student Handbook 2013-2014).
• Composition courses, and other writing intensive courses, as well as library research courses offer instruction on using resources correctly according to multiple style manuals so that a student may avoid plagiarism. The College provides library guides that are available 24 hours a day for students. These guides assist the student conducting research. College librarians offer in-class orientations on the information available at the library, both in hard copy and in databases, and how to incorporate this material into student work (ICC Website: Library).

• The College outlines its academic integrity policy in the ICC Student Handbook which includes academic misconduct and violation of academic integrity (ICC Student Handbook 2013-2014, page 21).

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

In order to build an efficient course delivery system that addresses both students’ needs and ICC’s requirements, the College uses stakeholder input, analytic measures of course fill rates, and departmental monitoring and use of those analytic measures. Key stakeholder feedback channels are addressed in 3P1 and 3P3—they are used to determine current and changing needs in regard to the College’s course offerings. The efficiency of the course delivery system is monitored via the data warehouse dashboard which provides real-time analytic measures regarding course fill rates and other valuable course information. Departmental Academic Administrators monitor and use those measures when determining if additional course sections should be added and when. Furthermore, automated room scheduling versus manual, better room utilization College-wide and ability to automate the final exam schedule all cater to efficiencies that address ICC’s requirements. The efficiency of ICC’s course delivery system has been an ongoing priority for quality improvement purposes. Since the 2010 Systems Portfolio, there has been one Six Sigma Project Charter titled “Schedule 25 Implementation” and one AQIP Action Project, “Course Delivery and Offerings,” both of which provided improvements to the process already mentioned above.

In response to increased needs within the online learning environment, the College has made many recent improvements and additions (see Category 3P5); course management systems (Blackboard) and quality assessment rubrics (QOCI) allow for consistency and continued improvement.

In order to ensure that the course delivery system is effective, the Institutional Research Office monitors stakeholder input.

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

- Each course is developed with specific course-level goals and general education goals. Student learning is assessed based on mastery of the course-level goals and general education goals (see IP17 & IP18; ICC Website: Curriculum Development System).
- All new courses and programs must be approved by the Illinois Community College Board (Website: Illinois Community College Board).
- Many Career & Technical Education programs are accredited (ICC Website: 2014-2015 Catalog, page 3).
- New ICC courses are reviewed by the appropriate Illinois Articulation Initiative (IAI) panel, and if approved by that panel, the information is presented to the General Education Committee by the campus IAI representative. The Committee then votes to change or update the general education degree requirements and the College catalog is then modified and reviewed for accuracy (IP14).
- Regardless of instructional mode, class location, or class duration, all course sections must be planned and organized in accordance with the official master syllabus (ICC Website: Curriculum Development System).
- Transfer courses are submitted for articulation agreements to four-year institutions every five years (ICC Transfer Center data; ICCB five year recognition review results).

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

The process to ensure that programs and courses are up-to-date and effective remains the same, as stated in the 2010 Systems Portfolio. Current information, demonstrating how the College meets core component 4A, is documented here:

4.A. The institution demonstrates responsibility for the quality of its educational programs.

- State mandated Illinois Community College Board (ICCB) program review documents are prepared based on five years of data, analysis, and improvements in the appropriate format required by the ICCB (ICCB Recognition Manual)
• There is a recommended course sequence for each Career and Technical Education (CTE) program. 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 accreditation standards where applicable (ICC 2014-2015 Catalog).

• All CTE programs that are accredited/approved are listed on the College website (ICC Website: Understanding Accreditation).

• An annual program review process began at ICC in 2005-2006. Each area of the college (academic program, student services program, and support service) is required to submit an Annual Program Plan. It is a measurement-based performance analysis where plans for improvement are generated and key processes are defined and measured. The process is designed to coincide with the annual budget cycle (8P1).

1P14. Changing programs and courses: How do you change or discontinue programs and courses?

Both program-level and course-level assessments are used to drive these changes. Program-level assessment occurs annually and can result in curricular revisions. The five-year Illinois Community College Board (ICCB) program review/assessment may lead to minor or major curriculum modifications or possibly program discontinuance. Additionally, accreditation and industry standards may drive program and/or course changes. Course-level assessment typically inspires faculty discussions, as they relate to alterations that may be needed. The Illinois Articulation Initiative (IAI) panels set curricular requirements and make adjustments/deletions as they see fit. As outlined in the 2010 Systems Portfolio, the College’s systematic process for changing and discontinuing programs and courses still occurs through the Curriculum Committee.

1P15. Learner support needs: 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?

The College uses a variety of voicing mechanisms to help determine the learning support needs of students and faculty. Such mechanisms and data collection—the Student Satisfaction Inventory (SSI), President focus groups with students, lab and library surveys, the data warehouse, Student Tracking System (STS), etc.—provide information that feeds into the annual program plans. The program plans then roll up to the budget process, and priorities are given based on alignment with the College’s mission and strategic priorities.

The 2010 Systems Portfolio highlighted key support systems at ICC. Those are still in place. Additionally, the following paragraphs detail some other areas where student learning support needs are addressed.

ICC provides libraries at three campus locations to support student research, informational, and study space needs. Among the three locations, the Library is open 78 hours per week and provides librarian support nearly 24 hours per day via an online chat service. Librarians work directly with faculty to offer information literacy instruction to students through classroom visits, synchronous virtual class sessions, and one-on-one research consultations. The Library Technical Assistant program offers a one credit elective for all students called Introduction to Research. This course is particularly helpful for students who are struggling with basic information literacy skills. The libraries also provide the largest contingent of student computers available on each campus outside of the classroom. Students are able to access full-text online journals, e-books, and streaming media both on campus and offsite. An updated print book and video collection complements what is available online. As evidence of their continuous improvement, ICC’s library won the 2014 Excellence in Academic Libraries Award chosen by the Association of College & Research Libraries.

In 2009, ICC began Supplemental Instruction. The goals of SI are to improve student course grades, increase persistence toward graduation, and reduce attrition in historically difficult courses. Results indicate students in SI perform better than students not in SI and better than the overall College course success, defined as earning a ‘C’ or better in the course. ICC continues to evaluate, improve, and grow the SI program.

In a continued effort to further assess support needs, a new Action Project is being developed that will focus on using data to assess the effectiveness of the learning labs.

3.D. The institution provides support for student learning and effective teaching.

• ICC offers comprehensive student services consisting of financial aid, advising, counseling, testing, access services, a transfer center, a career center, child care, and veteran’s affairs (ICC Website: Financial Aid; Advising and Counseling; Testing; Access Services; Transfer Center; Child Care Center; Veterans’ Affairs).
• ICC offers numerous academic support services including New World, computer help desk, a math lab, a tutoring/HELP lab, the Studio writing center, supplemental instruction, and comprehensive library services (ICC Website: Academic Support).

• The College provides a number of specialized labs and instructional spaces for students as needed to support the curriculum (ICC Website: Campuses).

• ICC’s library offers guidance in a number of ways including LibGuides, library orientations, and research librarians. Library services are also available from remote locations via the library web page (ICC Website: Library).

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

In 2011, under the leadership of the Assessment of Student Learning Committee and with the goal of aligning the College’s co-curricular development goals with the College’s general education goals, a pilot study assessing co-curricular student learning was conducted. Five student organizations utilized a co-curricular template that assessed student learning within the organization. The template addressed at least one learning outcome/goal that the group wished to accomplish in the academic year, then aligned the learning goal to at least one of the College’s general education goals and at least one of the College’s strategic priorities. The learning goal results were reviewed and reflected upon for any needed improvement opportunities and budgetary implications for the coming year. This pilot project turned into an AQIP Action Project (“Co-Curricular Assessment of Student Learning”), engaging the College community, as applicable, in assessment of co-curricular learning. The goal is for all student organizations to use the Co-Curricular Assessment of Student Learning Form to document their learning objectives and align them with curricular learning objectives (see Figures 1P16-1 and 1P16-2). The Action Project was completed; recommendations are currently being explored and implemented. The 2013-14 co-curricular process is underway with student organizations—those results will be available summer of 2014.

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

• Many of ICC’s CTE programs are supported through student activities and co-curricular clubs and groups whose activities align with program and general education goals. The College’s Campus Life 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 (ICC Website: Campus Life).

• The College has recently completed an AQIP Action Project focusing on Co-Curricular Assessment (ICC Website: AQIP Action Projects).

• Honors programs are active at the College: Sigma Kappa Delta, Phi Beta Lambda, Phi Beta Kappa. Each of these honors programs are associated with two-year colleges (ICC Websites: Sigma Kappa Delta, Phi Beta Kappa, Phi Beta Lambda).

• Service learning is integrated into many course offerings (ICC Website: Service Learning).

• ICC students can participate in Student Government and the Campus Activities Board (ICC Website: Campus Life).

• ICC maintains a public radio station which broadcasts to the community (90.7 FM Website information: WAZU).
1P17. Awarding degrees: How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

ICC uses curriculum mapping, degree audits, transfer statistics, and employer surveys to determine that students to whom we award degrees and certificates have met our learning and development expectations. Curriculum mapping ensures alignment between required coursework and expected learning outcomes. That process is described more completely in 1P18. Assessment of General Education Goals is described in 1P1. Degree audits help to ensure that students have taken the courses they need to take to graduate, a reflection of learning that the students have achieved. Annual review of transfer data from state universities, along with employer feedback of CTE graduates, also speak to the learning and development expectations of ICC graduates.

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

The College’s strategic priority of “learning” is evidence of the fact that student learning is a central focus. In alignment with that strategic priority, the Assessment of Student Learning Committee has helped to create a culture of assessment at ICC. This committee’s purpose is to facilitate, support, explore, and develop the skill, art, and procedure of assessment of student learning. The committee also designs, oversees, and reviews the ICC Student Academic Assessment Model. There are 24 members: 12 management/12 faculty, with all departments represented. Two faculty members lead the committee, and the administration supports their efforts, expending resources when needed.

Continued educational opportunities for faculty and administration, attendance at Higher Learning Commission assessment workshops, and communication through College-wide events (Annual Assessment Fair, Celebration of Learning, department in-services/discussions), all contribute to enhancing a culture of assessment of student learning at ICC and assist with the dissemination and deployment of these assessment processes (see Figure 1P18-1 “Deployment of Assessment Culture”).

As far as course-level assessment is concerned, since 2011, every time a course is taught, it is assessed. The Assessment of Student Learning Committee developed a new, web-based course-level assessment form which encourages faculty to document assessment results, reflect on and analyze those results, and tie those results to planning and budgeting. Faculty work either individually or in teams to plan their assessment activities. These activities include but are not limited to pre/post-testing, test item analysis, portfolio collection, attitude surveys, “critical incident” evaluation, performance, evaluation of skills, minute papers, other classroom assessment techniques (CATS), etc. Each faculty member conducts the assessment activity, collects the data, analyzes the results, draws conclusions, and submits a report. Faculty review of reports and data

<table>
<thead>
<tr>
<th>Figure 1P18-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEPLOYMENT OF ASSESSMENT CULTURE</strong></td>
</tr>
<tr>
<td>Sent six teams of faculty and administrators to HLC Assessment Workshops.</td>
</tr>
<tr>
<td>Sent three teams of faculty and administrators to the IUPUI Assessment Conference.</td>
</tr>
<tr>
<td>Sent three teams of faculty and administrators to the Illinois Community College Assessment Fair.</td>
</tr>
<tr>
<td>Sent a team of faculty and administrators to the AAC&amp;U General Education and Assessment Conference.</td>
</tr>
<tr>
<td>Hosted three May Assessment Fairs at ICC.</td>
</tr>
<tr>
<td>Sent four teams of faculty and administrators to the Higher Learning Commission Annual Meeting in Chicago.</td>
</tr>
<tr>
<td>Sent teams of faculty and administrators to give presentations on assessment at the HLC Annual Meetings in 2012, 2013, and 2014.</td>
</tr>
<tr>
<td>Scheduled General Education and Assessment as frequent topics of World Cafe discussions for faculty during Celebration of Learning weeks in August and January.</td>
</tr>
<tr>
<td>Offer WorkKeys Testing (leading to ACT National Career Readiness Certificates) at no charge to all certificate and degree program completers.</td>
</tr>
<tr>
<td>Developed new web-based course-level assessment form which encourages faculty to document assessment results, reflect on and analyze those results, and tie those results to planning and budgeting.</td>
</tr>
<tr>
<td>Developed new goals for general education and operational definitions for those goals.</td>
</tr>
<tr>
<td>Had three teams of faculty and academic administrators assess three of our new goals for general education using AAC&amp;U Value Rubrics or rubrics developed by ICC faculty.</td>
</tr>
<tr>
<td>Completed three General Education Goal Assessment Projects along with many Action Projects that focus on assessment.</td>
</tr>
<tr>
<td>Have had various departments host “Dive into Data” sessions to focus on how to make data-driven improvements in teaching and learning.</td>
</tr>
</tbody>
</table>
analysis encourages planning for future instructional changes to improve student learning. Discussions of results continue at department and program levels. Opportunities for improvement are tracked in curricular revisions and department materials, and then improvements in student learning are documented in subsequent assessment reports.

In relation to program-level assessment, all of ICC’s academic programs are included in the annual program planning cycle (a key component of ICC’s strategic planning cycle), which requires analyses of course and program enrollment, course success, retention, and graduation outcomes data. Career and Technical Education (CTE) programs provide analyses of alumni survey data as well as results obtained from professional licensure and certification exams where they are required. Transfer programs (Arts, Science, and Engineering Science) also provide analysis and feedback on similar alumni survey data. Program mapping of general education and program goals began in Fall 2012. A program mapping template was developed and approved by the Assessment of Student Learning Committee and is being deployed through the Academic Affairs Division of the College. The completed maps are used to assess gaps within program curriculum in regard to general education goals and program goals, driving faculty conversations and program improvements. The College is prioritizing program-level assessment by sponsoring an AQIP Action Project entitled “Program Goal Mapping in Applied Science Degrees.” As a result of this project, the 2014-2015 College Catalog includes program mission statements for all CTE programs. Program goals will be added to the 2015-2016 College Catalog. Although most programs have a well-defined program assessment, a systematic process was needed to ensure all programs were engaged in program assessment. The AQIP Action Project is providing the framework that has allowed for the creation of curriculum maps, mission statements, and clear program goals. These will be shared with external stakeholders, including current and prospective students. The end result is that student learning objectives/outcomes will be measured according to achievement targets, and then action plans will be developed to improve and/or ensure student learning. A software program, Weave, has recently been purchased to assist with these efforts.

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

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

- The College’s Assessment Plan identifies three types of goals: course-level goals, program goals, and general education goals. These goals are assessed regularly, as described in 1P1 and 1P18, involving many faculty and instructional staff members.
- A recently completed Action Project titled Co-Curricular Assessment of Student Learning aims to establish methods for assessment of student learning in co-curricular programs (ICC Website: AQIP Action Projects).
- The General Education Goals Assessment Report outlines specific improvement recommendations which have come from the general education assessment projects (ICC Website: General Education Goals Assessment Report; 1R2-7).
- Based on assessment of student learning, ICC implemented a student readiness and orientation to online learning process. ICC’s Virtual Campus website offers resources for students to determine if they’re ready for online learning. Additionally, to ensure quality instruction in online courses, ICC is providing Master Online training and advocating the use of the QOCI rubric (ICC Website: Virtual Campus).
- ICC’s Assessment of Student Learning Committee convenes on a monthly basis. Membership includes representation from administration and faculty, from all academic departments (ICC Website: Assessment Committee members).

RESULTS (R)

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

The performance measures ICC’s uses for gauging students’ learning and development are illustrated in 1R2 and 1R3.

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

Direct measurement and assessment of student learning occurs through the College’s general education goal assessment process (each of the seven general education goals are assessed yearly on a rotating basis using faculty approved rubrics and student artifacts). Assessment results are reviewed, analyzed, and recommendations for improving student learning are made.
A new general education assessment process began at the College in 2010 (see Figure 1P1-2 for assessment timeline of general education goals). The new process had learning curves, but demonstrated that students are meeting expectations in most areas. Recommendations for improvements were made by the specific assessment teams and reported to all faculty during the August Celebration of Learning. The recommendations are accessible on the College’s website and included here in Figure 1R2-2 (next page).

**1R3. Performance results for program learning: What are your performance results for specific program learning objectives?**

Program-specific learning outcomes: Many of the College’s programs collect and report evidence of student learning outcomes on an annual basis; very often certification and licensure examination results are part of those measures. Examples of program-specific learning outcomes and their corresponding results for FY13 are indicated in Figure 1R3-1.

### Figure 1R2-1: General Education Assessment Results

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GOAL ASSESSED</th>
<th># OF ARTIFACTS</th>
<th>% MEETING EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Communicate Effectively-Written</td>
<td>88</td>
<td>95%</td>
</tr>
<tr>
<td>2011</td>
<td>Communicate Effectively-Written</td>
<td>92</td>
<td>77%</td>
</tr>
<tr>
<td>2011</td>
<td>Communicate Effectively-Oral</td>
<td>46</td>
<td>80%</td>
</tr>
<tr>
<td>2012</td>
<td>Communicate Effectively-Oral</td>
<td>67</td>
<td>85%</td>
</tr>
<tr>
<td>2013</td>
<td>Math Reasoning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>—Solves Quantitative Problems</td>
<td>69</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>—Draws Appropriate Conclusions</td>
<td></td>
<td>73%</td>
</tr>
<tr>
<td>2013</td>
<td>Critical Thinking and Reading</td>
<td>160</td>
<td>56%</td>
</tr>
<tr>
<td>2013</td>
<td>Awareness of Cultures, Values, Ethics or Aesthetics</td>
<td>149</td>
<td>*83%</td>
</tr>
</tbody>
</table>

* Met one benchmark prompt  
** Met both benchmark prompts

### Figure 1R3-1: Examples of Program-Specific Learning Outcomes

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>MEASURES</th>
<th>FY13 RESULTS</th>
</tr>
</thead>
</table>
| Diesel Powered Equipment Technology          | Cummins Engine Qualifications                                            | 100% pass rate for Cummins B.E.T.T.  
86% pass rates for Cummins Mid-Range Fuel Systems Qualification |
| Radiography                                  | AART Certification Exam                                                  | 100% pass rate                                                              |
| Occupational Therapist Assistant Program    | National Board for Certification in Occupational Therapy                | 100% pass rate                                                              |
| Physical Therapist Assistant Program        | National Physical Therapy Examination                                   | 90% pass rate                                                               |
| Registered Nursing                          | NCLEX-RN Exam                                                            | 84% pass rate                                                               |
| Certified Nursing Assistant                 | State certification exam                                                 | 89% pass rate                                                               |
| Drug and Alcohol Counselor Training         | Certified Alcohol and Drug Counselor Exam                                | 100% pass rate                                                              |
| Medical Assisting                            | CMA Certification Exam                                                   | 83% pass rate                                                               |
| Clinical Laboratory Technician              | The Board of Certification Exam                                          | 80% pass rate                                                               |
| Licensed Practical Nurse                    | NCLEX-PN Exam                                                            | 100% pass rate                                                              |
| Respiratory Therapist                       | CRT Entry-level Exam                                                    | 86% pass rate                                                               |
| Surgical Technologist                       | CST Exam                                                                 | 100% pass rate                                                              |
| Massage Therapist                           | NCB State Entry-level Exam and/or MBLEx Exam                             | 89% pass rate                                                               |
|                                              | TM 127 Application of Skills, Application of Knowledge, and Affective Elements (final clinical experience) | Skills: 91% scored at or above threshold  
Knowledge: 99% scored at or above threshold  
Affective: 99% scored at or above threshold |
| Caterpillar Dealer Service Technology       | % of graduates working for CAT Dealers, CAT Inc. or continuing their education | 94%                                                                       |
| Medical Office Assistant                     | % of graduates working as a MOA                                           | 100%                                                                       |
### Communicate Effectively
- Written Communication
- Oral Communication

### Math and Science Reasoning
- Math Reasoning
- Science Reasoning
- Critical Thinking and Reading
- Awareness of Cultures, Values, Ethics, or Aesthetics

<table>
<thead>
<tr>
<th>2010-2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td><strong>MATH &amp; SCIENCE REASONING</strong></td>
<td><strong>CRITICAL READING &amp; THINKING</strong></td>
</tr>
<tr>
<td>In Fall 2011, the Written Communication Assessment Team made the following recommendation to faculty in response to the written communication assessment results:</td>
<td>This year, the Math Reasoning Assessment Team shares the following conclusions and recommendations in response to the math reasoning assessment results:</td>
<td>This year, the Critical Reading and Thinking Assessment Team makes the following recommendations to faculty in response to the critical reading and thinking assessment results:</td>
</tr>
<tr>
<td>1. Encourage equal group member participation in group presentations.</td>
<td>1. Students at ICC are meeting or exceeding expectations for math reasoning.</td>
<td>1. Encourage students to make connections between course material and other sources and experiences (critical thinkers draw from multiple sources).</td>
</tr>
<tr>
<td>2. Require speakers to orally state the sources for their work within the presentation, including primary research methods.</td>
<td>2. Teachers from across the curriculum should continue incorporating math reasoning into lesson design, assignments, and projects. To highlight models of best practice in terms of incorporating math reasoning across the curriculum, the math reasoning assessment team has facilitated a &quot;Math Reasoning Showcase&quot; which will be presented at the Fall 2013 Celebration of Learning and posted on ICC’s Assessment website. Instructors across the College are encouraged to use these models in lesson planning and assignment design.</td>
<td>2. Help ensure that students understand the assignments that they are given in order to appropriately assess students’ knowledge, competencies, and skills. “Test run” assignments with colleagues and provide assignment Q&amp;A for students.</td>
</tr>
<tr>
<td>3. Give students multiple opportunities to practice oral communication.</td>
<td>3. ICC’s General Education Committee and Assessment Committee should revise the operational definition of math reasoning to better describe how math reasoning is considered in the varied disciplines which comprise the General Education Program. For example, a more comprehensive definition will articulate the manner in which artists and musicians acquire, use, and demonstrate math reasoning skills. The Science Reasoning Assessment Team will assess artifacts in Summer 2014.</td>
<td>3. Provide students with activities/test items that focus on analysis, evaluation, and synthesis. Critical thinkers demonstrate the ability to analyze, evaluate, and synthesize presented information as well as new information that they introduce to a scenario/problem.</td>
</tr>
<tr>
<td>4. Consider adding delivery skills (posture, eye contact, and vocal expressiveness) into evaluation criteria for oral presentations.</td>
<td>4. Explicitly emphasize the importance of self-assessment to students as well as the importance of instructor, department, and college assessment activities.</td>
<td>4. Explicitly emphasize the importance of self-assessment to students as well as the importance of instructor, department, and college assessment activities.</td>
</tr>
<tr>
<td>5. The College should provide more recording technology and professional development for oral communication assessment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1R4. Evidence students have acquired knowledge: 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 educational institutions and employers)?

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 Institutional Research 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. Employer satisfaction with graduates has dropped slightly from 2010; ICC’s results with employer satisfaction are below the national average.

Graduate Employment
A measure used to assess both the need and the quality of the College’s Career and Technical programs is derived from the Career and Technical Education Program Follow-up Survey. It is important to understand whether or not the Career and Technical Education programs are producing graduates who have the prerequisite skills needed by the community to obtain employment within their field of study. ICC has seen a gradual decline in the rate at which Career and Technical Education graduates are employed in their fields of study since FY10. The College has outperformed the NCCBP comparative rates each year. Program directors/teaching chairs continue to use these data to guide dialogue with their respective Career and Technical Education advisory committees and include analyses of the data in their annual program plans.
1R5. Performance results for learning support processes: 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 (Figure 1R5-1). The Academic Services scale consists of seven items (Figure 1R5-2).

Academic Services

ICC has seen improvement in all of the seven Academic Services scale items since the 2008 SSI administration and, in 2012, 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.
**Figure 1R5-2: Academic Services Scale Items - SSI**

<table>
<thead>
<tr>
<th>ACADEMIC SERVICES ITEMS</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources and services are adequate.</td>
<td>ICC</td>
<td>National Mean</td>
<td>ICC</td>
</tr>
<tr>
<td>There are a sufficient number of study areas on campus.</td>
<td>5.56</td>
<td>5.60</td>
<td>5.67</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>ICC</td>
<td>National Mean</td>
<td>ICC</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>ICC</td>
<td>National Mean</td>
<td>ICC</td>
</tr>
<tr>
<td>The equipment in the lab facilities is kept up to date.</td>
<td>ICC</td>
<td>National Mean</td>
<td>ICC</td>
</tr>
<tr>
<td>Tutoring services are readily available.</td>
<td>ICC</td>
<td>National Mean</td>
<td>ICC</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>ICC</td>
<td>National Mean</td>
<td>ICC</td>
</tr>
</tbody>
</table>

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

ICC participates in the National Community College Benchmarking Project, as there is limited comparison data available for higher education, 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. The College’s graduation rate continues to be higher than the NCCBP comparison group, although the gap has narrowed in the most recent data point, Fall 2009 (Figure 1R6-1).

**Course Success Rate**

Figure 1R6-2 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 1R6-2 displays a positive trend in the overall course success rate through Fall 2011, then seeing a decline in Fall 2012 and Fall 2013. The performance gap with the NCCBP comparison group was exceeded in both Fall 2010 and Fall 2011, based on the most recent NCCBP data.

**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 1R6-3) and from fall to the following fall semester (Figure 1R6-4) for first-time students. Improvement in ICC’s fall-to-spring retention rate has been observed from 2007-2010, with a slight decrease in 2011, in Figure 1R6-3. The College’s performance against the comparison value continues to illustrate a performance gap. ICC has a Strategic Priority to enhance academic and student support systems to increase student retention and success (Figure 8P1-2).
Figure 1R6-3: Institutional Indicator – Fall-to-Spring Retention for All Students

![Graph showing fall-to-spring retention rates for different years.](image)

Source: Student Grade file for IR Comparison Group: NCCBP, Form 4

Figure 1R6-4 shows that improvement has been made in the fall-to-fall retention of students from 2007-2009, with slight decreases in 2010 and 2011. The College’s performance against the comparison value continues to illustrate a performance gap.

Figure 1R6-4: Institutional Indicator – Fall-to-Fall Retention for All Students

![Graph showing fall-to-fall retention rates for different years.](image)

Source: Student Grade file for IR Comparison Group: NCCBP, Form 4

**Leavers and Non-completers**

It is important to ICC that students are able to attain their educational 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 goal while at the College (Figure 1R6-5). ICC has from 93-96% of responding leavers and non-completers reported attaining their educational goal, much higher than the national benchmark.

Figure 1R6-5: Percent of Leavers and Non-Completers Reporting Educational Goal Attainment

![Bar chart showing percentage of students reporting educational goal attainment.](image)

Source: NCCBP, Comparison Value

Figure 1R6-6: Institutional Indicator – Satisfaction Ratings of Students to SSI Item, “I am able to experience intellectual growth here.”

![Bar chart showing student satisfaction ratings.](image)

Source: Noel Leinzb. Student Satisfaction Inventory, Item 70 (Fall 2008, 2010, 2012); Comparison Value: SSI National Mean

**Intellectual Growth**

ICC’s 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 1R6-6). The College’s performance on this metric has shown improvement and is very close to the 2012 SSI national mean.

**IMPROVEMENTS (I)**

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

ICC continues to improve its processes for assessing the learning outcomes for its students. Our recent efforts in this category have led to significant expansion in the breadth of general education and program assessment taking place at the College. Furthermore, a systematic (by academic term) assessment cycle is in place; and, comparisons to national competitors are tracked via NCCBP and SSI measures. Results are reviewed, analyzed, and recommendations for improvements are made—those improvements are then assessed during the next assessment cycle.
In general, the College has taken a very proactive view on the assessment of student learning by expending resources for administrators and faculty to attend various conferences. The College has sent teams of faculty and administrators to HLC Assessment Workshops, to the IUPUI Assessment Conference, to the Illinois Community College Assessment Fair, and to the AAC&U General Education and Assessment Conference.

The Assessment of Student Learning Committee has been instrumental in creating a culture of assessment at ICC. The progress the College has made has been acknowledged by the HLC, in that in 2012, 2013, and 2014, teams of faculty and administrators presented at the HLC Annual Convention on the effective systematic assessment processes we have in place, allowing others to learn from ICC’s successes. The committee also hosted four Assessment Fairs at ICC, scheduled general education and assessment as frequent topics of World Café discussions for faculty during Celebration of Learning weeks in August and January, and were integral in developing a new, web-based course-level assessment form which encourages faculty to document assessment results, reflect on and analyze those results, and tie those results to planning and budgeting, all with just a few clicks.

ICC’s data warehouse is an important resource to glean quantitative information that drives analysis and action. Many other avenues of improvement have come out of the access to such important information. Various AQIP Action Projects have focused on assessment—from many related to the College’s General Education Goals (rewriting, operationalizing definitions, and aligning goals to distribution requirements) to a project that had a co-curricular focus.

A proposed Action Project on the College’s learning labs will allow for even more improvements in the area of helping students learn. The goal of the project is to develop and pilot a model for strategic academic support which can be scaled up for many high risk courses. The scope of this project is to design and implement a systematic process that promotes students self-identifying for tutoring before failing an assignment and/or test. In short, the project identifies a specific problem and works toward a systematic, strategic solution rather than a short-term reactive solution where students seek tutoring after failing.

To assure that students who graduate from Illinois Central College have completed coursework that prepares them for a meaningful career and life-long learning, each program of study has undergone important self-evaluation through the AQIP Action Project “Program Goal Mapping in Applied Science Degrees.” The project focuses on drafting a mission statement and reviewing/revising program goals for all CTE programs, publicly articulating the mission statement and program goals in the catalog and on the College website, and then aligning and mapping CTE program goals to program courses. This process has short-term and long-term impact relating to student learning, retention, and budget processes.

ICC continues 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 often 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.

11.2. Improved performance results: 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?

Illinois Central College’s culture of continuous improvement is evidenced in the annual program review which continues to be 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 annual external and internal scan (Category 7P4) focuses the Cabinet and academic administration on the educational environment. Regular administration of national benchmarking surveys helps identify areas for improvement at the College.

The strategic priorities continue to provide the focus for the institution on its goal of excellence in student learning. Program plans for the academic areas of the College remain aligned with this overarching goal, and each program examines its course success rates and other metrics associated with student learning to develop performance improvement plans.
CHAPTER 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

OVERVIEW
Illinois Central College has a wide variety of campus- and community-based programs and services designed to enrich the lives of its students and community. Some such services include the Workforce Network, Arts at ICC, the Professional Development Institute (PDI), and ICC’s Business Services (namely the CougarPlex and the Child Care Center). The College is able to serve its key external stakeholders in a unique capacity within each of these areas.

Furthermore, the three noteworthy services on which the College has chosen to report in this portfolio are the ICC Educational Foundation; the Department of Diversity, International and Adult Education; and the Athletic Department. The processes used in each of these areas are aligned to fully integrated.

ICC’s Educational Foundation is a mature initiative, celebrating its 25th Anniversary this year. The maturity level reflects this, with integrated processes to meet strategic institutional goals as articulated by the institution. The ICC Department of Diversity, International and Adult Education as a whole is aligned to fully integrated, but the international initiatives could be considered less mature, and would appear to be systematic. The Athletic Department also has a long history at ICC, and the processes of these initiatives are integrated.

Improvements continue to be made in each of these areas: the creation of an Alumni Association, development of the Emerging Leaders program to increase the completion and course success rate of African-American students, and the formation of the Student Athlete Advisory Committee, as a feedback channel from the student athletes to administration. Those name just a few of the improvements ICC has made in the quest to continuously serve the needs of students and external stakeholders.

PROCESSES (P)
2P1. Key non-instructional processes: How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

Key non-instructional processes are designed and operated through these steps: 1) using external scanning to listen to the voice of stakeholders (which includes students and the community), 2) reflecting on the mission, vision, and values of the organization, 3) identifying opportunities and prioritizing them, and then 4) integrating the needs of the stakeholders with our mission. Such alignment results in support for important non-instructional areas of the College. The 2010 Systems Portfolio highlighted two of these areas: the Educational Foundation and diversity initiatives. ICC has continued to identify these areas as high priority due to their non-instructional processes, and the College has included The Athletic Department as an additional noteworthy process.

The operational processes of ICC’s Educational Foundation were highlighted in the 2010 Systems Portfolio. The Foundation is still a key component to ICC’s mission. Since that time, the Foundation has expanded its role to include raising money in support of many types of scholarships for many types of individuals as well as in support of capital needs to enhance the entire campus. The Vice President/Chief Development Officer is included in the President’s Cabinet because of the important role the Foundation plays in fulfilling the mission. The Board membership has now grown from 14 to 15 to coordinate the fundraising activities of the Foundation, and is still comprised of business and community leaders. Five of the Foundation’s working committees are charted in the 2010 Systems Portfolio. The Foundation Board now organizes itself into six working committees (adding Alumni as a new initiative that encourages a lifelong interest in ICC), along with LLC Board of Managers, which oversees the management of WoodView Commons, a student housing complex. Each committee is chaired by a Foundation Board Director; committees may also include other business and community leaders. The Educational Foundation’s mission is to assure access to higher education for the ICC community and to enhance the quality of education at ICC; this is done by securing charitable contributions and forming partnerships with business and industry.

The Department of Diversity, International and Adult Education is responsible for providing leadership and support for diversity throughout Illinois Central College. Seven programs currently function within the department, including: TRiO Support Services, International Education, Emerging Leaders, Role Model Project, Minority Recruitment, Diversity Retention, and Adult Education. Administrative oversight is provided by the Vice President of Diversity, International and Adult Education. In line with the College’s Diversity Pledge, which articulates the values of learning in an inclusive environment, diversity programs and initiatives are created based on quantitative and/or qualitative data reflecting a deficiency, need, or opportunity for students, staff, or the community. Data is collected from a variety of sources including student databases, staff databases, internal and external scans, roundtable discussions, key observations, and meetings with stakeholders. Once a need or opportunity is determined, research is conducted to further explore the issue and determine best practices for program design and delivery. This step takes into consideration the processes required for
The major non-instructional objectives are determined by listening to the voice of the customer and the needs of the external stakeholders. Once needs are understood, they are incorporated into the College’s strategic plan. These initiatives are then carried out within specific program plans at both the division and departmental levels. Specific discussion of each major non-instructional objective follows.

As projects are identified through the College’s strategic plan and annual budgeting process, the Vice President/Chief Development Officer works with the College’s President, Executive Vice President, and Provost to develop a list of projects/programs/equipment along with the funding required to support each project for the Educational Foundation. This list is presented to the Foundation Board and the Board determines which projects should be incorporated into their plans for the fiscal year. For example, the board voted in favor of raising $1 million in support of the new Student Center at ICC North.

In the Diversity Department, the College’s annual 12-step strategic planning process is used to determine the institution’s major non-instructional objectives for both internal and external stakeholders. Beginning with reviews of the College’s vision, mission, and values, the strategic planning process generates division, department, and program plans, as well as timelines for when to achieve set goals. The planning process includes managers and members of the Board of Trustees who represent the voice of the community. Internal and external assessments are conducted to provide information critical to the planning process. The assessments include analysis of best practices and relevant research. A SWOT analysis is also conducted to determine strengths, weaknesses, and opportunities for improvement.

Stakeholder input is part of International Program development. One formal assessment that was used was an instrument from Community Colleges for International Development (CCID). The assessment gathered input from internal College stakeholders (faculty, staff, and administrators), students, and community representatives. The results provide guidance for future development. ICC also obtains funding from the community for study abroad and other programs. Corporate stakeholders (Caterpillar and G&D Integrated) receive reports on programs and provide input on their interests, as do community organizations (Peoria Area World Affairs Council, Peoria Hispanic Association, Morton Chamber of Commerce, and Sister City Organizations).

As a member of the National Junior College Athletic Association (NJCAA), ICC bases many of the Athletic Department objectives on NJCAA rules and regulations. In response to increased demands from the student body and the community with regard to additional space for the fitness center and for athletic teams to practice and also compete, an expansion plan was developed, aligned with a strategic priority (Outreach), as an opportunity to serve the community in a better capacity. The CougarPlex opened in spring of 2012, as a result of this strategic priority objective.

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

2P3. Communicating expectation: How do you communicate your expectations regarding these objectives?
through detailed program, department, and division plans which evolve from strategic goals. Other internal communication devices include Strategic Forum and the August Celebration of Learning event. Externally, the College uses a variety of mechanisms for communicating expectations. This includes but is not limited to: newsletters, annual reports, face-to-face meetings, and electronic media. Specific examples within our highlighted non-instructional areas are below.

The Foundation has Revenue by Source (RbS), which shows monetary goals for the Foundation and a Division Strategy for non-financial goals including the goals for the Department of Alumni Relations. The RbS is shared with external stakeholders, such as the Foundation Board and the Board of Trustees, and internal stakeholders, such as the Cabinet and the Foundation staff. Additionally, goals and objectives are communicated externally through the Visions Newsletter (two to three times per year), the annual Year in Review, fundraising events and recognition events, and through individual contacts made by Foundation Board directors and staff with prospective and current donors. Internal stakeholders receive this information mainly via the Celebration of Learning general session, and information is also shared with employees during the annual employee campaign through department meeting presentations.

A variety of instruments are used to communicate the expectations of the Diversity Department (as outlined in the program planning process) to internal stakeholders including: Board of Trustee reports; the College President’s Celebration of Learning speech; reports to the Cabinet and Strategic Forums; weekly Minority Retention Committee meetings; monthly International Committee meetings; bi-annual diversity study circles; promotional material of selected diversity events and activities; and on the College’s network drive. Expectations are communicated to the Board of Trustees via monthly Board of Trustee reports. Other external stakeholders (students/community members) receive information about diversity initiatives via emails and regularly scheduled meetings throughout the year. With the International Department specifically, expectations regarding strategic objectives and performance results are regularly communicated via reports to external stakeholders, especially those who may be involved with current and future funding opportunities.

ICC’s Athletic Department uses their annual program plan to communicate goals and objectives for the coming year (tied to the strategic priorities). ICC Athletics communicates expectations and accomplishments through its website; mailings; media coverage; social-media; press releases; and involvement in local, state, and national athletic associations.

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

In terms of reviewing the appropriateness and value of the key distinctive objectives, ICC’s process remains relatively unchanged from what was reported in the 2010 Systems Portfolio (Cabinet now meets bi-monthly, not weekly). As for assessing the appropriateness and value of these key distinctive objectives, the results of the goals from the previous year are reported, analyzed, and assessed during the annual program planning process. Results are then shared with the Cabinet where they are reviewed for alignment to the College’s mission, vision, and values. Discussion then continues at the Board of Trustees’ annual retreat where approval of the College’s Strategic Plan occurs. Each distinctive objective is aligned to a senior leader, thus placing value and emphasis on the initiative.

2P5. Faculty and staff needs: How do you determine faculty and staff needs relative to these objectives and operations?

Over the last few years, ICC has incorporated systematized listening sessions into our communication culture in order to include faculty and staff needs in the setting and implementation of these distinctive objectives. “Conversations with Cabinet,” which are held at each campus location and facilitate two-way conversations with stakeholders, allow for needs to be shared, questions to be answered, and issues to be raised. These conversations occur every semester. The President’s Student Focus Groups occur three times a year and allow the President to glean information from current students regarding their successes and challenges at the College. Processes like these are an important part of understanding the faculty and staff needs in relation to objectives and operations. These needs are discussed annually during the program planning process. And, the program planning process informs the budgeting process for the following year.

In regard to the Foundation Board, the needs of faculty and staff are looked at during the budgeting process. As mentioned previously, a list of the most important needs is developed annually and brought to the Foundation Board for funding consideration. Additionally, throughout the year there is a grant request form on ICCNET that is available for faculty and staff to request funds from the Foundation for urgent needs. The grant request must be signed by the department administrator and the Cabinet member to ensure the appropriateness of the request. The request is voted on by the Foundation Board of Directors.

Faculty and staff needs regarding objectives and operations within the Diversity Department are discussed during the Strategic Planning Process. If it is determined that additional
staffing and/or capital resources are needed, a written request with “reliable and valuable data” is drafted and submitted to the Executive Cabinet for review and prioritization.

Faculty, staff, and student needs are assessed regarding interests in going abroad. Faculty, staff, and students are also involved in CCID assessment on campus internationalization. Faculty and staff also serve on the International Fair Committee and the Intercultural Diversity Committee, allowing them an opportunity to share their specific needs.

The Director of Athletics and the Athletic Eligibility Coordinator meet annually with staff who monitor the student athlete study table and tutoring program, noting whether or not there are additional faculty/staff needs. These needs are then included in the program plan.

2P6. **Incorporating information**: How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

The process for incorporating information on faculty and staff needs regarding readjusting these objectives/their processes remains unchanged from the 2010 Systems Portfolio. In addition, the Athletic Department is a direct report to the Vice President of Student Services, ensuring that all of the distinctive objectives of the College roll up to a Cabinet-level position. The College utilizes Six Sigma methodologies to readjust processes as needed.

**RESULTS (R)**

**2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?**

Please refer to categories 2R2 and 2R3.

**2R2. What are your performance results for accomplishing your other distinctive objectives?**

**Educational Foundation**

Employee contributions (Figure 2R2-1), the number of employee donors (Figure 2R2-2), and membership in the 1% Club (Figure 2R2-2) continue to be strong and 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 most recently, the China Institute and an Earth Science Lab.

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

<table>
<thead>
<tr>
<th>Source</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Contributions</td>
<td>$96,000</td>
<td>$96,500</td>
<td>$90,000</td>
</tr>
<tr>
<td>Goal: $95,315</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Contributions</td>
<td>$1,150,000</td>
<td>$1,070,000</td>
<td>$1,204,000</td>
</tr>
<tr>
<td>Goal: $1,442,922</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Gifts Goal:</td>
<td>$170,000</td>
<td>$40,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Actual: $290,718</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: ICC Educational Foundation

One role of the Educational Foundation is to recognize individuals who have included the College in their estate plans. These individuals are named to the Dingeldine Society. In FY11, the Foundation added three new members to the Dingeldine Society. Two members were added in FY12 and three were added in FY13 (the goal is to add three members per year).

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

<table>
<thead>
<tr>
<th>Source: ICC Educational Foundation</th>
</tr>
</thead>
</table>

| Category 2: Accomplishing Other Distinctive Objectives | 29 |

**Diversity**

Figure 2R2-4 shows how ICC’s annual minority enrollment has increased from 16.56% in FY09 to 20.47% in FY12. The ICCB comparison group includes the community colleges located downstate and in urbanized areas. Although ICC’s minority
enrollment does not meet or exceed the comparison group numbers, the College is closing the gap.

**Figure 2R2-4: Annual Minority Enrollment**

![Chart showing annual minority enrollment from FY2009 to FY2012.](image)

Source: Annual Minority Enrollment (%), Comparison Group: ICCB Table III-5, Group IV Minority Student %

Figure 2R2-5 illustrates minority course success rates compared to overall student success rates for the period FY10 through FY13. The Diversity Department is currently focusing on the largest minority gap area, African-American students, as described in Figure 2R2-6: African American Course Success Rates. Although the African American course success rates have increased from FY10-13, so have the course success rates for all ICC students. The gap ranges from 17.86 in FY10 to 18.1 in FY13. The Department continues to work towards narrowing the gap between minority student course success, specifically African-American students, and overall student course success (211).

**Figure 2R2-5: Annual Minority Course Success Rates**

![Chart showing annual minority course success rates from FY2010 to FY2013.](image)

Source: Student Grade File; Enrollments by Course Section (S3); Comparison Value: All ICC Students

<table>
<thead>
<tr>
<th></th>
<th>FY 2010</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Students</td>
<td>55.18%</td>
<td>54.95%</td>
<td>55.55%</td>
<td>58.18%</td>
</tr>
<tr>
<td>All ICC Students</td>
<td>73.04%</td>
<td>73.23%</td>
<td>74.35%</td>
<td>76.28%</td>
</tr>
</tbody>
</table>

Source: ICC Institutional Research Data

One of the Diversity Department’s key areas of focus is to foster a diverse learning environment characterized by instructional and non-instructional activities that promote dialog and the exchange of ideas between and among students and student groups throughout the academic year. The intent of these initiatives is to cultivate an inquisitive and appreciative approach to learning about others and their cultural backgrounds and to challenge students to examine their existing belief systems about significant issues like race, ethnicity, and culture. To that end, the College has turned to CCSSE data to gauge the College’s effectiveness in this endeavor. Figure 2R2-7 shows that ICC has made improvement most years since FY04 on this particular measure, and continues to work towards the CCSSE national mean.

**Figure 2R2-7: Students’ Understanding of People of Other Racial or Ethnic Backgrounds**

![Chart showing students’ understanding of people of other racial or ethnic backgrounds from 2004 to 2012.](image)


The percentage of minority employees at ICC has increased from 8.95% to 10.29% over the most recent five-year period (Figure 2R2-8) while the percentage of minority students has increased from 16.6% to 21.3%. Efforts to increase the number of minority employees continue, specifically with the addition of a staff member focusing on diverse hiring within the faculty.
Program performance statistics for the International Education program are illustrated in Figure 2R2-9, 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, including financial support, 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 2R2-9: International Education Program Performance**

<table>
<thead>
<tr>
<th></th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Visiting Scholars</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number of New Classes in Foreign Languages and ESL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of New International Students</td>
<td>22</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Number of Students Participating in Orientation</td>
<td>20</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Number of ICC Study Abroad Programs</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Number of ICC Students Studying Abroad</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: ICC Department of Diversity, International and Adult Education

**Athletics**

In the Athletic Department, the student-athlete cumulative GPA continues to exceed the general student population at 3.024 for 2011-12 and 2.946 for 2012-13. ICC Athletics consistently performs well both regionally and nationally in athletic competition and academic performance. For the academic year 2011-12, Women's Volleyball, Softball, Men's and Women's Cross Country, and Men's Golf all qualified and participated in national tournaments. Also, for the academic year 2011-12, both the Men's Golf team and Men's Soccer team were the #1 NJCAA Academic Team of the Year nationally across all divisions for team cumulative GPA, and the ICC softball team was the #1 National Softball Coaches Association Academic Team of the year for cumulative GPA. Last, but not least, there were 11 individual athletes named NJCAA Academic All Americans. For the academic year 2012-13, Softball, Men's and Women's Cross Country, Men's Golf, Men's Soccer, and Women's Basketball all qualified and participated in national tournaments. Softball was #7 for the NSCA (National Softball Coach's Association) Academic Team of the year and there were 10 individual NJCAA Academic All Americans.

**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?**

The Educational Foundation, when compared to other community college foundations within the State of Illinois that responded to an internally developed survey (Figure 2R3-1), has the largest endowment and total assets. In addition, ICC administers many more scholarships and raises more in the annual campaign when compared to the colleges that responded. Only one college has more employees contribute during the annual campaign, but those employees contribute less per year than the employees at ICC. The Educational Foundation is robust and doing well.
**Figure 2R3-1: Spring 2014 Foundation Survey Results**

<table>
<thead>
<tr>
<th>College</th>
<th>Student Per Semester (Credit)</th>
<th>How Old Is Your Foundation (Years)</th>
<th>Average Annual Contributions Through Foundation</th>
<th>What Are Your Total Assets</th>
<th>How Many Scholarships Do You Administer</th>
<th>Total Value Of All Awards</th>
<th>Do You Do An Employee Campaign?</th>
<th>How Much Did You Raise Last Year?</th>
<th>How Many Employees Gave?</th>
<th>Average Gift Per Employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Central College</td>
<td>12,000</td>
<td>25</td>
<td>$1,600,000</td>
<td>$19.5 mil to $13.4 endw</td>
<td>900</td>
<td>$1,000,000</td>
<td>yes</td>
<td>$92,000</td>
<td>280</td>
<td>$329</td>
</tr>
<tr>
<td>Lincoln Land CC</td>
<td>8,000</td>
<td>13</td>
<td>$1,000,000</td>
<td>$6.4 mil</td>
<td>178</td>
<td>$230,000</td>
<td>yes</td>
<td>$52,000 to $289</td>
<td>180</td>
<td>$289</td>
</tr>
<tr>
<td>Joliet Jr. College</td>
<td>18,000</td>
<td>41</td>
<td>$1,000,000</td>
<td>$19 mil to $10.5 endw</td>
<td>450</td>
<td>$799,000</td>
<td>yes</td>
<td>$75,000</td>
<td>200 to 300</td>
<td>$300</td>
</tr>
<tr>
<td>Elgin CC</td>
<td>11,200</td>
<td>30</td>
<td>$850,000</td>
<td>$6 mil</td>
<td>150</td>
<td>$230,000</td>
<td>yes</td>
<td>$50,000</td>
<td>200</td>
<td>$250</td>
</tr>
<tr>
<td>Harper College</td>
<td>27,800</td>
<td>41</td>
<td>$760,000</td>
<td>$7.1 mil</td>
<td>150</td>
<td>$350,000</td>
<td>yes</td>
<td>$52,000</td>
<td>396</td>
<td>$131</td>
</tr>
<tr>
<td>Kankakee CC</td>
<td>3,780</td>
<td>45</td>
<td>$740,000</td>
<td>$6 mil</td>
<td>204</td>
<td>$200,000</td>
<td>yes</td>
<td>$19,000</td>
<td>54</td>
<td>$352</td>
</tr>
<tr>
<td>Rock Valley CC</td>
<td>8,000</td>
<td>35</td>
<td>$700,000</td>
<td>$9 mil</td>
<td>100</td>
<td>$200,000</td>
<td>yes</td>
<td>$25,000</td>
<td>100</td>
<td>$250</td>
</tr>
<tr>
<td>Heartland CC</td>
<td>6,100</td>
<td>21</td>
<td>$500,000</td>
<td>$3.2 mil</td>
<td>130</td>
<td>$200,000</td>
<td>yes</td>
<td>$30,000</td>
<td>170</td>
<td>$176</td>
</tr>
<tr>
<td>Spoon River CC</td>
<td>1,700</td>
<td>35</td>
<td>$225,000</td>
<td>$2.1 mil</td>
<td>75</td>
<td>$90,000</td>
<td>yes</td>
<td>$17,000</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>IL Valley CC</td>
<td>4,665</td>
<td>38</td>
<td>$170,000</td>
<td>$3.2 mil</td>
<td>130</td>
<td>$219,000</td>
<td>not active</td>
<td>$7,070</td>
<td>39</td>
<td>$181</td>
</tr>
<tr>
<td>Parkland CC</td>
<td>9,000</td>
<td>35</td>
<td>*</td>
<td>$7.7 mil</td>
<td>280</td>
<td>$246,700</td>
<td>yes</td>
<td>$18,716</td>
<td>77</td>
<td>$243</td>
</tr>
</tbody>
</table>

* Information not available

The Diversity Department compares its minority and African American 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. ICC’s International Program ranks 13th in the State of Illinois for numbers of visiting Fulbright Scholars. These statistics include both four-year public and private institutions, as well as community colleges. Through donations, ICC also provides significant financial support for international study abroad programs, which few other community colleges are able to do.

ICC Athletic Teams do well, both academically and competitively, as evidenced by NJCAA standings.

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 College’s strategic priorities are being strengthened by these distinctive objectives, and relationships with communities and regions served by the College are being enhanced.

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. Additionally, providing scholarships that are not need-based encourages honors students to attend ICC as well. The Foundation supports the College through the grant request process, thus enhancing the teaching and learning process with needed purchases. 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; this encourages them to contribute to the mission. For example, new scholarships are created each year by donors following the annual Community Celebration event.

ICC’s diversity initiatives enable the College to reach out to and more fully engage the entire minority community in an effort to enroll more minority students. Through the staff’s participation in community events, the College demonstrates its interest in helping them achieve their educational goals. The Diversity, International and Adult Education Department continues to demonstrate active participation in preparing area high school students for success in college. Through the tuition-based incentives of its College Yes scholarship programs, area high school students considered at-risk for academic success continue to receive assistance in completing high school and matriculating to Illinois Central College. Furthermore, through College Yes and wrap-around services offered through Emerging Leaders and TRIO Support Services, the Diversity, International and Adult Education Department continues its efforts to increase the percentage of minority students who are succeeding in their college courses. In addition, through the International Education programs, students have the opportunity to participate in programs abroad and more international students have been able to attend ICC.

The results strengthen ICC by providing a more internationalized curriculum and campus. They enhance relationships with the community and region by providing international cultural activities and by providing education that is relevant to the staffing needs. As a result, funding has been provided by external stakeholders to support study abroad programs.

ICC Athletics supports the College mission of changing the world by building relationships with the community and providing local and regional visibility for the College. The number of community service hours provided by ICC student-athletes in various projects such as blood drives, food drives, Nets for Vets, Special Olympics buddy walk, Pink Out Games for breast cancer, Second Season umpiring, Little Bit of Christmas for Sunnyland Convention and Visitors Bureau, Hult Health Education Center fundraiser, and others is invaluable to the community.

IMPROVEMENTS (I)

21f. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

The Foundation has improved its giving opportunity by creating an on-line giving option. Donors may now go on-line to purchase tickets for fundraising events or to make charitable contributions. Additionally, in the past 18 months a Department of Alumni Relations has been created to help keep ICC alum engaged with the College; 1.5 FTE’s are dedicated to the Alumni Relations office. Recently, an ICC Alumni Association was created and membership offered. More than 100 ICC alums have joined the association since it went live in June of 2013. A ten member Alumni Advisory Committee helps to lead the efforts of the Department of Alumni Relations.

In its quest to increase the completion and course success rate of African-American students, on December 2012, ICC launched the Emerging Leaders program. Students with nine or more credit hours are identified and divided into three case-loads. Emerging Leaders Advisors provide intervention and referrals when needed. The goal is to catch students before they fail or withdraw. In an effort to increase enrollment, Emerging Leader advisors are assigned to one of the city’s three public high schools. One day a week advisors work from their assigned school and identify students who are interested in attending ICC. Once identified, advisors assist them with the application process, including completing the FAFSA and registering for classes. While the role of the Emerging Leader advisors is to assist all interested high-school students, regardless of race and ethnicity, the program allows advisors to establish relationships with African-American students before they arrive. With a support system already in place, students have a better chance of being successful. The most significant improvement in the International Department is the recent implementation of the Community Colleges for International Development (CCID) internalization assessment process. Analysis of the results is ongoing. The International Department anticipates using the analysis to compare with other institutions and to identify gaps and strategic direction. In addition to the Emerging Leaders program and implementation of the CCID, efforts are underway to increase the number of minority employees. In May 2013, a faculty recruiter was hired to increase the applicant pool.

The Athletic Department has recently added the Student Athlete Advisory Committee and looks forward to the benefits of that group’s input. This committee was formed as a feedback channel from the student athletes to administration. Two advisors serve on the committee, one from Academic Affairs and one from Student Services, and two student athletes from each sport complete the committee structure. The committee provides an avenue for student leadership and growth, for camaraderie across athletic teams, and for community service opportunities. Also, within the last two summers the College has added high school summer volleyball and girls’ basketball leagues. The additional space provided with the new CougarPlex facilities allows for various community and regional sporting
events for area schools when not scheduled for use by the College.

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

Annual program plans, which are aligned with overall strategic planning and the College mission, helps these areas select specific processes to improve and to set targets for improved performance results.

The Foundation depends on the many cross-sectional committees to improve its processes and set targets. For example, the President’s Cabinet helps to discuss what the needs of the College will be and what the Foundation can do to help reach those goals. The Alumni Advisory Committee was instrumental in creating the strategic plan for the Alumni Relations Department. The committee is consulted on most decisions of alumni relations. The 20-member Employee Campaign Committee sets the theme and proposes the goals for the employee campaign annually. The Special Events Committee helps to set goals and themes for each event. The Board of Directors helps to set all targets in addition to assisting in reaching those targets. All of these elements roll into the annual program plan.

The Emerging Leaders program began as a result of African-American students’ large gap in course success rates. This is a direct measure within the Strategic Priorities of the College. Many departments at the College use Six Sigma to guide process decisions; this includes the Athletics Department, Diversity, and many others.
**CATEGORY 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS**

**OVERVIEW**

Illinois Central College is constantly collecting and analyzing data to identify changes in the needs of our various student groups. Student relationships begin during recruitment and continue through graduation with multiple facets of activities and resources that promote student achievement. Stakeholders are included in a strategic planning model to gain and evaluate the needs of identified stakeholder organizations. This allows the College to build and maintain the relationships needed to reach the goals established by the Executive Cabinet. Six Sigma has played an important role in targeting student and stakeholder projects that will address the needs of these key publics. Complaint data is analyzed and collected to increase satisfaction and performance results among students and stakeholders. Improvements to College culture and infrastructure are key indicators of successful understanding of students’ and stakeholders’ needs.

Processes that relate to the changing needs of our student groups are fully integrated. Regular collection of formal and informal data occurs, and the Office of Institutional Research disseminates that information. A recent improvement in the collection of student feedback occurred through the Action Project “Student Feedback and Complaints” (3P1). This addition to our already established processes allowed the College to move from aligned to fully integrated.

Processes in place for building student relationships are aligned and moving toward integrated maturity levels. There are some areas that are less mature and some that are more so. An Action Project, “Advising Developmental Students” (3P2) (beginning December 2009 and ending in June of 2012), put a plan in place to develop and monitor recommendations to positively impact satisfaction with advising developmental students in order to enhance retention and success levels. The feedback from the 2010 showed opportunities within this area, and the Action Project was chartered to improve and strengthen related processes.

As for targeting new students, the maturity level of processes in this area is aligned to fully integrated. Such targets are part of the strategic planning process, and the College uses data to develop programs for and cater to the needs of new student groups. For example, with online enrollment increases, ICC’s Virtual Campus addition was developed in direct response to such trends.

Improvements to this category include a new Action Project, “Enhancing New Student Orientation,” and making additional enhancements to the online student feedback and complaint process, a now completed Action Project.

**PROCESSES (P)**

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

The College continues to identify the changing needs of our students through the regular collection of formal data and through various informal mechanisms. That information is then assessed/analyzed in order to determine which course of action will best meet those needs. Illinois Central College synthesizes the data to measure student satisfaction, engagement, and retention. The primary and secondary sources are outlined in Figure 3P1-1. Participation in nationally recognized data collection (CCSSE, SSI, NCCBP, etc.) provides the necessary benchmarks for departmental program planning and overall strategic planning. The gaps between importance and satisfaction on surveys are also analyzed for ways in which improvements can be made to benefit the needs of students. Furthermore, courses of action are selected based upon what best aligns with the College’s mission.

As mentioned in the 2010 Systems Portfolio, the Institutional Research Office continues to provide ongoing insight into the needs and expectations of students. The Executive Cabinet also continues to use the data to affirm or adjust institutional strategy. Findings are also used by committees and departments to develop appropriate courses of action regarding student needs.

An annual external environmental scan analyzes demographic; K-12, and labor market trends; evaluates competitors’ positions; and assesses the effect of new educational technology. Labor market analysis reflects the needs of the local labor market. Industrial, occupational, and skill-specific perspectives clarify needs and provide rationale for the change or development of curricula. Annual labor market analysis is studied to determine the immediate and upcoming needs of employers in the area. This information is used to determine changes that may need to be made to existing programs and in the development of new programs. A recent example of how ICC’s analysis of the external environment has worked to meet the needs of students is the creation of additional developmental courses to serve the increasing numbers of underprepared students. In addition, changes to course enrollment requirements have been put in place to ensure that students have the skills and reading level needed to give them the best chance of successfully completing courses.
Internal assessment includes a review of enrollment trends by delivery mode and location. The information is used to evaluate student success by delivery mode and student segment. Data is used by Deans, Program Coordinators, and Teaching Chairs to determine course offerings and resources.

An AQIP Action Project, which began in 2011 and was completed in 2013, focused on “Student Feedback and Complaints.” Intended outcome measures included time to respond to and/or resolve complaints and quantity/quality of feedback data. An online feedback system was put in place as a result of this project, and this system continues to serve as an avenue for identifying changing needs of student groups.

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

- In its Blueprint for the Future, ICC establishes a series of Strategic Priorities. This Blueprint is reviewed and approved by the Board of Trustees annually and made public on the College’s website. Each Strategic Priority includes a number of attainable and appropriate goals. For example, the Strategic Priority for “Learning” includes the following objective: “Increase first-year retention rates for first-time, full-time students from 79.1% to 80.5% in FY2014” (ICC Website: 2013-2014 Faculty Handbook p. 4).

- ICC considers the following measures key to understanding and improving student learning outcomes: completion rate, course success rate, retention, and leavers/non-completers. These metrics are included in the Institutional Indicators of Effectiveness which measure the College’s performance relative to the mission and vision and are made available on the IR Business Intelligence website (ICC Website: Institutional Research).

- An assessment of student course success revealed a >15% gap in the course success (students’ achieving a C or higher) of African American students compared to students overall. To address this achievement gap, ICC implemented the Emerging Leaders Program, which provides intensive case management services for African American students who are enrolled in 9+ hours (2I1).

- The mission of the ICC Office of Institutional Research is to provide accurate and timely decision support products and services to administration, faculty, staff, students, and others in support of the College’s mission and vision. The Office of Institutional Research strives to achieve its mission through this website. In addition, ICC uses standardized processes to ensure the data we report to the ICCB and NCES (through IPEDS) are accurate and complete (ICC Website: Institutional Research).

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>FREQUENCY OF COLLECTION</th>
<th>NATURE OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noel-Levitz 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. The data are used to adapt existing programs or processes or to develop new initiatives to address students’ self-reported needs.</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. The results are used to assess teaching/learning practices and to refine or create student programs.</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, and satisfaction with ICC experiences. The data are used by the Career Center, Advisement and Counseling, and departments housing CTE programs to assess and adapt career and technical job preparation.</td>
</tr>
</tbody>
</table>
Figure 3P1-1: Primary Sources of Data for Determining Changes in Student Needs (continued)

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>FREQUENCY OF COLLECTION</th>
<th>NATURE OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback and Complaints</td>
<td>Ad hoc</td>
<td>Provides the College with various feedback comments including compliments, suggestions, and complaints. Categories of feedback include: customer service, classroom or facilities, ICC staff performance, College policy/procedures, web page, etc. The feedback is used to make improvements in areas of student concern.</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. Stakeholders responsible for retention use the data to address reasons for students' discontinuation.</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. The data are used to decide which issues merit creation of a Six Sigma project.</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. In addition, the College President meets with student focus groups on a periodic basis to assess needs. Student observations are added to survey results to inform stakeholder segments about the need to modify or initiate programs.</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. The Executive Cabinet and academic departments use the report to make decisions about curricula and resources.</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. Deans, associate deans, and teaching/program chairs make course offering, staffing, and curricula decisions based on the data.</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. Administrators, specifically the Vice President of Diversity, International and Adult Education, use the data to address the needs of the potential applicant pool.</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. The Associate Dean of Online Learning and the Director of Technology Services use the feedback to integrate new changes in technology into classroom instruction and to train the faculty and staff in their use.</td>
</tr>
</tbody>
</table>

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

The 2010 Systems Portfolio highlights the key ways the College builds and maintains a relationship with students. ICC’s recruiting process continues to be the first step in building a relationship with students. Recruiters develop face-to-face contact through periodic high school visits, career fairs, College Night, and New Student Orientation (FYICC). In addition, recruiters organize campus visit days for potential students who are interested in a specific discipline. Faculty and other College representatives address specific career and content areas to engage students and encourage enrollment. Academic advising is a process that allows the advisor to enter a relationship respectful of the student’s concerns. The key is identifying the student’s career aspiration and recommending coursework to achieve the student’s goal. This relationship begins at the first advisement session and is maintained throughout degree or certificate completion and beyond. An Action Project, "Advising Developmental Students," allowed the College to take a deeper look at intrusive-type advisement models, showing success factors and strengthening relationships within that category of learners. Although it showed promising results, this model is not in practice currently due to funding issues. Continued analysis of the academic advising model is underway.

Outside the initial contact made with students by those mentioned above, all ICC employees are trained to engage students through their formal roles, casual opportunities, and campus events via the CougarCARE principles (see Category 4). In an effort to strengthen its relationship with graduates, ICC has recently created an Alumni Association (see 2P1).

As evidenced in Figure 3P2-1, many activities that build relationships with students also maintain relationships with students. The following table illustrates the many actions/areas throughout the College where such interactions and relationship development occurs.
**3P3. Analyzing needs of key stakeholder groups:** How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Key stakeholders of Illinois Central College include students (addressed in 3P1, 3P2), employers, transfer institutions, school districts, alumni, and community members. The College uses different listening and learning techniques to obtain input as to the needs of these stakeholders.

A strategic planning model is used to ensure that stakeholder needs are being identified and analyzed and that courses of action align with identified needs. Each year the administration develops goals with measurable objectives that are aligned with the Strategic Plan, which is then approved by the Board of Trustees. This plan has been designed to meet the needs of the communities and populations served by the College. Input is received through surveys, advisory committees, focus groups, and various other methods of communication with the stakeholders (email, phone, in-person, listserv, and meetings). In
addition, the President appoints Cabinet members, managers, and staff to represent ICC on committees and boards in the community to build relationships, identify potential partnerships, and listen to the needs of these groups. Examples of these community groups where ICC is represented include: Workforce Network and CareerLink (WIA), Focus Forward Central Illinois (a collaborative economic development effort), Methodist College, Saint Francis Medical Center College of Nursing, Boys and Girls Clubs of Greater Peoria, Children’s Home Association of Illinois, WTVP (PBS), East Peoria Chamber of Commerce, and the President’s Advisory Council for U of I College of Medicine (Peoria).

ICC utilizes a variety of formal mechanisms to identify key stakeholder needs. Surveys that are completed on a regular basis include: Career and Technical Education (CTE) graduate survey, transfer student survey, and employers of graduates survey. Advisory committees play an important role in obtaining information regarding the changing needs for our Career and Technical Education programs. Advisory committees meet at least annually, with some meeting more frequently. The Illinois Articulation Initiative (IAI) and other articulation agreements identify course and learning needs of students who transfer from ICC to other colleges and universities. These formal mechanisms provide valuable information used by the Administration and Board of Trustees in the development of the goals for each academic year. In addition, they assist in identifying curricular gaps and areas of program opportunities which are then reviewed and analyzed by program faculty for any needed curricular changes.

Knowing that valuable input on programs and services often comes via alumni, an alumni association (Alumni Relations) has recently been formed, and a coordinator has been hired. This group will allow the College to have contact with graduates and collect listening and learning data long term. In addition, alumni may be able to provide internship opportunities for students, serve on advisory boards, and provide candidates for our adjunct faculty candidate pool.

Informal mechanisms are in place to identify the needs of other stakeholders through monitoring and planned contacts. Town Hall meetings were recently held in four communities to explore the possibility of offering classes and programs in these communities located in the far western part of the district. These meetings were a result of requests that had been received from employers and people from the area, and gave rise to classes being offered in that area. In addition, the Board of Trustees also meets with the members of the College administration and shares Board concerns and needs. The Board also meets with students and community members to hear their concerns. Furthermore, the needs of donors are identified through regular contact with staff members of the Foundation. Also, high school teachers meet regularly with ICC faculty to discuss curriculum and student progression to ICC to assist with college and career readiness. As stated previously, ICC participates on advisory boards for a variety of non-profit agencies, higher education boards, and workforce organizations.

1.D. The institution’s mission demonstrates commitment to the public good.

• ICC is a publically funded institution, and the mission is to provide educational opportunities for the community. The College serves the public by providing lecture arts series and other community enrichment programs that attract community learners (ICC Website: Mission Statement; ICC Website: The Arts at ICC).
• The College offers community courses for community members of all ages through its Corporate and Community Education Programs (ICC Website: Corporate and Community Education).
• The College works with business and industry to develop programs that meet market and employment demands (see 9P1; 9P6).
• ICC offers courses in a variety of modes and times as well as in multiple locations to serve the needs of student learners (ICC Website: Class Schedule).
• The College uses Facebook as a way to connect to the community, in addition to public mailings of ICC Today to all households in the district. These tools are used to engage with current and potential stakeholders (Facebook: Illinois Central College).

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

As mentioned in 3P3, the key stakeholders of Illinois Central College are students (addressed in 3P1, 3P2), employers, school districts/transfer institutions, alumni, and community members. The following chart illustrates these key stakeholders and the avenues through which the College builds and maintains relationships with them. (See Figure 3P4-1).
**Figure 3P4-1: Building and Maintaining Relationships with Key Stakeholders**

<table>
<thead>
<tr>
<th>KEY STAKEHOLDER</th>
<th>PATHWAYS IN BUILDING AND MAINTAINING RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>Career and Technical Education faculty maintain close relationships with employers through regular communications (on-site visits and advisory committee meetings) concerning changes within the industry and employee needs. Direct contact with employers is made via job fairs, company visits, clinical and internship visits, and guest lectures by industry representatives. Faculty also build and maintain relationships with employers through trade and professional involvement. Career Services builds and maintains relationships with employers through College Central Network Services. These services are available to students, alumni, and employers where approved employers may post jobs and search résumés. Available services, help guides, and announcements of interest can be accessed 24 hours a day, seven days a week. Career Services conducts an annual career fair which brings faculty, students, and employers together on campus. Through these close links with employers, Career Services and faculty members obtain information on industry trends; this information allows them to determine the current skill sets required of their employees. Close relationships with employers provide access to sites for student internships and ease of employment for graduates, both of which support ICC’s mission.</td>
</tr>
<tr>
<td>School Districts and Transfer Institutions</td>
<td>Recruiters maintain regular communication with high school guidance counselors. A Counselor Articulation Day is held each year where counselors are provided with valuable information and updates about the various programs offered, changes in the curriculum, and pertinent information that may be needed by potential students and parents. Advisors at the College attend articulation conferences at four-year universities, and transfer/articulation agreements are developed and maintained. Faculty work with high school English, Mathematics, and CTE instructors to assist with college readiness for high school students. Dual credit courses are held at many of the College’s feeder high schools which put both college and high school faculty and administrators in close working relationships to ensure the dual credit courses are meeting quality and compliance standards. College faculty and administrators work with Illinois Articulation Initiative (IAI) panels (comprised of community college and transfer institution faculty and administrators) to ensure the College’s IAI courses are meeting quality and compliance standards. ICC administration and faculty serve on local educational boards; this provides them with direct contact with local educational entities.</td>
</tr>
<tr>
<td>Alumni</td>
<td>Students who have completed a certificate or a minimum of 30 credit hours are eligible to become members of ICC’s new alumni association. Faculty and staff stay connected to alumni through communication via the alumni association webpage, LinkedIn, and via direct mail/email. In addition, events for networking, invitations to social, educational, career improvement, and wellness opportunities bring alumni and ICC faculty/staff together.</td>
</tr>
<tr>
<td>Community Members</td>
<td>Meetings of the Board of Trustees provide direct communication between the Board members and the College administration. Board members are frequently on campus for special events and meetings, interacting with ICC’s administration, faculty, and staff. Workforce Network and CareerLink (WIA’s) interact regularly with College administration and faculty so that training is provided for their clients. ICC administration and faculty serve on non-profit community agency boards; this provides them with direct contact with local community leaders. ICC Foundation Board members meet regularly with College administration; they work with College faculty and staff annually when reviewing scholarship applications, building strong relationships while supporting the mission of the College. College administrators meet regularly with district city officials, having conversations centered on partnerships and meeting the needs of the community college district.</td>
</tr>
</tbody>
</table>

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

As a community college, ICC’s goal is always to serve our community. Thus, we listen to the needs of our current stakeholders (mentioned in 3P4) and annually conduct a SWOT analysis/environmental scan in order to analyze industry trends and monitor emerging opportunities. Finally, the College considers the financial aspects and determines whether new targets for our educational offerings and services are economically viable.

ICC has expanded its developmental education offerings in reading/writing and mathematics based upon stakeholder need. The College keeps track of success and retention for the developmental courses in both math and combined reading and writing courses to target high-risk learners. Such high-risk
learners include developmental students, minority students, and nontraditional students, particularly women.

Based on requests and feedback from surrounding communities, the College arranged Town Hall meetings to discuss offering a variety of courses in other communities off-campus for students and stakeholders interested but unable to attend classes on campus. As a result, some classes were offered in outlying western communities as part of ICC’s “Go West!” initiative; data analysis of low enrollments in those areas is underway in order to determine if this is a sustainable new student base.

The strategic planning process identifies potential trends that need exploration. Once trends are identified, programs and services can be developed in order to meet those needs. For example, because ICC’s online student population continued to grow, creation of a true Virtual Campus became necessary in order to provide support and services for those students who are not able to come to campus. Since 2010, the College moved forward in this area by creating an Online Learning Task Force (OLTF) comprised of faculty, administrators, and staff at ICC, commissioned to focus on continued development and assessment of online services and courses. That task force has become a permanent advisory committee at the College—the Online Learning Committee (OLC). The College also created a new position—Associate Dean of Online Learning—allowing for informative leadership and guidance within this area. The Associate Dean oversees the process of improving and expanding services, program offerings, and faculty training/support. The committee has focused on improving the expansion of the virtual campus website, the process for assessment of online student readiness, expansion of online student services for students completely at a distance, and online tutoring.

1.D. The institution’s mission demonstrates commitment to the public good.

- ICC’s first core value and first strategic priority are both student learning; the institution is committed to continued assessment of student learning and continued assessment of stakeholder need for emerging industry opportunities. These are both aligned to program planning and the budgeting process (1P18; 3P5).
- The College responds to the needs of its community and external constituencies in a variety of ways, including continuing education, outreach, customized training, and extension services (ICC Website: Corporate and Community Education).
- The College practices periodic environmental scanning to understand the changing needs of its constituencies and their communities (8P1).
- As a publicly funded institution, the College partners with other publically funded organizations (such as Workforce Network and Career Link) to develop on-demand programs and partnerships which lead to a greater educational and skill-based learning gain for the community (9P1).

3P6. Collecting and analyzing complaint data: 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?

Illinois Central College has a process for collecting complaints and formal grievances from students, staff, and faculty that is explained in the College Catalog, Student Handbook, and Employee Handbook. The Human Resources Department handles comments and complaints from employees. HR works with the employee and the appropriate administrator to resolve issues.

In the past, ICC recognized formal and informal complaints and feedback from its students and other stakeholders; however, a formal process was not in place to effectively manage the information. Due to the 2010 AQIP and Lincoln Baldridge feedback, the College appointed a Six Sigma team to develop a system to effectively address stakeholder informal feedback. Led by a Six Sigma Black Belt, the team included cross-functional individuals from the College. The centralized feedback system launched in Spring 2013 created a systematic process to collect and aggregate students’ informal feedback. The first step to the process began with the development of a unified feedback form located on the ICC website.

Through strategic placement of directions on the ICC website and various marketing tactics, students are directed to the feedback form in order to log into the online datasheet, allowing them to categorize said feedback as compliment, suggestion, or complaint. The Student Services department (the process owners for this feedback system) acknowledges the receipt of the feedback within 24 hours via email to the submitter. Student Services then forwards the feedback to the appropriate department for suitable action, including communication to the student. Communication of the resolution of the complaint to the involved stakeholder is considered vital in maintaining a positive relationship with the stakeholder. Service recovery is an option, if deemed necessary, and is budgeted through Student Services.
Figure 3P6-1 illustrates the process. Annually, the data is aggregated, analyzed, and dispersed to all stakeholders by the Vice President of Student Services. Additional process improvements occur at this time. The informal feedback system strengthens student engagement and provides continual process improvement to meet the needs and expectations of students and stakeholders.

The feedback form on the ICC website also provides direction for formal grievances of students. These include: grade appeals, harassment complaints, and complaints regarding unfair treatment. The Associate Provost’s office maintains copies and records of each formal grievance, analyzing and communicating those results to stakeholders as needed. The Program Integrity Statement is found on the College website and identifies the contact information if someone wishes to lodge a formal complaint against the College.

RESULTS (R)

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 (SSI), Community College Survey of Student Engagement (CCSSE), and Survey of Entering Student Engagement (SENSE) serve as the primary sources for assessing student satisfaction on a variety of items.

Additionally, the President holds periodic focus groups with students to hear their direct voices. Satisfaction of other stakeholders is assessed in a variety of ways: PACE and HEIS Great Colleges to Work For surveys for the voice of the College employees; a community survey and the Career and Technical Education employer follow-up survey for the voice of the community. Six Sigma initiatives offer additional “voice of the customer” in measurable process improvements. Levels, trends, and comparison data are reviewed at the annual strategic planning retreat, and are used to determine strengths and weaknesses of different areas of the college as well as the college as a whole.

Please refer to Categories 3R2, 3R3, 3R4, and 3R5 for measures and results.

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.

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?” (3R2-1)
- “Rate your overall satisfaction with your college experience thus far.”(3R2-2)
- “All in all, if you had to do it over, would you enroll here again?” (3R2-3)
The three figures below show that ICC’s performance has improved slightly in most measures but still is below the national mean for participating institutions.

**Figure 3R2-1:** “So far, how has your college experience met your expectations?”

**Figure 3R2-2:** “Rate your overall satisfaction with your college experience thus far.”

**Figure 3R2-3:** “All in all, if you had to do it over, would you enroll here again?”

Students’ satisfaction ratings of instructional effectiveness have improved since 2008, but remain 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 greatly improved since 2008, surpassing the national mean in 2010 and 2012. 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 2008, exceeding the national norm in 2012. 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**

![Registration Effectiveness Graph](image)

Source: Noel Lezleo Student Satisfaction Inventory. Registration Effectiveness Scale (Fall 2009, 2010, 2012); Comparison Value: SSI National Mean

The Survey of Entering Student Engagement (SENSE) helps community colleges discover why some entering students persist and succeed and others do not. SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. ICC administered SENSE for the first time in Fall 2012. Administered during the 4th and 5th weeks of the fall academic term, SENSE asks students to reflect on their earliest experiences (academic and services-related) with the college. Students respond to the survey in class, and member colleges receive survey reports including data and analysis they can use to improve their programs and services for entering students. These data can help colleges understand students’ critical early experiences and improve institutional practices that affect student success in the first college year.

Satisfaction data collected from students in the 2012 SENSE survey shows that entering ICC students are more satisfied with most of the student support services provided than students in the cohort of schools on the average. Exceptions are in the areas of Face-to-Face Tutoring, On-Line Tutoring, and Service to Students with Disabilities.

**Figure 3R2-7: Satisfaction with Student Support Services, Part A**

![Satisfaction with Student Support Services, Part A Graph](image)

Source: SENSE, 2012 Administration, Items 203 g, h, i, j, and k; Comparison Value: 2012 Cohort

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

Questions 11a, 11b, and 11c on the CCSSE ask students to indicate on a scale of 1 to 7 the representation of the quality of their relationships at the college with three groups of people: other students, instructors, and administrative personnel and offices. Value 1, the lowest rating on the scale, indicates that the student feels that these relationships are unfriendly, unsupportive, and foster a sense of alienation, whereas the value 7, which is the highest rating, indicates that the student feels these relationships are friendly, supportive, and give them a sense of belonging. ICC’s results have shown improvement in all three areas from 2008-2012 (except for a decline in 2010 with quality of relationships with instructors that then showed a large gain in 2012), getting very close to the cohort mean. In 2012, the quality of relationships with administrative personnel and offices actually exceeded the cohort mean.

**Figure 3R3-1: Quality of Relationships with Other Students**

![Quality of Relationships with Other Students Graph](image)

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 3R3-4 and 3R3-5). ICC has seen improvement in the satisfaction scores on these two scale items since Fall 2008. ICC’s performance on the “concern for the individual” scale met the national mean in 2012. ICC’s performance on the “student centeredness” scale remains below the SSI national mean. 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.

The Student Centeredness scale is a composite rating of six questions from the SSI, including such items as the extent to which students 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 approach-ability of ICC’s administrators, and the extent to which campus staff are perceived as caring and helpful.

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 (Figure 3R4-1). Four-year results show values below the NCCBP comparison group.
Additionally, a variety of CTE programs survey employers of graduates on an annual basis and report the results in program plans. Results are analyzed for improvement purposes. Examples of those results follow.

**3R5. What are your performance results for building relationships with your key stakeholders?**

The Community Questionnaire of 2011 provides evidence of the degree to which ICC has been successful in fostering relationships within the District 514 community. What you see in the chart are the percentages of respondents who, on a 7-point scale, rated each attribute at a 6 or a 7 on Importance and Perceived Performance. It’s what the survey authors call a “Top 2 Box rating.” What is important to recognize with the Perceived Performance rating is that for each attribute, there is a large number of respondents who indicate they “don’t know” how well the college is doing. It varies across attributes, but appears to run, on average, at about 20%.

In November 2011, ICC conducted a community perception survey (Figure 3R5-1). The survey was conducted by consultants to reduce potential bias and included responses from district residents, returning adults, businesses, current students, parents of high school students, and high school students. All respondents except students were surveyed via telephone. Questions were focused on awareness of the College and competitors to ascertain the extent to which residents compared ICC to other institutions within the area. Respondents were also asked to compare their perception of ICC’s performance on specific items to the institutions which respondents were aware. This methodology assisted the College in understanding its competitive position within the higher education market in the area.

### Figure 3R4-2: Program-specific Employer Satisfaction with CTE Graduates

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>FY13 RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Laboratory Technician</td>
<td>100% of employers who completed the survey indicated high satisfaction with technical skills preparation of graduates as entry-level CLT’s</td>
</tr>
<tr>
<td>Diesel Powered Equipment Technology</td>
<td>82% of employers completing the survey would hire an intern without any reservation.</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>100% of employers who completed the survey rated ICC graduates as excellent</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>100% of employers who completed the survey would hire another ICC PTA graduate</td>
</tr>
<tr>
<td>Registered Nursing</td>
<td>98% of employers who completed the survey expressed satisfaction with graduate preparation</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td>100% of employers who completed the survey rated the graduates clinical, cognitive, and affective skills as good, very good, or excellent</td>
</tr>
<tr>
<td>Surgical Technologist</td>
<td>100% of employers who completed the survey stated graduates perform competently as an entry-level surgical technologist</td>
</tr>
<tr>
<td>Massage Therapist</td>
<td>Employers who completed the survey: average rating was 4.5 out of 5 for overall quality of program graduate</td>
</tr>
</tbody>
</table>

*Source: ICC Program Plans*
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?

Comparative results are presented and discussed, where applicable and available, in the measures presented in Categories 3R2, 3R3, 3R4, and 3R5.

ICC continues to participate in the National Community College Benchmark Project (NCCBP). The NCCBP adds new members each year. In 2012, there were 269 community colleges participating in the project. Further, additional tools have been introduced to allow customized reports based on a selected peer group. A constraint of this data set is that it includes only community colleges and we are the only one in our region.

Illinois Central College sees its direct competitors as the following institutions: Midwest Technical Institute, Midstate College, and Robert Morris College (all private two- or four-year colleges). Publicly available data about each is accessed, and enrollment trends of each competing college are reviewed during the College’s strategic planning processes. Although Bradley University is in the local area, ICC does not see it as a direct competitor, as Bradley and Illinois State University are the top two transfer institutions for ICC students/graduates.

IMPROVEMENTS (I)

311. 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?

Since the 2010 Systems Portfolio, ICC undertook an extensive Action Project, “Student Feedback and Complaints,” which resulted in an online feedback system. Since the inception of the program, 22 suggestions, 5 compliments, and 32 complaints have been submitted. Limited service recovery costs have resulted, however there have been challenges with responding to student complaints due to a lack of valid contact information provided. From the submitted responses, 19 (32.2%) provided no email address or an invalid email address/contact information.

The visibility of the form has been improved, with the feedback form available on every page on the college website, which has raised the number of submissions from 22 the first year to 37 the second year. Some areas for improvement include further promotion of the site to students through multiple avenues and promotion of this tool for faculty and staff. In order to more fully report the complaints and feedback that come from informal sources, the submission by college employees is critical. The College is committed to developing additional ways to track the data and to encourage students to more fully utilize the feedback and complaint system.
The Strategic Priority, Service, has a retention and success initiative. One objective of that initiative is to increase first-time, full-time students attending new student orientation. Additionally, an AQIP Action Project, “Enhancing New Student Orientation,” has recently been initiated dealing with strategies to make improvements in this area.

The bi-annual administration of the Noel-Levitz SSI is a primary data collection resource for the student voice. The data are used to define, measure, and improve the understanding of student and stakeholder needs. PACE has been replaced by the HEIS Great Colleges to Work For Survey to gather the employee voice. The College has systematic and comprehensive processes for measuring stakeholder voice. Potential problems are identified; they are further investigated to determine root cause; and, action steps are taken to rectify the opportunity for improvement.

312. 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 relevant cultural aspiration for this category is the understanding of student and stakeholder needs, along with supporting the changes that are necessary to make improvements in identified areas. Through analysis of formal and informal data, strategy is developed and entered into the annual strategic planning process. The management infrastructure of the College at the Cabinet (which includes a new Vice President of Student Services) and manager levels supports this high level of performance as a priority. The Cabinet provides the strategic priorities for department program plans, which are based on external and internal data collection, including measures of SSI and CCSSE. Department goals and objectives are then developed, each of which are benchmarked for improvements. Process improvements in programs and services are the desired end result.
CATEGORY 4: VALUING PEOPLE

OVERVIEW

Processes within valuing people are systematic and aligned with the College’s mission, vision and values. Further development and improvements are being realized as Human Resources and Organizational Learning are merging into one department and leadership is in place to move the College into an aligned and fully integrated process.

In terms of identifying credentials, hiring, retaining, and training employees, the College has systematic processes in place (4P1, 4P2, 4P3, and 4P4), and those processes include assessment, student and stakeholder satisfaction, and strategic planning results to determine effectiveness. Evaluative processes (4P10) and professional development for employees (4P9) focus on the attainment of operational plan objectives that result from the strategic plan.

Bargaining agreements exist between the ICC Board of Trustees and Faculty Forum, ICC Board of Trustees and Teamsters, along with ICC Board of Trustees and United Brotherhood of Carpenters and Joiners of America Local Number 2189, all for the purpose of establishing mutually acceptable procedures, practices, and conditions regarding rates of pay, hours of work, and conditions of employment.

Employee satisfaction, health, and safety (4P13) practices and processes are extensive and fully integrated.

Overall, ICC is a force for change in the community, and the driving force behind that success is the talent and hard work of the College’s faculty and staff. ICC’s employees are loyal and dedicated to the mission of the College. The improvements covered in 4I1 and 4I2 show the continued prioritization of valuing people that occurs at ICC.

PROCESSES (P)

4P1. Identifying credentials: 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, the job description is reviewed or created by the hiring manager and the Human Resources Employment Coordinators to determine the necessary knowledge, 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 HR Employment Coordinator. For any new position, the Personnel/Compensation Committee (President, Provost, Vice President of Human Resources, and Executive Vice President of Administration and Finance) reviews the job description for position grade equivalency, etc. before it is approved for posting.

In the development of the job descriptions, the following potential requirements are reviewed:

- suggested minimum qualifications from associated professional organizations
  - ICCB (Illinois Community College Board) minimum guidelines are followed for all faculty positions, including dual credit faculty
- criteria of any external organizations (e.g., accrediting bodies, grant funding sources, state and/or federal regulating bodies)
- industry-specific competencies and occupational standards

Furthermore, job descriptions state that demonstrating the College’s Core Values and CougarCARE Principles are a requirement for successfully performing the position’s responsibilities.

4P2. Hiring processes: 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 and recruitment activities for the position. Interview questions are developed by the hiring manager with the assistance of the Human Resources Employment Coordinators who 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 using an agreed upon screening rubric approved by the Human Resources Employment Coordinators. Members of this screening committee must have completed diverse hiring training 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 and software knowledge) and includes verification of credentials and education. 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. The interview process could include a preliminary screen by phone or online with the resulting top candidates coming to the campus for an on-site interview. For faculty positions, a teaching demonstration and a tour of the campus are also included during the interview. Upon completion of the interviews, the screening committee completes reference
checks and verifies all hiring information. Based on the information, the screening committee provides recommendations to the hiring manager who forwards the final recommendation to Human Resources for candidate completion of a drug test and background check. Human Resources makes the job offer, completing the hiring process and finalizing all documentation.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

- Full-time faculty generate 54.7% of all credit hours taught at ICC. ICC ranked at the 63rd percentile among the National Community College Benchmark Project (NCCBP) colleges for credit hours taught by full-time faculty in 2010, the most recent comparative data available. The use of adjunct faculty offers the College flexibility in responding to fluctuations in enrollment and brings real world experiences into the classroom by using adjunct faculty working in the career fields. Additionally, the faculty contract outlines the role that teaching/program chairs play to “accept additional responsibilities within an academic department.”

- Each of the College’s major committees contains faculty representation, including the Curriculum Committee, where new courses and programs of study are reviewed (ICC Website: 2013-2014 Faculty Handbook, Appendix I).

- All faculty members are involved in the assessment of student learning; the course-level assessment website enables information sharing and communication about assessment, as does the results for the assessment of general education goals (ICC Website: Course-Level Assessment; ICC Website: General Education Goals Assessment).

- ICC follows Illinois Community College Board (ICCB) guidelines to determine faculty qualifications. In accordance with ICCB’s Recognition Manual, all professional staff at ICC “shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master’s degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium” (Website: ICCB Recognition Manual for the Illinois Public Community College Districts).

- The College also follows the Higher Learning Commission’s guidelines to determine faculty qualifications as outlined in the “Commission Guidance on Determining Qualified Faculty.”

4P3. Recruiting, hiring, and retaining employees: 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 website, general and job specific Internet job boards; and with professional organizations and listserves specific to the position. The College’s Executive Cabinet members, 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 held at ICC each spring). In 2013, the College hired a faculty recruiter to concentrate on recruiting minority faculty to the College to more closely represent our surrounding community within the faculty. An adjunct faculty fair specifically to recruit diverse faculty was held in May 2014.

The selection and hiring process is described in 4P2. 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, phone, and other resources ready for use upon arrival. The new employee is scheduled for the next New Employee Orientation, described in Category 4P4.

In addition to the New Employee 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. As of April 2013, new full-time staff are assigned a Cougar Colleague (mentor) to serve in a mentoring role for their first six months on the job.

Employee retention is enhanced by providing all employees the opportunity to grow within their position, department, and into other positions College-wide through continued learning. Organizational Learning and the Teaching and Learning Center staff provide one-on-one and group learning opportunities throughout the year, all developed and scheduled by the Associate Dean of Organizational Learning and the Associate Dean of Online Learning working in collaboration 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 2012, the ICC Leadership Series began to offer leadership and management skills for potential, new, and current managers and administrators. Travel to professional conferences is supported for faculty, staff, and administration. A Faculty Travel Committee was established to make sure all faculty are given the appropriate opportunities at equitable expense; this committee was especially valuable during limited-travel years due to budget constraints.

Employees are also encouraged to participate on any of a broad range of cross-functional teams which include College committees, Six Sigma teams, Task Forces, 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. To encourage networking across the College, both inside and outside the classroom, Teaching Squares (initiated in 2011 for faculty non-evaluative observation) and Diamond Dialogues (started in 2012 for staff shadowing) have been implemented and are offered to faculty and staff each fall and spring semester.

The College promotes employee health improvement through its Wellness Works Program and Employee Assistance Program (EAP). The Wellness Works Program is a point-based wellness 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 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 EAP 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 learning 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. Any additional job opportunities at the College are discussed during the performance review process.

The College annually administers a climate assessment survey. The Personal Assessment of the College Environment (PACE) was the employee survey used to monitor employee engagement and satisfaction from 2006 through 2011. In 2013, the College moved to a new climate survey, The Great Place to Work Gallup Survey is further described in 4P12. 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 4P11.

4P4. Employee orientation: How do you orient all employees to your institution’s history, mission, and values?

An overall ICC orientation is sponsored by the Human Resources Department for all new employees: full-time, part-time, faculty, staff, and student workers. There are both face-to-face and online aspects to the orientation. The orientation is scheduled generally on the fourth Monday of most months. At the New Employee Orientation, new employees are welcomed by the College President and other members of the Executive Cabinet and leadership 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 participation in this orientation to assess the effectiveness of the information given and materials used. In addition, three online modules are assigned to cover information on Prevention of Sexual Harassment, Ethics, and Diversity for all new employees.

Similar orientations occur for new faculty members twice annually at the August and January Celebrations of Learning, where specifics of teaching in a community college is more the emphasis. Since all faculty are invited but do not always attend the New Employee Orientation, the BlueBook is again reviewed covering the College’s Mission, Vision, Core Values, Diversity
Pledge, and CougarCARE principles, among other issues of interest to faculty and staff of ICC.

Specific orientations are offered for new full-time, adjunct, and dual credit faculty. New full-time faculty participate in a year-long orientation. The information is presented in a variety of ways, from all-day sessions to monthly conversation meetings. Supplemental sites support continued learning and interaction with colleagues throughout the year. For new adjunct and dual credit faculty, orientation information is offered at a wide range of times throughout the semester in order to accommodate varying schedules. ICC’s history, mission, and values are imparted during these sessions, and faculty are afforded professional development opportunities, including effective teaching practices specific to teaching in the community college.

Departments and offices provide job-specific orientations for both full-time and part-time staff. A Cougar Colleagues staff mentoring program has been piloted since April 2013 for all full-time staff. A mentor is assigned and monthly suggestions for discussion are encouraged. Lastly, computer screen savers highlighting the College’s mission, vision, and values have been deployed to all employees.

4P5. Planning for personnel changes: How do you plan for changes in personnel?

As stated in the 2010 Systems Portfolio, the College continues to rely 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 program planning and 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 Executive Cabinet for review to assure they support the College’s strategic initiatives and can be appropriately funded. Similarly, the identification of full-time faculty needs, due to retirements or separations, is done on an annual process via the Academic Deans, Provost, and Associate Provost. Once determinations have been discussed by the Cabinet, the Personnel/Compensation Committee (President, Provost, Vice President of Human Resources, and Executive Vice President of Administration and Finance) makes the final decision.

In order to prepare for an unexpected departure of personnel, departments have documented, through process mapping, the key business processes in their area. Job descriptions are updated on a regular basis in order to fill openings when needed. Departments provide cross-training of staff and encourage promising staff to participate in the ICC Leadership Series to grow future leaders. During the annual performance review process, managers discuss future possibilities that an employee may be interested in pursuing; this helps the manager to predict and plan for potential vacancies. During periods of necessary workforce reductions, approaches such as attrition, reassignment, realignment, 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 occurs. Lastly, documented succession plans for the Executive Cabinet reside in the President’s Office (see 5P10).

4P6. Designing work processes: 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 Executive Cabinet annually conducts its SWOT analysis and develops its 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 Strategic Planning teams, each of which offers opportunities for employees to participate in the improvement of their work processes. These key work processes are mapped under the guidance of Six Sigma staff members. Furthermore, project teams use the Six Sigma processes to incorporate a problem-solving methodology that emphasizes the proper identification of the needs and requirements of the stakeholders in the process. Generally, a process map is one of the first tools completed to help identify inefficiencies and duplications. The Six Sigma Gate Review process provides an opportunity for stakeholders to provide input.

The College continues to grow in the culture of using interest-based conversations and shared governance principles for all business and academic processes conducted in College and department committees, Six Sigma and AQIP Teams, contract negotiations for the unions, and other such teams. The College uses the annual climate survey to measure employee satisfaction with teamwork, job relevancy, and the College culture. On a one-on-one basis, staff members annually discuss their performance with their supervisor, including how their contributions relate to the future plans of the College.
4P7. Ensuring ethical practices: How do you ensure the ethical practices of all of your employees?

As documented in the 2010 Systems Portfolio, standards for ethical behavior are documented and promoted through a variety of venues and align with the College’s Core Values and Instructional Values and Beliefs. The expected behaviors for the core values are included in ICC’s 2012 Employee Handbook and 2013-14 Faculty Handbook. Also, the Board adopted the Illinois Central College Ethics Ordinance policy in 2008 to strengthen ethics expectations. The Employee Performance Standards and Development Plan include College Core Values, which is part of the annual performance employee appraisal process. In addition, all College employees complete prevention of sexual harassment, diversity, and ethics training as part of New Employee Orientation. Lastly, the Professional Standards Committee, a joint advisory committee comprised of faculty and academic administrators, was launched in 2013 in order to establish and promote professional standards, including ethical issues for faculty and academic administrators.

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

- In compliance with Section 1501.503 of the Administrative Rules of the Illinois Community College Board (ICCB), ICC’s financial accounts are formally examined and verified by an external auditor on an annual basis. Results of the annual external audit for the fiscal year ending June 30 are submitted to the ICCB every year on or before October 15th (Website: ICCB Administrative Rules).
- The College has an Ethics Advisor and Ethics Commission in accordance with the Board of Trustees policy. The Ethics Advisor provides guidance to the officers and employees of ICC concerning the interpretation of and compliance with the provisions of this ordinance and state ethics laws. In addition, the College has a conflict-of-interest policy, gift policy, discrimination policy, nepotism policy, and harassment policy (ICC Website: Board of Trustees Policies).
- The employee grievance process is included in the employee handbook and appropriate contracts (Board of Trustees and Faculty Contract; Board of Trustees and Teamsters Contract; Board of Trustees and United Brotherhood of Carpenters and Joiners of America Contract).

- Faculty are expected to maintain accepted and recognized standards of professional conduct and ethics appropriate to their professional positions; faculty are expected to display personal and professional integrity by dealing honestly and fairly with respect for all students, other College staff members, and the community (Board of Trustees and Faculty Contract).
- All College employees complete prevention of harassment training, diversity, and ethics training as part of their new employee orientation (4P7).

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- A College staff member oversees fair use of material and provides assistance for copyright questions. All College personnel and students have access to information concerning fair use and copyright services. In addition, the faculty contract includes information on fair use and copyright (ICC Website: Copyright Services; Board of Trustees and Faculty Contract).
- Institutional Review Board policies and procedures have been designed to ensure that decisions made by the IRB embrace the ethical principles set forth by the Health and Human Services Code of Federal Regulations (ICC Website: Institutional Review Board).
- Matters relating to academic misconduct, including academic honesty or contrary action such as cheating, plagiarism, or giving unauthorized help on examinations or assignments are detailed in the academic misconduct section of the College Catalog and the Student Handbook (ICC Website: College Catalog and Student Handbook).
- Students will be expected to conduct themselves as responsible members of the academic community. Any departure from acceptable norms will be the cause for disciplinary action. Violation of College policies and plagiarism are among the causes for disciplinary action (ICC Website: Board of Trustees Policies).

4P8. Training needs: 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?

As discussed in the 2010 Systems Portfolio, workforce training and development needs continue to be determined throughout the year and during the strategic planning process described in 8P1. Training and development needs and activities for the workforce and senior leaders/managers continue to emerge from this process.
With this information, the Associate Dean of Organizational Learning and the Associate Dean of Online Learning work with the Organizational Learning Committee and Strategic Forum managers to identify learning opportunities/deployment strategies for the College that are aligned with the strategic priorities and action plans in the Blueprint for the Future.

In addition, key professional development and training needs and requirements continue to be identified by AQIP, Six Sigma, and special teams as process improvements are identified. These needs are communicated to the Associate Dean of Organizational Learning for planning and implementation. Recent changes based on the alignment of needs have occurred from a deeper analysis of the Community College Survey of Student Engagement (CCSSE) scores by a Faculty CCSSE Task Force conducted in 2012-2013. The CCSSE Task Force recommended that faculty have access to additional learning opportunities related to foundations of teaching. This request grew to an online teaching site developed in Google covering all aspects of teaching in a community college available virtually to all faculty and staff; this resource was developed by members of the Organizational Learning Committee and TLC staff. The development of the ICC Leadership Series grew from mapping the leadership and management skills desired with the ICC Professional Development Institute Leadership modules, the ICC managers modules already offered, and the Organizational Learning modules used.

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

- Annual Organizational Learning/Teaching and Learning Center assessment conducted in May
- Celebrations of Learning Surveys conducted in August and January
- Celebration of Service Survey conducted in June
- Assessments of newer or pilot programs, such as Cougar Colleagues and Diamond Dialogues
- Faculty self-evaluations
- Faculty classroom observations
- Employee performance reviews
- 360 evaluation results
- Climate survey results
- Employee and manager suggestions

The above information is used within the Organizational Learning Committee for planning College learning. 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.

The recent Cougar Colleagues Mentoring Program and Diamond Dialogues/Teaching Squares observation programs are examples of enhancing the overall knowledge of the College’s systems and processes.

**4P9. Training and developing employees:** How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

The current process remains relatively unchanged since the 2010 Systems Portfolio was developed. Once the training and/or development needs of employees are identified, Organizational Learning (and the Teaching and Learning Center) assumes responsibility for developing the curriculum as well as guiding the deployment and creation of ongoing learning opportunities. This may involve working with various departments, the Professional Development Institute (PDI), or Six Sigma based on the learning needs. The formats for these learning opportunities include facilitated groups, on-line and self-guided classes, general workshops, seminars, webinars, and discussions. Professional development is fostered through learning goals developed in program plans and individual performance reviews, all aligned with the College’s strategic plan.

Training and development opportunities are also provided by departments through in-services, attendance to outside professional conferences, and travel opportunities. Regional and statewide networks are also utilized. Specialized training for a specific function may be designed to target a specific employee group, such as the annual food service professional training, AED and CPR training for Campus police and healthcare staff and faculty. Specific programs have been developed for full-time and adjunct faculty, which link training and development to compensation designed to encourage faculty 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 TLC transcripts and reported to the Deans/Associate Deans, who in turn provide documentation for compensation to Human Resources.

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

- New employee orientation
- New faculty orientation
- Strategic Forum discussions and presentations
- Managers’ retreats
- Tuition waivers for classes taken at ICC
- Tuition reimbursement for classes taken at other colleges.
• Coaching, mentoring, assigning work/cross-training
• Workshops
• Webinars
• Professional conferences
• Memberships in professional associations
• On-line safety training
• Online training through Blackboard
• One-on-one training
• Teaching Squares, Diamond Dialogues and Cougar Combos (observation and shadowing opportunities)
• Book discussions
• Department and/or office in-services
• College-to-college networking

International travel opportunities continue to be offered to selected faculty and staff through various grant and College international organizational channels.

4P10. Personnel evaluation system: 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?

The current performance review process for staff and administrators emulates what is described in the 2010 Systems Portfolio in regard to design, use, and alignment. A Performance Management Team recently reviewed and redesigned the overall performance management process. The newly named Employee Performance Review and Development Plan allows for a status update on the previous review cycle goals, an evaluation of over 24 core competencies that all employees are expected to exhibit, and a goal setting area for continued professional development for the employee. Moreover, training is currently offered for all managers who supervise employees to learn about performance management as a growth and development process, rather than seeing it as a one-time, annual event. The new review instrument and process will be used in 2014-2015. Additionally, the full-time faculty and adjunct faculty evaluation system remains the same as discussed in the 2010 Systems Portfolio. The results of these performance reviews provide added feedback for Organizational Learning and training needs for all College employees and the organization as a whole.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

• All faculty members are observed in the classroom and provided feedback regarding the classroom observation. During their first academic year, full-time tenure track faculty members are observed a minimum of three times. Second and third year full-time tenure track faculty are observed a minimum of two times during the academic year. Full-time tenured faculty members are observed at least once every three years, and more frequently should the dean/associate dean deem it necessary. Adjunct faculty members are observed once per semester for their first three semesters teaching, and a minimum of once every three years after their first three semesters. Adjunct faculty may be observed more frequently should it be deemed necessary (1P11).

• Using a third-party service, Digital Measures, student assessment of faculty is conducted in every class for every teacher in fall and spring semesters (ICC Website: 2013-2014 Faculty Handbook).

• The College hosts the Celebration of Learning event at the start of the fall and spring academic semesters. As part of Celebration of Learning, a variety of workshops regarding pedagogy are offered. Additional workshops are offered throughout the year. Organizational Learning/Teaching and Learning Center also offers an annual series on instruction including Blackboard, Let’s Talk About Teaching, and selected book discussion on pedagogy. Professional development opportunities for staff members are also offered throughout the year, including Celebration of Service, Wellness Works Seminars, and the ICC Leadership Series. Any Organizational Learning offering is open to all employees (ICC Website: Organizational Learning Calendar).

• 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 manifest genuine concern for students by attempting to be helpful to students who need guidance and who seek their advice and be available to assist students during office hours and through appropriately scheduled appointments (1P11).
4P11. Employee recognition: How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

The College’s employee recognition, reward, compensation, and benefit systems remain relatively unchanged since the writing of the 2010 Systems Portfolio. Alignment remains strong with the objectives for the College’s programs and services. The Employee Recognition Event, held each spring, recognizes and rewards faculty and staff for:

- Excellence in Teaching through annual student-nominated faculty awards
  - Gallion Award for outstanding full-time faculty honored by student nominations
  - Teaching Excellence Award for outstanding adjunct faculty honored by student nominations
  - Faculty Who Make a Difference for the next highest ranked eight outstanding faculty nominations by students
- Endowed Teaching Chair honors a tenure-track faculty application to complete an instructional project and the selection is based 50% on the project and 50% on the faculty member’s professional resume
- Staff Who Make A Difference Awards for ten highest nominations for staff providing outstanding service above and beyond (reinstituted in 2010 based on recommendations from a Staff Recognition Committee)
- Diversity Awards, began first in 2010 by the Intercultural Diversity Committee, for a deserving faculty and staff member exhibiting diverse values in their positions as nominated by faculty, staff, or students
- All employees are recognized for years of service for selected milestones and upon retirement

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

- Employees completing Yellow Belt training
- Employees completing Green Belt certification
- Employees completing service as a Black Belt
- Six Sigma Team members who have completed improvements

Many recognition events reach the Cabinet and Board of Trustees levels. Time is taken at monthly Board of Trustee meetings to recognize individual and group accomplishments. Announcements are made by Executive Cabinet members and included in the monthly Board Newsletter. Invitations to employees and students to appear in person at a Board Meeting are often made in celebration of an award or accomplishment. Examples of individuals or teams recognized include: athletic teams, speech teams, honor society members, academic competition teams, in addition to new full-time faculty introductions and top faculty awardees.

In addition, 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, faculty and staff are provided “Wow Cards” and encouraged to send the personalized notes to other employees who have demonstrated superior service and attention to the needs of others. These stories are shared at College-wide meetings and gatherings.

In addition, departments and teams are encouraged to plan and celebrate accomplishments within their departments, including an annual Assessment Fair for all faculty.

Faculty and staff have an option to apply for internal mini-grant funding to complete projects related to instruction that require the additional resources of time outside the usual teaching boundaries. The applications are reviewed and recommended by a committee and approved by the Provost. Funding is provided upon completion of the full project.

Compensation is reviewed and revised through a formal interest-based-bargaining process for full-time faculty and union employees for each term of a contract. Full-time faculty have the ability to apply for advancement units on an annual basis, where additional compensation opportunities are available for going above and beyond the expected roles and responsibilities of the faculty member (this “advancement” process replaced the typical promotion approximately ten years ago). Additionally, the College-wide Adjunct Faculty Advisory Committee works to review the benefits and compensation for adjunct faculty annually, making adjustments in alignment with the compensation for all College employees and the full-time faculty contract. The College reviews and adjusts its benefit offerings for all non-union employees annually. It benchmarks the benefits it offers against local businesses and other colleges, and makes adjustments annually during the budget process.
4P12. Key issues related to motivation: 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 College has routinely assessed faculty, staff, and administrators using surveys that measure the internal climate of the organization as a means to determine what motivates College employees and what factors are causing a lack of motivation of employees. Since 2006, the College has annually administered the PACE (Personal Assessment of the College Environment) survey developed by the National Initiative for Leadership and Institutional Effectiveness (NILIE). The PACE is a 56-item survey (ten of which are institutionally-authored) that measures employee satisfaction and assesses overall institutional climate. The results of the PACE were disaggregated by an employee group and analyzed by the strategic planning participants at the Strategic Planning Retreat to identify opportunities to improve employee engagement and satisfaction. PACE results were shared with managers at the Strategic Forum and at meetings open to the College community.

The most recent administration of PACE in 2011 found 45.1% participation with scores above the norm resulting in a high consultative climate. In 2012, the College researched climate surveys to find a tool more suitable to provide a more thorough and detailed snapshot of the internal culture of ICC that would give the College more actionable strategies to further enhance employee engagement and the resulting College atmosphere.

The College administered the Higher Education Insight Survey (HEIS) Great Colleges To Work For instrument for the first time in 2013. The College deployed the survey again in Spring 2014. The new employee review process (see 4P10) is being designed to include motivation and engagement as key elements of performance. Examples of assessment items that will be included: faculty assessment of academic administrators, 360 feedback, and climate indicators. A systematic process to analyze and select courses of action will follow.

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

As indicated in 4P12, climate survey results are used annually to examine the level of satisfaction of different employee groups in regard to the College culture and climate. Results are disaggregated by an employee group and reviewed at the Strategic Planning Retreat in January. Areas are identified and prioritized for improvement and assigned to appropriate teams and committees with oversight by an Executive Cabinet member. And, as the 2010 Systems Portfolio notes, ICC provides a full range of comprehensive benefits to maintain and enhance the mental and physical well-being of its employees. Those services have not changed and have even been enhanced via the recent establishment of the CougarPlex and the fitness programs that were improved with the build-out of that facility.

In 2008, the Campus Police began surveying customer satisfaction regarding safety in the years when the SSI was not administered. They did this to glean information which allows the department to be more responsive to customer needs. This every-other-year survey continues. In 2009, an ad hoc Safety 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. This committee, now a recognized joint advisory committee, established procedures to help faculty identify students who may present a safety risk to the faculty or fellow students in the classroom environment. The Managing Student Conduct of Concern document outlines a systematic approach to directing distressed, troubled, or disruptive students to appropriate academic and counseling resources within the College in order to address problems before they escalate out of control. Sessions are offered usually twice per academic year regarding student conduct of concern along with an email to all faculty each semester with any added updates and to provide the link to the full procedures, guidelines, and forms.

In addition to developing the Managing Student Conduct of Concern documents, the joint advisory committee was instrumental in developing and deploying the “green button” process. Originally developed for faculty members, the “green button” technology is available for any employee. The “green button” acts similar to a panic button and is accessed via computer technology found in classrooms and offices. The “green button” follows the person as they log in to computers on campus. Information regarding the “green button” is disseminated at the beginning of each semester. Presently, the Safety Committee consists of personnel from management and faculty groups. For the last three years, the Campus Police Chief and Executive Vice President of Administration and Finance provide a Campus Safety update open to all faculty and staff during a Celebration of Learning in August and usually also in January.

The safety and well-being of the community at ICC is addressed in part by the Illinois Central Campus Police Department. The Campus Police Department provides security and limited law enforcement services to all ICC campus locations through a combination of uniformed police officers and security officers patrolling, monitoring of all facilities through the use of video surveillance systems, fire and security alarm systems, and close cooperation with external first responder agencies (police/fire/EMS). The Campus Police Department is presently managed by a Chief of Police (assisted by Site Lead Officers),
a Deputy Chief of Police (assisted by Site Lead Officers), and Shift Lead Officers. The present Campus Police Department is staffed with 44 employees divided between management, campus police officers, campus security officers, dispatchers, and clerical staff. The department produces and annually updates the Emergency Response Guide and Crisis Communication Plan which are disseminated to all staff.

The East Peoria Campus Police Office is staffed 24 hours/day, every day of the week with Law Enforcement Agency Data System (LEADS) full-access certified dispatchers who answer the main College switchboard as well as the department phone lines, and monitor all alarm systems and video systems for all College campuses. The East Peoria Campus is patrolled 24 hours/day, every day of the week by a combination of uniformed, unarmed campus security officers and uniformed, armed campus police officers. The 24-hour presence is provided by staffing of three 8-hour shifts, with each shift consisting of a minimum of one dispatcher and two uniformed officers. Campus police officers are typically staffed during periods when the campuses are open and in use, and currently no campus police officers are assigned to third shift as the campus is largely unoccupied and buildings are secure from unauthorized access.

The Campus Police Department also is contracted to provide a uniformed security officer for evening access control of the on-campus student residence complex known as WoodView Commons. The security officers assigned to WoodView’s gatehouse works from 7:00 p.m. to 5:00 a.m. every day of the week. Campus Police Department security and police personnel make random frequent patrols through the property, usually via a marked squad car and occasionally on foot patrol. The City of East Peoria has primary jurisdiction over incidents that occur on WoodView Commons property.

All other campuses (North Campus, Downtown Peoria Campuses, and South Campus) are staffed with either campus police officers or campus security officers during the hours the campuses are open. After-hours safety and security of these campuses is accomplished through remote control of main entrance door locks and fire/security alarm systems. If a problem arises at these campuses after hours (when they are unoccupied) an East Peoria Campus-based officer can be dispatched to investigate the matter and take appropriate action.

Campus Police Officers are empowered by the Illinois Public Community College Act with the same police powers as policemen in cities and sheriffs in counties, with the exception that they cannot serve civil process. Campus Police Officers are certified to be police officers through approval of the Illinois Law Enforcement Training and Standards Board in compliance with state law. All Campus Police Officers are armed with lethal and non-lethal weapons and are required to train and be competent in each weapon they are assigned to carry. Presently, Campus Police Officers are not authorized to make arrests, issue traffic citations, or issue a summons for a criminal offense that comes to their attention. Just like the Campus Security Officers, Campus Police Officers are required to contact the municipal law enforcement agency of jurisdiction for arrests or other law enforcement action to be taken.

Campus Security Officers are also empowered through the Illinois Public Community College Act and possess the same general authority as private security officers. Campus security officers are authorized to carry non-lethal weapons and must receive training and pass testing before they are permitted to carry such weapons. They also must meet minimum training standards as established by state law.

All campus police officers and campus security officers are trained regularly on proper procedures for CPR/AED, First Aid, Hazardous Materials Awareness, Diversity, and LEADS Less Than Full Access.

RESULTS (R)

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 4P12 and 4P13, the College has monitored the annual PACE climate survey results from 2006-2011. The College continued to improve in most areas and surpasses the comparative national mean in all areas. The most recent administration of PACE in 2011 found 45.1% participation with scores above the norm resulting in a high consultative climate, as defined by PACE. In 2012, the College researched climate surveys to find a tool more suitable to provide a more thorough and detailed snapshot of the internal climate of ICC that would provide the College more actionable measures to further enhance employee engagement and a resulting collaborative climate.
Figure 4R2-1: Employees' Rating of Teamwork

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

To assess workforce engagement, the College tracks seven questions from the PACE that align with the findings of the Gallup Organization on engagement (Figures 4R2-3 through 4R2-8). All measures show a favorable trend; ICC exceeds the PACE national norm in all measures. 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.
The PACE is also used to gauge the effectiveness of professional development training opportunities. Figure 4R2-9 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 4R2-10 through 4R2-11 improvements have been made on these measures and the College exceeds the PACE national norm where available.
Two customized questions were added to the PACE in Fall 2008 to ensure that employees feel comfortable reporting unethical, illegal, or discriminatory behaviors. Figure 4R2-12 shows that improvements have been made since Fall 2008. No comparison data is available as the questions are customized.

**Figure 4R2-12: Customized PACE Questions Addressing Reporting of Inappropriate Behaviors**

<table>
<thead>
<tr>
<th>CUSTOMIZED PACE QUESTIONS</th>
<th>FALL 2008 MEAN</th>
<th>FALL 2009 MEAN</th>
<th>FALL 2010 MEAN</th>
<th>FALL 2011 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>3.6</td>
<td>3.8</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>The extent to which I am able to report incidents of discrimination or harassment without retribution.</td>
<td>3.7</td>
<td>3.8</td>
<td>3.9</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Source: PACE Survey Results 2008-2011

Workforce safety is tracked by using OSHA standards (Figure 4R2-13). Through the use of one-on-one and online training, lunch-n-learns, posts 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 28 in the prior year.

**Figure 4R2-13: OSHA Recordable Accidents**

ICC's Campus Police Department administers a survey every two years to measure satisfaction with emergency preparedness and response readiness (Figure 4R2-14). Survey results in FY09 showed a decline in satisfaction on these measures and Campus Police staff has developed an action plan to make improvements. The survey of FY2011 compared to FY2009 shows a significant improvement in all categories due to the team effort and training as outlined in program plans.

**Figure 4R2-14: Safety and Security Internal Customer Survey Result**

<table>
<thead>
<tr>
<th>INTERNAL CUSTOMER SURVEY</th>
<th>FY2007</th>
<th>FY2009</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely response to calls for service</td>
<td>80.6%</td>
<td>70.2%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Professional in appearance</td>
<td>95.4%</td>
<td>88.9%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Courteous to staff</td>
<td>90.7%</td>
<td>83.9%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Respectful to students</td>
<td>65.9%</td>
<td>63.4%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Sensitive to service needs</td>
<td>80.6%</td>
<td>75.6%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Promotes a sense of well-being</td>
<td>85.3%</td>
<td>78.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Officers are professionally competent</td>
<td>81.0%</td>
<td>73.8%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Campus Police and staff perform their jobs well</td>
<td>89.2%</td>
<td>79.0%</td>
<td>89.0%</td>
</tr>
</tbody>
</table>

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 each administration. 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.
After review of several years of PACE data, a decision to change to another survey was made. In the spring of 2013, the College administered the Higher Education Insight Survey (HEIS) which was created and published by ModernThink, LLC. The Chronicle of Higher Education had selected this instruction for use in their “Great Colleges to Work For” program. Three categories were used to assess employee satisfaction with helping to achieve the College’s goals:

- Shared Governance (Figure 4R3-4)
- Policies, Resources, and Efficiency (Figure 4R3-5)
- Collaboration (Figure 4R3-6)

Shared Governance is an average score from three questions: 1) the role of faculty in shared governance is clearly stated and publicized; 2) faculty are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation); and 3) faculty, administration, and staff are meaningfully involved in institutional planning. ICC’s results show that improvements can be made in this overall area, as the College’s score is slightly below the Carnegie Association colleges, but a larger gap exists when compared to the Honor Roll colleges. Further analysis of each question will be done once the results of the second administration of the survey are returned, as having more than one data point for decision-making and planning is beneficial.

Policies, Resources, and Efficiency is an average score from six questions: 1) our review process accurately measures my job performance; 2) my department has adequate faculty/staff to achieve our goals; 3) our orientation program prepares new faculty, administration, and staff to be effective; 4) this institution actively contributes to the community; 5) this institution places sufficient emphasis on having diverse faculty, administration, and staff; and 6) this institution is well run. ICC’s results show that improvements can be made in this overall area, as the College’s score is equal to the Carnegie Association colleges, but a larger gap exists when compared to the Honor Roll colleges. Further analysis of each question will be done once the results of the second administration of the survey are returned, as having more than one data point for decision-making and planning is beneficial.

Collaboration is an average score from four questions:

1) We have opportunities to contribute to important decisions in my department.
2) People in my department work well together.
3) I can count on people to cooperate across departments.
4) There’s a sense that we’re all on the same team at this institution.

ICC’s results show that improvements can be made in this overall area, as the College’s score is slightly below the Carnegie Association colleges, but a larger gap exists when compared to the Honor Roll colleges. As stated above, further analysis of each question will be done once the results of the second administration of the survey are returned.
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.

IMPROVEMENTS (I)

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 hired a Faculty Recruiter in June 2013 to specifically recruit for a broader diversity of adjunct and full-time faculty.
- The College hired a Vice President of Human Resources in April 2013 with a strong talent management focus.
- The College realigned Organizational Learning from Academic Affairs to Human Resources in December 2013; this includes an Associate Dean fully focused on Organizational Learning for both faculty and staff development and a full-time Coordinator of Organizational Learning (was part-time previously).
- A Performance Management/Development Plan Team was formed by the Vice President of Human Resources in September 2013 and made up of managers at all levels to review the overall performance management process, the performance appraisal form, and to develop core competencies for College personnel.
- The Wellness Works Program has expanded to include preventive health screening and consultations to all employees and retirees.
- In 2011, the College remodeled the fitness center into an expanded, 8700 square feet, state-of-the-art Fitness Center within the newly remodeled CougarPlex complete with a 1/10 mile, three-lane track with Mondo surface; three dividable multi-purpose athletic courts in the recreation gym that can be configured for various sports; and aerobic, high-impact, and fitness classes throughout the week. Reduced rates for students, faculty, staff, and retirees are offered.
- The Staff Who Make a Difference Awards were reinstituted in 2010 after an absence of several years.
The Blueprint for Success, first run as a pilot program in 2008, was revised (enhanced and simplified) and offered to all adjunct faculty in August 2013 to encourage engagement in professional development and/or college service which results in increased ECH base pay a minimum of every three years.

An ICC Leadership Series was first developed and offered to College professional staff in February 2012 to help grow and build leaders and managers within the College.

A Celebration of Service has been offered annually since 2011 to provide professional development focused on front-line staff who generally can only minimally participate during the August and January Celebrations of Learning (high student traffic times).

A joint committee for faculty travel was begun in 2011 to provide a more equitable disbursement of travel funds across the College for faculty.

The Campus Safety and Security Department was renamed Campus Police Department in June 2013. The purpose of the name change was to more properly align the name of the department with the increased presence of campus police officers on ICC’s campuses (additional full-time and part-time police officers and security officers have been hired since 2012 in direct response to building preparedness and answering the growing concerns of increased active shooter incidents across the nation). All campus security and police personnel were trained in the use of Tasers.

The College rolled out MyAlert, a College-wide alert system, (based upon the recommendations of a Six Sigma Team) dedicated to address emergency student, faculty, and staff communication issues. MyAlert is available to all ICC faculty, staff, and students and provides free emergency and other College-wide notifications through emails, text messaging, and voice messages to anyone from the ICC community who signs up to receive the service.

Everything in the above list has been systematized or is currently in the process of improving a current system. All processes and systems in place and discussed in Category 4 are comprehensive with the exception of talent management and faculty diversity recruitment, which are currently in the formative stages.

4I2. How do your culture and infrastructure help you to 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 Climate Survey, and the annual Environmental Scan Report, the Executive 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 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.

Performance management and the systematic review process of the performance tools and implementation into a strategic organizational learning plan are just under development, which will only improve the performance results for valuing people College wide. Exit surveys also need to be re instituted systematically, and increasing participation in the climate survey will provide more specific targets to work on for improving the College climate even further.
OVERVIEW
ICC has been a mission-driven institution since its founding. 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 College’s Chief Executive Officer and is held accountable by the ICC Board of Trustees. The President appoints and leads an Executive Cabinet. The Cabinet is responsible for establishing and monitoring measures by which the College’s performance is monitored. The Cabinet, with feedback from 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. 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, along with the overall College community. Therefore, in terms of processes related to the mission, leadership, and decision-making, ICC positions itself within the fully integrated realm.

The College overall ranks somewhere between aligned and integrated, based on what communication and “diffusion” experts identify as key elements of intra-organizational communication.

ICC’s succession efforts are nearing alignment in maturity. Cultural elements of the BlueBook (described earlier) are incorporated by senior leaders into everyone’s daily tasks, which results in a high diffusion of organizational culture. Consequently, when leaders or others leave, the intellectual capital relating to cultural elements remains.

Recent improvement efforts include implementation of a new climate survey, the addition of several joint advisory committees (promoting shared governance), and the development of a leadership series for interested employees.

PROCESSES (P)
5P1. Mission and values: How are your institution’s mission and values defined and reviewed? When and by whom?

The ICC mission and values are reviewed annually and revised periodically; they are living documents. As stated in the 2010 Systems Portfolio, the mission and values have been defined by internal and external focus groups and interviews consisting of faculty, staff, students, administrators, and community members. Both the mission statement and core values are reviewed by participants at the January Strategic Planning Retreat and at the Board of Trustees annual retreat each February. The Board of Trustees then recommends that the mission and values be reaffirmed or a process be established for their revision.

1.A The institution’s mission is broadly understood within the institution and guides its operations.

- The College revised its mission statement in 2008 by using a process that involved staff, faculty, administration, students, and community members. The process concluded by the Board of Trustees providing final approval (5P1).
- At the Board of Trustees annual retreat, the Board reviews and adopts the mission statement or recommends a process for its review (5P1)

5P2. Directions and alignment with mission, vision, and values: How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

ICC uses a 12-step strategic planning process that begins with a review of the vision, mission, and values to keep the focus of the planning integrated with the purpose and direction of the institution. Data relative to ICC’s core competencies—variety of courses, high-quality education, and affordable price—are reviewed to ensure that these competencies continue to be critical in the decision-making process for students. Competitors are analyzed to identify how they position themselves in the marketplace and to identify any competencies that pose a threat to ICC’s market share. As the planning process progresses, feedback is solicited from all managers and the Board of Trustees, which represent the voice of the community. A comprehensive external scan and internal assessment is used to provide critical information to advise the planning process. The external assessment includes an analysis of current best practices and relevant research governing programs, offerings, and services at the state and national level concerning higher education. The Institutional Research Department uses data warehouse analytical tools, resulting in graphs and visuals that provoke analysis.

The Blueprint for the Future, ICC’s Strategic Plan, is designed to express in measurable terms what the College must achieve in order to succeed. It focuses the organization on the critical goals, action plans, and timelines to achieve them. The Blueprint for the Future is deployed through the development of
division plans, department plans, and program plans aligning all levels of the College with the institutional strategy. Beginning in 2011, a three-year plan was developed with annual reviews to continually monitor progress and to ensure that the College remains focused on addressing future challenges with annual adjustments as needed.

In the initial planning year, the results are organized into the College’s existing priorities of outreach, student learning, service, workforce, and value. The strategic plan participants first conduct a SWOT (strengths, weaknesses, opportunities, threats) analysis. From the SWOT analysis, the participants come to consensus on the most critical challenges and advantages. These are charted as they relate to the strategic priorities (or emerging priorities) to guide the participants in developing objectives and strategic initiatives that address the challenges and leverage the advantages.

Within the strategic plan life cycle, an external scan/internal assessment is conducted and reviewed using a STEEP (social, technology, economic, environment, and political) analysis. The relationships between the identified challenges and advantages are identified using a relations diagram. Further, the challenges and advantages are categorized as driving factors, means, or outcomes. This methodology helps to focus strategies on addressing the root causes of the challenges while leveraging the strategic advantages. Using two methodologies helps to identify blind spots in the original planning process.

Beginning in 2013, a goal for the three-year cycle was set and associated strategies, objectives, goals, and timeframes were established by the strategic planning participants. Goals are drafted to meet the short- and long-term planning horizons. The strategic initiatives are identified and assigned to the appropriate Cabinet members. Strategies are also reviewed by the Strategic Forum (all managers throughout the institution) in a meeting open to the College community to obtain feedback. The strategies are also reviewed by the Board of Trustees, which represent the wider community. These reviews provide the opportunity to uncover new information that otherwise might result from blind spots in the strategic development process.

The Cabinet reviews the plans, finalizes goals, and highlights any specific actions to be deployed within single departments or institution-wide. These plans are presented to the Strategic Forum outlining the goals and plans to be deployed at the division, department, and program level. Training is provided for all program managers highlighting expectations for program plan development and alignment with goals. Managers then develop the program plans, review them with their supervisor, who is responsible for alignment, and then the plans roll up into a division plan where human resource needs and budget requirements are reviewed and approved. A Celebration of Learning event for all employees is held in August each year to kick off the academic year, provide opportunity for the President to recap the prior year, discuss the College’s performance on key indicators, and highlight the plans for the coming year. The Cabinet reviews action plans and progress toward the goals quarterly and revises plans as needed to address changes in the internal and external environment. All of our quality initiatives play a part in achieving these goals—the aforementioned Blueprint for the Future, as well as AQIP, Six Sigma, and the Lincoln Foundation for Performance Excellence.

Performance plans are developed for each staff member 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 website, and on employee performance standards and development plans.

1.A The institution’s mission is broadly understood within the institution and guides its operations.

- ICC collaborates with an extensive group of organizations, individuals, and businesses in order to carry out its mission and achieve its vision (9P6).
- The College’s academic programs and student services are designed to support a comprehensive community college with an open-door-policy (ICC Website: Philosophy and Policies).
- The need for modifications to work systems and processes are most often identified during the program planning and budgeting process. Because program planning is integrated with the College’s strategic planning process, alignment with the College’s mission, vision, and values is ensured. ICC strives for mission-based performance improvement (6P2).

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

- The duties and responsibilities of the Board of Trustees may be broadly summarized as follows: to appoint the president, other administrative personnel, and all faculty; to fix the principal objectives and policies of the institution; to hold, preserve and invest the assets of the district; and to
represent the institution to the public (ICC Website: Board of Trustees Bylaws and Policies).

- During the annual Board of Trustees retreat, the Board affirms the mission statement of the College, and during each board meeting the Board moves forward the mission of the institution (5P1).

- 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 the Illinois Community College Board for approval (1P4).

- All members of the Board of Trustees adhere to the general conflict of interest statute relating to public officers in Illinois and more specifically to the provisions set forth in the Community College Act. In addition, they adhere to hearing and acting with reason on controversial issues and adhere to the Board of Trustee’s Affirmative Action Policy Statement, both in accordance to Board Bylaws and Policies (ICC Website: Board of Trustees Bylaws and Policies).

- The Board of Trustees acts on recommendations received from the Provost who receives input from the Joint Advisory Committees, comprised of faculty and administration, including: Academic Standards, Curriculum Committee, Assessment of Student Learning Committee, Tenure Recommendation Committee, Sabbatical Recommendation Committee, General Education Committee, Faculty Travel Committee, Professional Standards Committee, and Online Learning Task Force. In addition, faculty are responsible for curriculum management and updates (2013-2014 Faculty Handbook).

5.C. The institution engages in systematic and integrated planning.

- The College’s strategic decisions are mission-driven and its planning and budgeting priorities flow from and support the mission. Annual program plans and departmental budgets are aligned with the College’s overall strategic priorities; institutional and program plans are linked with the budgeting processes at the College. (5P2).

- Course-level assessment encourages faculty to link assessment results to planning and budget requests. In addition, the College’s assessment projects are closely aligned with its operational plans and AQIP Action Projects (ICC Website: Course-Level Assessment page and Assessment page).

- The organization’s planning processes include effective environmental scanning and SWOT analysis (5P2).

- The College’s preparations for fluctuations in revenue caused by declines in enrollment and uncertain state support include the maintenance of a fund reserve between 25% and 50% of its annual operating budget (2013-2014 budget).

- The College’s history of investing financial resources in faculty development, new technology, learning support services, and new or renovated facilities demonstrates a forward-looking concern for ensuring educational quality despite an ever-changing operating environment (6P2).

5P3. Needs and expectations of stakeholders: How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

As described in the 2010 Systems Portfolio, and in sections 3P1 and 3P3, ICC addresses the needs and expectations of students and key stakeholder groups in the strategic and daily operations of the College. These strategic priorities drive improvement through Six Sigma projects and AQIP Action Projects. One recent AQIP Action Project, “Student Feedback and Complaints,” provided the College with the opportunity to take one further step toward giving focus to the customer. ICC now has a streamlined process allowing collection of various feedback comments. This will strengthen the engagement of our students and stakeholders while giving the College the information to continually improve processes and its product to meet the needs and expectations of our students and stakeholders. Additionally, advisory committees, the Workforce Investment Board, economic development partners, and regular meetings with corporate stakeholders (manufacturing, healthcare, etc.) provide information regarding needs and expectations.

1.B. The mission is articulated publicly.

- The College was designed and still operates as a community college established to meet the post-secondary needs of the citizens of District 514 and to supplement the area schools and four-year colleges (ICC Website: Philosophy and Policies).

- The College strives to provide students (its intended constituency) the knowledge, skills, and understanding for successful and satisfying careers and for intelligent participation in, and preservation of, a free and democratic society (ICC Website: Philosophy and Policies).

- ICC is a comprehensive institution which offers an Associate in Arts degree, Associate in Science degree, Associate in General Studies degree, 57 Applied Science programs, and 73 certificates (ICC 2014-2015 Catalog, p. 38-41).
5P4. **Guiding our organization:** How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

The leaders develop strong partnerships with key businesses and economic development entities that bring real world experience to the educational realm and enhance the quality of education at ICC. Strategic priorities have been developed that include a focus on student learning, community outreach, excellent service to students, and the offer of a high-quality education at an affordable price. In June of 2010, Illinois Central College submitted an application to the Lincoln Foundation for Performance Excellence. After the Foundation’s evaluation of the institution, the College was awarded the 2010 Silver Award for Progress Toward Excellence.

The leaders have created collaborative opportunities for current students and graduates. The president sits on the area Chamber of Commerce Board and participates in area CEO roundtable discussions. The College also has cooperative agreements with area trade unions and other businesses whose ventures are in sync with career programs.

The leaders are actively involved on local community boards and committees in order to demonstrate the College’s commitment to the community to gain a better understanding of community needs. Leaders are also involved at the state and national levels with professional organizations, and they attend conferences that expose them to best practices. College leaders, along with other College participants, attend the annual conference of the Continuous Quality Improvement Network (CQIN).

The leaders support professional development for faculty and staff. Recent changes in the travel budget system (see 5P5) allow for fair distribution of funds, ultimately emphasizing improvement of student learning.

All of the information gleaned from these various external voices is incorporated into early stages of planning, including SWOT analyses and environmental scans. Furthermore, potential grant opportunities may arise based upon these interactions, along with new programs being developed—all of which then contribute to overall organizational sustainability and effectiveness.

5P5. **Making decisions:** 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 ICC Cabinet, consisting of ten senior management members and one representative from faculty leadership, serve as the primary decision-making unit on campus. The Cabinet includes the President, the Provost, the Executive Vice President of Administration and Finance, the Associate Provost, the Vice President of Marketing and College Communications, the Vice President and Chief Development Officer of the College Foundation, the Vice President of Human Resources, the Vice President of Diversity, the Executive Director for Institutional Research, the Vice President of Student Services, and the President of the ICC Faculty Forum.

This group reviews recommendations made by 26 Joint College Advisory Committees, consisting of members from faculty, staff and management (see figure 5P5-1). The committees make recommendations on a wide variety of priority issues including: academic standards, assessment, curriculum, intercultural diversity, online learning, professional standards, personnel, technology, and general education. Committee appointments are reviewed annually by the Provost, Associate Provost, and the President and Vice President of the Faculty Forum. The primary goal of committee appointments is to support shared governance of the College. Most committees have a split of faculty and management representation; most have one faculty member and one from management serving as co-chairs.

Since 2010, the College added several new committees to further address trends and priorities within the community and academic environment. Charged with developing a process that benefits both the faculty and the College as a whole in respect to conference travel, the Travel Committee developed several processes designed to more fairly and equitably allocate funding for professional travel. The outcome of this committee has increased faculty participation in state, regional, and national conferences and has encouraged those who participate to share knowledge with colleagues, the community, and students alike upon returning. The Textbook Committee is another example of how the College actively pursues shared governance in respect to problem solving and decisions. The Textbook Committee formed out of a need to address the soaring costs of textbooks. In 2011, a recommendation was made by this committee to introduce a textbook rental pilot, which included participation from a variety of general education courses. The rental process continues to expand, as more textbooks are added to the rental program, and students have greatly benefited from the reduced expenses related to their textbook purchases. In addition to these two committees, the Online Learning Committee and Professional Standards Committee were also developed to address specific needs.
In the fall of 2013, ICC hired a new Executive Director for Institutional Research who will further support these committees—and the College as a whole—with acquiring data necessary in making informed decisions. In addition, the College continues to support Six Sigma’s approach to problem solving and strategic long-term planning. An integral part of the Six Sigma process is the Gate Review (see 5P7 for specifics) which allows for College-wide input. To date, over 1,019 employees have completed Yellow Belt training, the first course in the Six Sigma curriculum. Further, 109 employees are now certified Green Belts, and ten Black Belts have been trained since Six Sigma adoption. 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, fostering strong internal relationships and enhancing communication (see figures 5P5-2 and 5P5-3).

Overall, the College strives to maintain a balance of communication and input when it comes to decision making and recommendations. Process owners are identified for all key College processes and are given institutional agency and authority to carry out decisions made. Thus, faculty, staff, and management are actively immersed in the direction and planning of the College.
5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- ICC’s Board of Trustees is a seven-member governing board elected by the residents of Illinois Community College District 514. A student trustee is elected by the student body. The trustees meet monthly, typically on the third Thursday of every month. They receive updates from all departments within the College at these monthly meetings and at their annual retreat. In addition, each trustee is assigned a Cabinet liaison to aid in information flow (ICC Website: Board of Trustees).

- The College’s academic requirements, policies, and processes are established by college-wide committees that involve faculty, staff, and administrators. These include the Curriculum Committee, Academic Standards Committee, Professional Standards Committee, General Education Committee, Assessment of Student Learning Committee, and Technology Advisory Committee (5P5; 2013-2014 Faculty Handbook, Appendix I).

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

The College’s use of data, information, and performance results to inform decision-making is highly systematic and aligned with the College’s mission, vision, and strategic priorities. Data, or specific reportable metrics, are collected and aggregated into a data warehouse that is accessible by managerial decision-makers and used to measure items such as: student success information, course fill-rates, program and course enrollments, and campus enrollments. Benchmarks and targets are also a part of the data warehouse dashboard. Information or details about College trends, external trends, curriculum advances, and other pertinent concepts are collected through focus groups, team discussions, committees, and from employees/students themselves. Performance results are monitored and collected throughout the year based on specific goals and objectives associated with the strategic plan.

A clearly outlined decision-making process is described in the 2010 Systems Portfolio and remains unchanged. The College’s senior leaders continue to monitor performance on indicators of effectiveness. See updated Figure 8P1-1, as well as categories 7P2 and 7P4 with specific reference to using data for decision-making.

As mentioned in both the 2010 Systems Portfolio and section 5P5 above, Six Sigma continues to be a strong tool the College uses to focus on the use of data, information, and performance results in decision-making.

5.C. The institution engages in systematic and integrated planning.

- To keep managers abreast of strategic issues, a monthly Strategic Forum is held with 60-70 managers in attendance. Topics of discussion during these monthly meetings include reviews of internal assessments and environmental scans, service excellence projects, budgets, program plans, and best practice research (5P7).

- Partly as a result of the implementation of Six Sigma, the College has recognized the importance of involving process stakeholders in identifying solutions. Six Sigma, Blueprint for the Future, and AQIP Action Project teams involve stakeholders from throughout the College (5P5).

- The formation of an Online Learning Task Force, development of a Virtual Campus, and hiring of an Associate Dean of Online Learning are all examples of how institutional planning at ICC has anticipated emerging factors such as technology (ICC Website: Virtual Campus and Blueprint for the Future).

5P7. Communication throughout the organization: How does communication occur between and among the levels and units of your institution?

Communication processes vary across the College, depending on the message and audience. Protocols, processes, and media exist that anticipate, expedite, and diffuse communication in a timely, efficient, and accurate way. Communication structures exist both “locally” and “globally” within the College and include verbal, visual, written, and audio media. Communication approaches may be traditional, such as presentations, memos, and notes, or may be technologically advanced employing social media, texting, or automated phone calls. These methods are applied as appropriate to the communication message, outcome desired, and urgency of the messaging.

The Celebration of Learning, held in August and January, provides a forum for the College community to discuss organizational initiatives and critical issues. The President delivers a recap of the prior year at the August Opening Session, which includes highlights of strategies and initiatives for the upcoming year. Academic departments and other 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 update employees, answer questions, and address issues. The format of the meeting usually includes brief comments by the President or Cabinet members followed by an open question-and-answer or comment period.

Like most organizations, ICC has developed a corporate and official newsletter, eNews, which is programmed in WordPress and provides up-to-date information on a variety of topics. Employees themselves may post information to the site, which then is reviewed by public relations officers for accuracy, adherence to brand standards, and completeness before posting. A recorded video “newscast” to complement eNews began in October 2013 and provides staff with an additional media outlet for information. Employees can choose (through an RSS feed to their ICC email box) to receive immediate updates on all postings. Social media, used primarily by students, also provides an opportunity for communication. Employees often read and receive postings, which enhances their understanding of the students ICC serves.

ICC employs several key “urgent” messaging approaches. Emails to all employees can be sent when appropriate. Criteria for when and what type of content is appropriate is delineated in ICC’s Brand Standards. In general, messages are screened through the Marketing and College Communications Department for clarity and readability before being sent. “Alert” messages also may be posted electronically to the website. Finally, ICC employs the “MyAlert” system, which allows email, text messages, and voicemails to be delivered to all employees and students or appropriate segments. This system generally is restricted to urgent messages, but also has been used for school closures and some courtesy notices.

A monthly Strategic Forum is held for roughly 70 managers and staff. A slate of specialized topics is created each year. In FY2013, topics centered around communication improvements. For FY2014, 11 areas have been asked to present information on their departments to help foster a greater understanding among management of what each department does. Some topics for the year include training opportunities, affirmative action and diversity, strategic planning, brand strategy, budget, and human resource policies.

Senior leaders also hold regular meetings with their direct reports. 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, emails, Blackboard discussion groups, or universally accessible departmental hard drives.

With the continued use of Six Sigma, the practice of open Gate Reviews was established to engage the College community in the decision-making process. At certain phases 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 Projects or to review what has been written in the Systems Portfolio.

5P8. Communicating a shared mission, vision, and values: How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Both the mission statement and the core values are prominently promoted in both marketing materials and the various campuses and in the student and faculty handbooks, the ICC website, social networking accounts, and various other promotional banners, signs, and printed materials. The mission statement is also painted on a wall of the Administration Building and ICC North Campus for additional exposure.

In addition to traditional venues for posting, the College also actively promotes the mission statement during spring commencement ceremonies, Celebration of Learning weeks, Employee and Student Orientation sessions, as well as both internal and external events. The mission statement and core values have been fully immersed in the College’s communication outreach, and are central to our academic climate.

Also, as detailed in the 2010 Systems Portfolio, the ICC BlueBook and the actions/communication of senior leaders continue to reinforce the characteristics of high performance that the mission, vision, and values promote.

While the mission, vision, and values are important as cultural elements in developing high performance, the organizational tool of Six Sigma further inculcates a commitment to excellence. The system itself employs investigative approaches that ferret out “defects” or “fail points” without blame or bias. Within the concept itself, ICC’s Core Values of learning, community, integrity, responsibility, and excellence are aptly expressed, as individuals must learn how to use the system, data, and analytical tools; work as a community of team members; respect the
Category 5: Leading and Communicating

Leadership abilities are often developed through modeling by the senior leaders. Academic Affairs administrators are encouraged to attend The Chair Academy, a leader in worldwide leadership development for college and university leaders. In addition, 360 Feedback is done on a regular basis to provide information on leadership strengths and opportunities for improvement.

Among its administration and staff, the institution encourages and strengthens leadership abilities by offering specialized training through the Professional Development Institute (PDI). In a joint effort with the Organizational Learning Department, a leadership series was designed in 2012. The Inspiring Leadership program is intended for:

- New supervisors, managers, coordinators, or team leaders who have had little or no leadership education or training
- Experienced supervisors, managers, coordinators, or team leaders who want to solidify their understanding of leadership concepts
- Promising employees who may someday be tapped for leadership roles
- Anyone who aspires to assume a leadership role in an organization, whether a for-profit, non-profit, or even a volunteer organization

In terms of strengthening a process that was already in place, the former Employee Performance Standards and Development Plan, a process for annual review of all staff members, is being redesigned. The newly named Performance Review and Development Plan allows for continued professional development and is detailed in 4P10.

Managers have their own professional development funds. These funds may be used for professional seminars, workshops, and conferences in order to promote networking with peers, broadening of leadership capabilities, and bringing back new practices for implementation within the College.

Leadership knowledge, skills, and best practices are communicated and shared via a variety of methods. Joint Advisory Committees are an integral shared governance model at the College. Many leadership abilities are encouraged, developed, and strengthened during committee meetings, some which occur monthly or more often. Strategic Forum is a monthly meeting held by the managers and supervisors of the College with the purpose of creating an environment for institutional information sharing and interdepartmental familiarity. Also, Meetings of Academic Deans (MAD) occur twice a month. In addition, the Instructional Administrators Circle (IAC) meets monthly—a meeting of academic administrators, with representation from all academic departments, student services, online learning, and organizational learning. These meetings offer a forum for sharing information, discussing common challenges and opportunities, and making mutually beneficial decisions for the organization.

Every new employee, faculty and staff, is assigned a mentor. Cougar Colleagues is the official staff mentoring title. This program offers a six-month relationship to foster professionalism and community, aide enculturation, and encourage both personal and professional growth and development. Diamond Dialogues, Teaching Squares, and Cougar Combos are other mentoring methods designed to build community, enhance service, and improve techniques through non-evaluative observations and shared reflections. Each academic department also assigns a full-time faculty member mentor to a newly hired full-time faculty member to help with assimilation to the College environment. Adjunct faculty are assigned departmental mentors to the same effect. Furthermore, as explained in 4P4, the College has a comprehensive orientation process for new staff and faculty that allows for excellent communication in terms of skills and best practices.

Vital information to College personnel is circulated in a variety of ways. Organizational Learning/TLC News is the weekly snapshot of professional development and learning events sent to all personnel via email. The institution has created an Organizational Learning Committee, which meets monthly to design, develop, deliver, assess, and continuously improve faculty and staff development. Every academic year, the Teaching and...
Learning Center creates a comprehensive calendar for professional development and learning events available on the College’s website.

5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

• Faculty and staff participation on joint advisory college committees encourages internal constituencies to participate in the institution’s shared governance, all the while encouraging, developing, and strengthening leadership abilities (5P5; 5P9).

• The College consistently implements clear and fair policies regarding the rights and responsibilities of all of its internal constituencies. These are communicated through the Board Policy Manual, the Employee Handbook, the BlueBook, the Faculty Contract and Faculty Handbook, the College Catalog, and the Student Handbook (ICC Website: Board of Trustees Bylaws & Policies; Employee Handbook; BlueBook; Faculty Handbook; College Catalog; Student Handbook).

5P10. Leadership succession: 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?

As stated in the 2010 Systems Portfolio, much effort goes into maintaining and preserving the College’s mission, vision, values, and commitment to high performance during leadership succession, and those processes are still in effect.

The Board of Trustees of Illinois Central College annually hold a retreat in which the mission, values, and policies are all reviewed and reaffirmed or modified. New trustees are afforded an orientation by the President and the Secretary to the Board of Trustees, as well as the Illinois Community College Trustee Association, which includes an overview of the monthly meeting agenda, strategic conversations, by-laws, policies, facilities, lobbying at the state and national levels, and any current issues for the College. Moreover, quality improvement initiatives like Six Sigma, Lincoln Foundation for Performance Excellence criteria, and AQIP are all presented to the new Board member. In addition, Interest Based Bargaining (IBB) principles are articulated.

To further strengthen succession planning, the President has asked each Cabinet member to provide an overview of what succession could look like in each department. One of the tasks of the newly hired Vice President of Human Resources is to further develop the “onboarding” process of staff and leadership. For example, in new faculty recruitment materials, the core values, mission, and vision are highlighted both in graphic design and copy. In addition, the general documenting of processes and keeping them on a shared network drive also helps with the transference of institutional knowledge.

RESULTS (R)

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 along with comparative data.

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

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 a 3.49 in Fall 2006 to 3.89 in Fall 2011 and has surpassed the norm for five consecutive years.

Figure 5R2-1: Overall Climate

Senior leaders are responsible for keeping the mission, vision, and values at the center of daily work. Figure 5R2-2 shows a four-year positive trend in satisfaction (2011 results were slightly below 2010 value) with the degree to which the College’s actions model its mission. The ICC rating has surpassed the norm for five consecutive years.
Integrity is one of ICC’s core values. Figure 5R2-3 on the PACE assesses the extent to which open and ethical communication is practiced at ICC. These results indicate a positive four-year trend (2006-2009); lower results were seen in 2010 and 2011. Performance exceeded the norm for five consecutive years.

In Figure 5R2-4, employees report increased levels of satisfaction with information sharing within the institution and the performance exceeds the norm.

Figure 5R2-5, a second item assessing communication, shows a positive four-year trend (2006-2009) in satisfaction with the adequacy of information sharing on activities of importance taking place at ICC. The results did decrease in 2010 and 2011. The norm base has been surpassed for five consecutive years.
As discussed in 4R2, in 2012, the College researched climate surveys to find a tool more suitable to provide a more thorough and detailed snapshot of the internal climate of ICC that would provide the College more actionable measures to further enhance employee engagement and a resulting collaborative climate. In the spring of 2013, the College administered the Higher Education Insight Survey (HEIS) which was created and published by ModernThink, LLC. The Chronicle of Higher Education had selected this instruction for use in their “Great Colleges to Work For” program. Four categories were used to assess leading and communicating:

- Shared Governance (Figure 5R2-6)
- Senior Leadership (Figure 5R2-7)
- Faculty, Administration and Staff Relations (Figure 5R2-8)
- Communication (Figure 5R2-9)

**Figure 5R2-6: Shared Governance**

Shared Governance was described in 4R2-4. ICC’s results show that improvements can be made in this overall area, as the College’s score is slightly below the Carnegie Association colleges, but a larger gap exists when compared to the Honor Roll colleges. Further analysis of each question will be done once the results of the second administration of the survey are returned, as having more than one data point for decision-making and planning is beneficial.

**Figure 5R2-7: Senior Leadership**

Senior Leadership is an average score from six questions:

1) Senior leadership provides a clear direction for this institution’s future.
2) Our senior leadership has the knowledge, skills, and experience necessary for institutional success.
3) Senior leadership shows a genuine interest in the well-being of faculty, administration, and staff.
4) Senior leadership communicates openly about important matters.
5) Senior leadership regularly models this institution’s values.
6) I believe what I am told by senior leadership.

ICC’s results show that improvements can be made in this overall area, as the College’s score is slightly below the Carnegie Association colleges, but a larger gap exists when compared to the Honor Roll colleges.

**Figure 5R2-8: Faculty, Administration & Staff Relations**

Occurrence of something...
Faculty, Administration, and Staff Relations is an average score from two questions:

1) Faculty, administration and staff work together to ensure the success of institution programs and initiatives.
2) There is regular and open communication among faculty, administration and staff.

ICC’s results show that improvements can be made in this overall area. The College’s score is equal to the Carnegie Association colleges, but is lower than the Honor Roll colleges.

Communication is an average score from four questions:

1) When I offer a new idea, I believe it will be fully considered.
2) In my department, we communicate openly about issues that impact each other’s work.
3) Changes that affect me are discussed prior to being implemented.
4) At this institution, we discuss and debate issues respectfully to get better results.

ICC’s results show that improvements can be made in this overall area, as the College’s score is slightly below the Carnegie Association colleges, but a larger gap exists when compared to the Honor Roll colleges.

**IMPROVEMENTS (I)**

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

Recent improvements include changing from the Personal Assessment of the College Environment (PACE) survey tool to the Higher Education Insight Survey (HEIS) Great Colleges To Work For instrument. This was done to give the College a better picture of the internal climate, allowing for ways to enhance employee engagement and foster a collaborative climate. Additionally, enhancements were made within the area of shared governance by adding joint advisory committees for faculty travel, textbook rental, online learning, and professional standards. Leadership development has been the focus of the Inspiring Leadership Series, and communications have been enhanced through the addition of RAVE MyAlert. Processes for leading and communicating are systematic and comprehensive.

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?

Illinois Central College values continuous quality improvement and focuses to attain attributes of a high-performing organization. Process improvement initiatives, namely, Six Sigma and AQIP Action Projects, assist in these improvement efforts. Six Sigma has Cabinet approval of team charters; AQIP Action Projects are guided by the AQIP Steering Committee. The College focuses on student learning and delights in the attainment of its mission, vision, and values. Strong leadership is in place and encouraged through educational opportunities at the College. Lines of communication are present and are strengthened through work processes. ICC is constantly striving for excellence and improvement, and the institutional culture supports the efforts in leading and communicating.

Comparative data is used to assess ICC’s performance and is discussed in 5R2.
CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

OVERVIEW
Though Figure 6P1-1 in the 2010 Systems Portfolio describes the key work processes at the College, the College’s 2014 Systems Portfolio process descriptions and results center on the key support service processes within that diagram. Such support services provide the infrastructure that ICC needs to achieve its mission and enable students to attain their career goals. The following list showcases specific departments and the support services each provides:

- **Enrollment Services.** Provides contact with prospective students, supports them through the College’s admissions process, and identifies their interests, skills, and needs, along with providing maintenance of student records, transfer credits, the registration process, grades, graduation dates, transcripts, and academic progress.
- **Technology Services.** Provides help desk support for all technology-related needs, i.e., PeopleSoft issues, password resets, eServices help, some Blackboard (ICC’s CMS) help, at-home computer problems, etc.
- **Advisement and Counseling.** Provides academic advisement in relation to choosing transfer classes, certificate programs, and/or pairing students with department advisors; provides access services to assist students in obtaining support for varying disabilities; provides counseling for students who experience personal problems while pursuing their educational goals at ICC; and, provides career services, including state-of-the-art resources assisting in career exploration, development, and job placement.
- **Marketing and College Communications.** Provides internal and external communication ensuring that all information is accurate and timely; maintains the College website and social media sites; coordinates media relations, organizational branding, and publishing of general College information like eNews and ICC Today; produces all the brochures for academic programs and departments.
- **Student Success Centers.** Provides students with multiple areas of academic support and developmental education.
- **Business Services.** Provides support in four main areas: Food Services (quality nutrition at affordable prices, meeting dietary needs and desires of students and employees, as well as supporting ICC’s catering needs); Fitness Center (a state-of-the-art facility where students and employees can focus on their health in a variety of ways); Children’s Center (both childcare and/or pre-school experiences for children of students and employees, as well as the community at large); and, Bookstore (providing textbook purchase and rental options, quality merchandise, along with program-specific supplies and attire).
- **Accounting/Finance/Purchasing.** Manages student accounts, processes all accounts payable and receivables and the personnel payroll. Purchases all items needed to support institutional operations.
- **Financial Aid.** Advises students regarding financing options and debt management and processes all student financial aid. Works in conjunction with both the ICC Educational Foundation to manage scholarships and Human Resources to oversee the funding for work-study students.
- **Student Services.** Provides student life activities, supports student retention, and works closely with students and faculty to ensure early identification of student challenges.
- **Human Resources.** Provides support in recruiting and preparing well-qualified applicants for positions; coordinates employee benefit programs; and provides orientation, performance review, and leadership training.
- **Facility Operations/Campus Police.** Ensures that the College’s physical environment is safe, secure, and clean; maintains the College’s grounds; provides all safety instruction to employees.
- **Curriculum/Scheduling.** Maintains the Curriculum Development System (CDS) where all program, course, and master syllabi are created, maintained, and revised; these courses are then scheduled via the SIS (PeopleSoft) in conjunction with 25Live, the College’s room scheduling software.
- **ICC Educational Foundation/Alumni Relations.** The Foundation provides access to higher education for ICC’s community through scholarships, technology, and programs that advance the quality and accessibility of the institution, along with the ability to respond quickly to emerging priorities. Alumni Relations facilitates ongoing communication, camaraderie, and continued engagement between current students, graduates, and the college community overall.
- **Library.** Provides reference and curriculum support services and a circulating collection that meets the informational needs of employees and students.

Although each one of these areas within themselves executes processes that are systematic, sometimes processes between departments can be more reactive. Support departments report to the divisions of the College—Academic Affairs, Student Services, Administration and Finance, Educational Foundation, Marketing and College Communications, and Diversity,
International and Adult Education. Collaboration between the divisions allows for these support service processes to be aligned with the College’s mission, vision, and values. Furthermore, continued improvements show that the College is moving toward the integrated level of maturity.

PROCESSES (P)

6P1. Identifying support service needs: How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

As described in 3P1, the College identifies the changing needs of its students (including the support service needs) in numerous ways. The recent online feedback system that has been developed allows for constant input from students and other key stakeholders. Also, the SSI, CCSSE, and SENSE surveys administered by the College’s Institutional Research Department provide input on student support service areas such as Enrollment Services, Advisement and Counseling, Student Success Centers, Student Services, Financial Aid, and Curriculum/Scheduling. In addition, informal surveys are administered by specific departments and at various campus locations throughout each academic year, allowing for response to student support needs in those particular areas.

As described in 3P3, the College uses both informal and formal mechanisms to aid in understanding and analyzing the needs (including support service needs) of its other stakeholder groups. Instruments including the Great Colleges and PACE surveys, along with internal departmental customer service surveys provide input on other key stakeholder support service areas such as Human Resources, Facilities, Campus Police, and Technology Services.

Figure 6P1-1 in the 2010 Systems Portfolio describes the key work processes at the College. The College’s 2014 process descriptions and results will center on the key support service processes within that diagram.

6P2. Identifying administrative support service needs: How do you identify the administrative support service needs of your faculty, staff, and administrators?

The administrative support needs of faculty, staff, and administrators are identified through the annual strategic and program planning process and the departmental budgeting/purchasing processes. The roll-up of the annual strategic and program planning process provides information to a variety of support service areas. Specific examples of how needs are identified and met follow:

- Faculty capital equipment needs are identified and shared with Purchasing and the Foundation.

- The Technology Services Department is informed of software and hardware needs.

- The Human Resources Department is made aware of any staffing changes that may require the posting of job positions.

- Building and remodeling needs are sent to Facility Operations/Facilities Planning and Design Departments.

- Marketing needs flow to the Marketing and College Communications Department.

- The Purchasing Department processes any approved accounts payable expenditures associated with the faculty, staff, and administrative budgets.

- In terms of departmental enrollment trends and scheduling needs, such information is partly identified through the College’s data warehouse, maintained through the Institutional Research Department.

An example of gathering voicing information from faculty, staff, and administrators regarding their support service needs is the 26 Joint Advisory Committees (see 5P5-1), representing a cross-section of all ICC faculty and staff. These committees meet at various times during the year to discuss a variety of topics that affect the entire College and/or issues specific to a particular campus location. More than half of these committees are focused on either faculty/staff issues or on student services, student learning, and curriculum. The members of all committees are responsible for providing information and feedback to their supervisors, peers, stakeholders, employees, and to appropriate executive leaders. To increase communications from the Joint Advisory Committees, committee leaders post the meeting minutes on the College Intranet. Each committee chair must also complete a yearly review/status report which is returned to representatives from the Faculty Senate, along with the Provost’s Office. The identified needs are then rolled into the aforementioned program planning process as appropriate.

6P3. Designing, maintaining, and communicating processes that contribute to physical safety and security: How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

College departments responsible for designing key support processes that contribute to physical safety and security include: Facility Planning, Risk and Benefits Management, Health Services, Facility Operations, Technology Services, and Campus Police. Committees within and across departments discuss safety and security processes as needs become evident throughout the year. Facility Operations, Technology Services, and Campus Police generally have the responsibility of maintaining safety and security processes. Emergency or unsafe conditions are broadcast to the campus community through
print media, website postings, email, social media, television, radio, public address systems, and the Rave MyAlert system.

To address safety and security during the design phase of facility projects, the Facilities Planning and Design Department reviews plans with end users to identify specific safety concerns and with Campus Police to review overall safety concerns of buildings. The Director of Facilities Planning and Design hires an architect to design buildings to meet federal safety standards and requirements. Facility Operations is tasked with communicating with vendors and providers to stay current on updates to state and federal regulations and operations. This information is used to update Facility Operations to ensure they comply with applicable rules and standards.

The College’s Risk and Benefits Management Department and Health Services/Wellness Center cooperate to provide instruction to employees to prevent work-related injuries and also forward any complaints regarding safety concerns to the appropriate College department. Facilities Services and Food Services employees receive specialized training specific to their positions to insure safety. The Food Services facility is inspected annually by the County Health Department to insure safe processes are used in the kitchen and safe and sanitary processes in the storage and safety of food. Safety training and support services are disseminated to the College community during New Employee Orientation and through the ICC webpage and intranet.

Category 4P13 explains the Campus Police Department in its entirety.

In terms of how key support processes that contribute to everyone’s physical safety and security are communicated, ICC relies on both people and documents to distribute important information. The Safety Committee meets quarterly to discuss safety concerns brought to its attention by various sources throughout the College community. The Committee distributes a Managing Student Conduct of Concern handbook to advise faculty on how to handle distressed, disturbed, disruptive, or dangerous students. The handbook and the forms for student referral to the Vice President of Student Services Office are available on ICC’s website. The College’s Safety through Communication Team meets as necessary to discuss students of concern and explore options for resolution. An ICC Campus Police Emergency Response Guide is distributed to every office at the College and is on the website for all to see/access. Adopted January 16, 2014, the Weapons on Campus and Firearm Concealed Carry Policy bans weapons from ICC, except in limited circumstances. ICC is posted as a No Concealed Carry institution. Additionally, an Annual Campus Police Safety and Fire Report (Clery Act) is made available on the College webpage each year.

In February 2013, ICC instituted the ICC MyAlert Program (RAVE, Inc.), a rapid messaging system designed to provide up-to-date emergency notifications. At the time of deployment, a significant marketing campaign involving email, Facebook, banners, posters, and the ICC website was utilized to communicate the new service to the campus community. The Rave system has been tested, and adjustments to the contact list are made daily from PeopleSoft records of current faculty, staff, and students. Using a special Application Programming Interface (API), the system will be able to report to the targeted audience specific notices and alerts to the user’s cell phone or mobile device. The system is rapidly approaching full integration.

![Figure 6P3-1: How Key Support Processes Contribute to Physical Safety and Security](image)

<table>
<thead>
<tr>
<th>SYSTEM OR PROGRAM</th>
<th>STAKEHOLDERS</th>
<th>KEY SUPPORT PROCESSES</th>
<th>REVIEW / UPDATE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational</td>
<td>Campus Police</td>
<td>Officer training and responsibilities, departmental policies, reporting requirements and lines of communication, liaisons with area police, fire and emergency departments.</td>
<td>Reviewed periodically as new procedures, training requirements, emergency plans, remodeling or upgrading of facilities, etc., are implemented.</td>
</tr>
<tr>
<td>Procedures Manual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>Campus Police, Risk and Benefits Mgmt. Health Services/Wellness</td>
<td>Coordinated with County Health Department. NIMS guidelines and requirements integrated into plan.</td>
<td>Updates ongoing with Tazewell and Peoria counties.</td>
</tr>
<tr>
<td>Preparedness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>Campus Police, Facilities Planning and Facilities Operations, Risk and Benefits Mgmt. Safety Committee</td>
<td>Compliant with NIMS and the Incident Command System (ICS) to provide interoperability among federal, state, and local governments. Began in 2010, objectives include: coordinate responses to protect facilities and campus services, provide communication, and provide emergency response services to restore normal operations in an emergency.</td>
<td>Updated at regular intervals with input from all stakeholders.</td>
</tr>
<tr>
<td>Operations Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EOP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(implementation by President or designee)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 6P3-1: How Key Support Processes Contribute to Physical Safety and Security (continued)

<table>
<thead>
<tr>
<th>SYSTEM OR PROGRAM</th>
<th>STAKEHOLDERS</th>
<th>KEY SUPPORT PROCESSES</th>
<th>REVIEW / UPDATE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyAlert/ RAVE</td>
<td>Campus Police Marketing</td>
<td>Emergency notification system including telephone, email, and text messaging to all faculty, staff, and students (campus closings, emergency situations, weather events, etc.)</td>
<td>List reviewed daily and collated with PeopleSoft master list of ICC personnel and students.</td>
</tr>
<tr>
<td>Public Address System</td>
<td>Campus Police</td>
<td>Responsible for all PA announcements concerning emergencies, weather, campus closings, etc., as they are received from College administration.</td>
<td>System operation reviewed at regular intervals. Repairs as needed.</td>
</tr>
<tr>
<td>Green Button</td>
<td>Campus Police Technology Services</td>
<td>Emergency ICON on computers in faculty/staff offices and classroom podium computers. Response is triggered to computer’s location.</td>
<td>Requests forwarded to Technology Services for implementation as received.</td>
</tr>
<tr>
<td>Proximity Card Access</td>
<td>Campus Police Technology Services Facilities Operations</td>
<td>Installation proceeding across campus. Activation is a phased implementation rollout.</td>
<td>Policies for card access operations and distribution are undergoing development at this time.</td>
</tr>
<tr>
<td>Architectural Design</td>
<td>Facilities Planning</td>
<td>Safety issues in building design are reviewed by an architect to ensure compliance with state and federal safety regulations.</td>
<td>Any remodeling or upgrading of facilities undergoes architectural review in the design stage of the project.</td>
</tr>
<tr>
<td>Network Operations</td>
<td>Technology Services</td>
<td>Maintain communications between faculty, staff, students, and administration to ensure safety messages are delivered in a timely manner.</td>
<td>Review of email, wireless communications, and network security measures is ongoing. Software filters and security updates are installed as they become available.</td>
</tr>
<tr>
<td>Signage on Campus</td>
<td>Facilities Planning Campus Police Marketing</td>
<td>Digital signage at the entrances of both the East Peoria and North campuses installed in 2012. Messages, alerts, and events are posted on a regular basis. New external way-finding signage installed in 2012 on East Peoria and North campuses</td>
<td>Digital signage maintenance and updating of messages occur regularly. Messages are generated by Marketing. Way-finding signage renewed when buildings are reconfigured or signage becomes aged or damaged.</td>
</tr>
<tr>
<td>Internal Signage</td>
<td>Facilities Planning Campus Police</td>
<td>Way-finding, emergency equipment, house phones, and directional signs are posted throughout each campus building.</td>
<td>Signs are refreshed and/or replaced as buildings are reconfigured and programs move to new locations throughout the campus.</td>
</tr>
</tbody>
</table>

6P4. Managing processes to ensure needs are met: How do you manage your key student, administrative, and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

As discussed in the 2010 Systems Portfolio, work processes continue to be managed by process owners (often using Six Sigma tools/staff). Figure 6P4-1 in the 2010 Systems Portfolio details that cycle. Furthermore, the various departments involved in managing ICC’s key student, administrative, and institutional support services are supervised through the President’s Cabinet. Areas that have Cabinet representation include: Academic Affairs; Student Services; Human Resources; Administration and Finance; Educational Foundation; Marketing and College Communications; Diversity, International and Adult Education; and Institutional Research and Planning. Some of these areas are stand-alone in terms of the support they offer the College, but other areas (listed below) have a variety of departments reporting to them.

Student Success Centers, the Library, and Curriculum and Scheduling all report to Academic Affairs. Enrollment Services, Advisement and Counseling, Financial Aid, Student Services, and the Career Center report to Student Services. Technology Services, Food Service, the Bookstore, Business Services, Facility Operations/Planning, and Campus Police report to Administration and Finance. Each department within these functional units has a manager and supporting staff. The processes are managed on a day-to-day basis through the use of clearly outlined procedures and policies within each given area. Requests for services/needs are received by each department based on its policies and procedures. The College maintains current request forms on the Intranet, allowing continual access to all College employees. Some departments keep a record of the requests and examine response times. Other departments use more informal means of communication to ensure that the need was addressed and resolved.
With the development of ICC’s enterprise data warehouse (see 7P1), nightly updates provide current data for analysis and decision-making purposes. Though the process is not yet systematized, the College faculty and staff have access to the metrics, and many have begun using the data to make better-informed day-to-day decisions. In the future, the College will create customized dashboards for departments, thus fostering more distributed access to functional units.

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

Information on support processes, which encourages knowledge sharing, innovation, and empowerment can be found in the College Catalog, Student Handbook, on College website pages, and in policies, procedures, and processes found on the College Intranet. The College website pages provide immediate access and information to prospective students as well as to current students and employees. Information regarding academic support services, student support services, and financial aid, along with departmental information and curriculum information, is provided on the College website and in the College Catalog. The College’s Intranet provides employees access to administrative and institutional support policies, procedures, processes, data reports, and departmental information. The enterprise data warehouse provides needed information to make strategic planning decisions and day-to-day operational decisions. A repository of Six Sigma process maps are housed on a shared drive. Documentation, access, and communication of information regarding support processes and services provide faculty, staff, administration, and students with the knowledge and tools they need to focus their request on the department that can most efficiently meet their needs.

As mentioned in 5P9, the Inspiring Leadership Program provides an avenue through which prospective College leaders can share knowledge, explore channels of innovation, and model empowerment. Furthermore, the Joint Advisory Committees (6P2) provides another venue for knowledge-sharing for College employees.

ICC’s Six Sigma Office maintains a library of detailed process maps which identify 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 or Green Belt. It is the process owner’s responsibility to communicate the process to individuals or groups within their department and share this information with others as well as regularly monitor processes for opportunities of improvement. The Six Sigma team realizes that sharing the process maps among institutional units has been limited, since they were stored on a network drive with limited access. To expand the access to process maps, they will be put on the Intranet where all employees of the College have online access. To help promote the gate reviews, announcements and process map links will be included in eNews, so that interested parties can review such information before the gate review.

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

The major national survey measures and results for 6R1 are reported in 6R2 and 6R3. To evaluate areas of improvement specific to the College, internal surveys may be administered by individual departments or committees. Some examples are shown in 6R1-1.

**Figure 6R1-1: Examples of Surveys Administered by Individual Departments or Committees:**

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>FREQUENCY OF COLLECTION</th>
<th>NATURE OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECAR Student Technology Survey</td>
<td>Annual</td>
<td>Technology ownership and use, skills and preference for technologies, effect of technology on college experience, student observations on faculty use of technology</td>
</tr>
<tr>
<td>Advising Office Survey</td>
<td>Shortly after point of service</td>
<td>Evaluate services provided to students</td>
</tr>
<tr>
<td>Social Media</td>
<td>Ad hoc</td>
<td>Unofficial feedback ranging from opinions on what students like and dislike at ICC to evaluation of services provided</td>
</tr>
<tr>
<td>Downtown, North and South Campus Surveys</td>
<td>Annual</td>
<td>Topics such as factors influencing decision to enroll at a particular campus, likelihood student will take another course at this campus, level of satisfaction with access to services at this campus</td>
</tr>
<tr>
<td>Studio</td>
<td>Several times a year</td>
<td>Are the needs of the student on specific assignment being met?</td>
</tr>
<tr>
<td>Student Success after transfer</td>
<td>Provided from transfer institutions</td>
<td>Colleges that have accepted our transfer return data return data on student collective GPA's</td>
</tr>
<tr>
<td>Cafeteria (EP and North campuses)</td>
<td>Ad hoc</td>
<td>Comment boxes at all food service locations, surveys are for college community and to anyone who attends a catered event</td>
</tr>
</tbody>
</table>
6R2. What are your performance results for student support service processes?

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 6R2-1 shows negative trends for “good variety of courses” from Fall 2008 and Fall 2010 since the sampling was across all campuses. Students taking courses at North found a limited selection of classes. Students working on a certificate or degree would need to take classes at North and either the main campus or downtown to register for a variety of classes. In 2012 North campus began to grow and its expansion has become a strategic goal by 2014.

In the category “Classes are scheduled at times that are convenient for me,” the results show a positive trend. In spite of the decrease for “good variety of courses,” student satisfaction exceeded the comparison group for both course variety and scheduling at convenient times. With the expansion of North campus during the calendar year 2014, we anticipate “variety of classes” to dramatically increase.

Advisement

Three metrics on the SSI have been identified to measure student satisfaction with advisement (Figure 6R2-2). In 2008, 2010, and 2012, students’ ratings of satisfaction with goal setting and advisor knowledge about program requirements exceeded those of the comparison group. In both 2008 and 2010, ICC students rated the advisors concern for student success as an individual lower than the comparison, but in 2012, ICC was rated at 5.29, higher than the comparison group at 5.07. ICC students rated satisfaction with advisor knowledge about program requirements above the comparison group rating in all three years of survey administration.

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 6R2-3 shows gradual improvement from Fall 2008 to Fall 2012; however, during the 2010 year, ICC student perception of effectiveness of the College registration fell below the national average. 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 polices, and the ease with which bills can be paid. Changes in business procedures such as Drop-for-No-Pay did cause some dissatisfaction; however, the proactive process of incorporating the use of MyAlert to notify students quickly before the Drop-For-No-Pay dates may have been a factor in the increase in 2012.

The College is currently completing a review of all course level registration prerequisites. These prerequisites will be updated and programmatically enforced in PeopleSoft in order to allow students to more easily enroll in courses via the WebServices interface. This increase in ease of web registration should lead to higher student satisfaction with enrollment and registration.
Financial Aid
Financial assistance is a critical element for many students enrolling at ICC. In Fall 2012, ICC student head count was 12,283. Of these, 4,798 students were awarded financial aid at some level. The adequacy of financial assistance is often governed by external factors such as 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. 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. During all three years in each of the categories ICC’s scores varied. The data from Figure 6R2-4 suggest that student satisfaction with available financial aid at ICC was mixed compared to other community college results but in 2010, ICC scored higher than the comparison group. In the two other categories, ICC scores continued to fall below the comparison group. In 2012, MyAlert (RAVE) was implemented and should improve communications with students in announcing financial aid awards. ICC is now able to send notices to students to check the funding in their account as soon as it becomes available. In addition, ICC uses social media such as Facebook to post announcements related to financial aid award dates.

Figure 6R2-4: Financial Aid – Adequacy of Amount Available, Timely Announcement of Awards, Helpful Counselors

Satisfaction data collected from students in the 2012 SENSE survey (Figures 6R2-5 and 6R2-6) shows that entering ICC students are more satisfied with most of the student support services provided than students in the cohort of schools on the average. Exceptions are in the areas of Face-to-Face Tutoring, On-Line Tutoring, and Service to Students with Disabilities.

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

Orientation and Development
Opportunities for professional growth and skills development are critical to an institution’s workforce. The Personal Assessment of the College Environment (PACE) survey has been used by the College for many years as a way of evaluating and comparison of employee satisfaction and the campus climate. 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 6R3-1);
- the assistance supervisors provide to their employees to improve their work (figure 6R3-2);
- the extent to which employees feel they have opportunities for professional advancement within the College (Figure 6R3-3); and
- the extent to which employees feel as though opportunities for professional development and training are available (Figure 6R3-4).

In all of the PACE results, ICC consistently outpaced the PACE national norm.

After review of several years of data, a decision to change to another survey was made. In the spring of 2013, the College administered the Higher Education Insight Survey (HEIS) which
was created and published by ModernThink, LLC. The Chronicle of Higher Education had selected this instruction for use in their “Great Colleges to Work For” program. Two items under the broad category of “Policies, Resources and Efficiency” were used to assess employee satisfaction with administrative support services:

- my department has adequate faculty/staff to achieve our goals (Figure 6R3-5);
- our orientation program prepares new faculty, administration, and staff to be effective (Figure 6R3-6)

Figure 6R3-1: Extent to Which Work Outcomes are Clarified to Me

Figure 6R3-2: Extent to Which My Supervisor Helps Me to Improve My Work

Figure 6R3-3: Extent to Which I Have the Opportunity for Advancement within This Institution.

Source: PACE Survey Results, Item 30 (Fall 2008, 2009, 2010, 2011); Comparison Value: PACE National Norm

Figure 6R3-4: Extent to Which Professional Development and Training Opportunities are Available.

Source: PACE Survey Results, Item 45 (Fall 2008, 2009, 2010, 2011); Comparison Value: PACE National Norm

Figure 6R3-5: Department Has Adequate Faculty/Staff to Achieve Goals

Source: ModernThink Higher Education Insight Survey - Chronicle’s Great Colleges to Work For, 2013 Administration, Item 28. Comparison Values: 2013 Carnegie Association and 2013 Honor Roll for Institutions with greater than 10,000 students
Figure 6R3-6: Orientation Program Prepares New Faculty/Administration/Staff to be Effective

The first administration of the HEIS Great Colleges to Work For survey shows that ICC employees outscore the Carnegie Association and the Honor Roll participants in the area of having an adequate workforce to achieve goals. However, ICC results within the area of orientation programs has opportunity for improvement (although the ICC score was equal to the Carnegie Association grouping).

Physical Safety and Security

ICC's Campus Police 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 Police staff has developed an action plan to make improvements. The survey of FY2011 compared to FY2009 shows a significant improvement in all categories due to the team effort and training as outlined in program plans.

Figure 6R3-7: Safety and Security Internal Customer Survey

<table>
<thead>
<tr>
<th>INTERNAL CUSTOMER SURVEY</th>
<th>FY2007</th>
<th>FY2009</th>
<th>FY2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely response to calls for service</td>
<td>80.6%</td>
<td>70.2%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Professional in appearance</td>
<td>95.4%</td>
<td>88.9%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Courteous to staff</td>
<td>90.7%</td>
<td>83.9%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Respectful to students</td>
<td>65.9%</td>
<td>63.4%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Sensitive to service needs</td>
<td>80.6%</td>
<td>75.6%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Promotes a sense of well-being</td>
<td>85.3%</td>
<td>78.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Officers are professionally competent</td>
<td>81.0%</td>
<td>73.8%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Campus Police and staff perform their jobs well</td>
<td>89.2%</td>
<td>79.0%</td>
<td>89.0%</td>
</tr>
</tbody>
</table>

Source: Safety and Security Program Plan Report

Figure 6R3-8: The Institution Takes Reasonable Steps to Provide a Safe/Secure Environment for the Campus

The first administration of the HEIS Great Colleges to Work For survey shows that ICC employee ratings fall below the Carnegie Association and the Honor Roll participants in the area of providing a safe and secure environment for the campus. The College has recently made major improvements within safety and security, including MyAlert notifications, swipe cards for classroom and laboratory access, and a police force that has armed officers on each shift and at each campus. These improvements should help to increase the ratings from employees within this survey area.

6R4. How do your key student, administrative, and organizational support areas use information and results to improve their services?

ICC values continuous quality improvement, so the results associated with the departmental annual program plans are fed back into the departmental process for improvement. For example, in 2009 there was a concern with student conduct and classroom safety. A committee took those concerns and a new process, deployment of a “green button” to faculty and staff desktops allowing for immediate summons of campus police, was initiated. Process owners/department administrators may opt to improve a process themselves or solicit the help of either Six Sigma Black Belt or the AQIP Steering Committee.

6R5. How do your results for the performance of your processes for Supporting Institutional 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 comparison data (exception is 6R3-7, which is an internal survey), and results comparisons are discussed in those areas.
IMPROVEMENTS (I)

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Institutional Operations?

The College has recently made major improvements within safety and security, including MyAlert notifications, “green” button deployment to faculty and staff desktops and computer labs for immediate response via Campus Police, swipe cards for classroom and laboratory access, and a police force that has armed officers on each shift and at each campus. All of these changes were systematic, comprehensive, and well-planned. Additionally, the College website is being revised for easy access to information.

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

The College values continuous quality improvement. The focus is on the mission and helping students learn. The success in administrative and institutional support services indirectly supports the needs of the students. This can only be accomplished through the collection of data to identify if the service is meeting the intended need and how the service can be improved. 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.

Yellow Belt Training is required for all full time employees and optional for part time employees. This opportunity exposes all employees to a systematic methodology that enables them to think about their work environment, look for more efficient and beneficial solutions, and to share their observations. 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.
CATEGORY 7: MEASURING EFFECTIVENESS

OVERVIEW
ICC monitors its institutional effectiveness against a set of Institutional Indicators identified by the Executive Cabinet as those which define how well ICC carries out its Mission and the extent to which it attains its Vision. The College structures its measurement system within its Strategic Priorities and in accordance with the strategic planning process establishes one- and, in some cases, two-year goals for each Indicator. Following a thorough review of the Indicators at its January Strategic Planning Retreat (see Figure 8P1-1, Step 1–internal assessment) the retreat participants will determine whether the College’s performance on any of the Indicators constitute a strategic challenge or a strategic advantage. These determinations, in large part, lead to the development of Strategies and Objectives in support of the Vision and ICC’s Boldly Important Goal (BIG) and focus the work of the College. Revisions or modifications of the Institutional Indicators are made as part of the Strategic Planning process. The Institutional Research Office (IR) collects and reports these data related to the Strategic Priorities. The Institutional Indicators and the measures specific to the College’s current Objectives are included 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. The Cabinet reviews the College’s progress toward achieving its goals at its monthly meetings and alters plans, as needed. Whenever possible, ICC selects key comparative data that will provide benchmark information against competitors and/or comparison groups.

Processes for measuring effectiveness exhibit a wide range of maturity levels. Processes related to selecting, managing, and distributing data (7P1 and 7P2) as well as ensuring data quality and use (7P6 and 7P7) are well aligned and integrated at ICC. Over the years, ICC has endeavored to foster a data-driven culture that permeates key decision-making, strategic planning, and organizational effectiveness. The various components of the College, such as instructional and non-instructional programs and services, planning and improvement efforts, academic and business units, rely on data to set goals and drive execution. An example of this can be seen in the College’s choice to focus one Action Project on “Collection and Analysis of Student Retention Data.” The project was created to determine analytics that could be used in the future to improve student engagement and retention.

Processes for determining the data for departments (7P3) and for institutional performance (7P4) are aligned with their respective needs. However, the College needs to enhance data accessibility and speed to departments, units, and to internal and external institutional partners. Processes for determining the needs and priorities for comparative data and information (7P5) are systematic insofar that the College contributes, collects, and integrates results of data from a number of nation-wide benchmarks; however, the processes must be considered reactive when it comes to collecting data on local competitors, as these data are often difficult to obtain.

The most recent improvements within this category revolve around the deployment of a business intelligence platform so that distributed access to end users makes valid and consistent data and information readily available for analysis, action-planning, and decision-making.

PROCESSES (P)
7P1. Selecting, managing, and distributing data for programs and services: How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

As described in the 2010 Systems Portfolio, ICC has a robust and well-defined process in place with regard to using data to support and improve instructional and non-instructional programs and services. The data and performance information are selected based on the needs of the data users—the process is driven by the College’s strategic goals, program plans, and key process outcomes which align with the mission and vision. Said data are collected and managed through the College’s Enterprise Systems/Technology Services division (PeopleSoft, MyAlert, Curriculum Development System, etc.) and the Institutional Research Office (enterprise data warehouse and subject-specific data marts). Information is also distributed via continuous access to the data warehouse’s business intelligence platform (formerly Performance Point and SharePoint, soon to be Pyramid Analytics), annual program profiles, summary information from regular institutional assessments (Noel-Levitz SSI, CCSSE, NCCBP submissions, IPEDS surveys, employee surveys, environmental scanning summaries, etc.), and the ICC intranet.

In 2010, the enterprise data warehouse, mentioned above, was established in which data are stored, modeled, and accessed by the College community through the IR-maintained business intelligence platform. Executive Cabinet members, program directors, and other appropriate staff may contact the IR office to assist with ad hoc or standard data requests. Cabinet members may also request that the IR Office include specific measures or indicators among any of the program plans within their divisions. The IR Office determines when its data collection and management systems, or those inherent to the College’s transactional systems (PeopleSoft), need to be adjusted to
respond to changing or emerging needs of information consumers.

**7P2. Selecting, managing, and distributing data for planning and improvement**: How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

The 2010 Systems Portfolio details ICC’s process for selecting and managing data and performance information to support planning and improvement efforts. That process remains strong and relatively unchanged. Also, updates to the process (mentioned in 7P1) include the addition of the enterprise data warehouse for distributed access to data and information resources. In essence, the Institutional Research Office, in conjunction with the Executive Cabinet, manages the data and performance information for ICC.

Examples of data and information contributing to the continuous improvement of the institution follow. Departments use the enterprise data warehouse to make informed decisions with regard to scheduling and retention efforts. The Six Sigma Black and Green Belts utilize data during the DMAIC process of their projects. An AQIP Action Project entitled “Collection and Analysis of Student Retention Data” focused on identifying appropriate measures which could be used to drive future improvements related to engaging and retaining students. PeopleSoft is another tool ICC uses for the purpose of managing and distributing data for planning and improvements College-wide.

**5.D. The institution works systematically to improve its performance.**
- The College maintains effective systems for collecting, analyzing, and using organizational information. These systems are integral components of the College’s assessment of student learning processes, Six Sigma quality improvement processes, operational planning processes, ongoing participation in AQIP, and periodic applications for the Illinois Performance Excellence Award. Institutional performance is monitored and supported by the Office of Institutional Research (7P2).
- Measures are captured on an ongoing basis for each key process. The College’s IR Office maintains a SharePoint site linked to a data warehouse, which allows all managers and other process owners to monitor performance (7P2).

Program plans are a component of the annual strategic planning process and have a direct tie to institutional priorities. Department managers determine their information needs with respect to documenting and understanding program effectiveness in consultation with the Institutional Research Office during the annual program planning process and as needed throughout the year. Additionally, departmental needs are based on data required to complete self-studies for external reporting as noted in program accreditation, grant reports, as well as for internal academic program reviews required every five years by the Illinois Community College Board. Process owners for many of ICC’s key work processes have access to standard reports generated from the enterprise data warehouse—those reports are created based upon the specific needs within that department (examples: enrollment, success, percent fill, etc.). If needed data or information are unavailable, department managers work with the IR Department to find the most efficient way to glean the information. In general, accessibility to data is given based upon each employee’s job description, roles, and responsibilities.

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

As reported in the 2010 Systems Portfolio, ICC’s processes for analyzing data and information regarding overall performance, as well as for sharing those analyses throughout the institution, are robust and well-defined. The College continues to analyze and share data in these ways. Current information, demonstrating how the College meets core component 5D, is documented here:

**5.D. The institution works systematically to improve its performance.**
- Among the many ways the institution learns from its operational experience and improves performance involves sharing data and gathering feedback from stakeholders using periodic Six Sigma gate reviews ( ICC Website: Six Sigma).
- Program planning process requires analysis of past performance and encourages improvement efforts predicated on that analysis (8P1).
- ICC regularly administers nationally benchmarked institutional assessments, and IR prepares executive summaries and distributes to the college community ( ICC Website: Institutional Research).
7P5. Determining needs for comparative data and information: 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 Executive Cabinet members, faculty, and managers can also request data for their division or departments. The IR Office monitors and controls survey requests made throughout the College.

When considering local competitors, ICC is not always able to get comparative performance data on all the desired metrics, nor are all of the competitors’ strategic planning materials available for public consumption like those for most community colleges are. Our chief, local competitors are private institutions. To this end, ICC collects and analyzes the information we are able to get from competitor institutions. Through our external environmental scan, in the first step of the strategic planning process (see 8P1), enrollment levels and demographic characteristics (targeted market segments) are primarily considered; in addition, we make an attempt to ascertain what core competencies competitors are pursuing or plan to pursue. We do this in an effort to determine the level of threat to our own core competencies.

With regard to criteria and methods for selecting sources of comparative data and information, 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 2013, 270 public institutions participated in the program. Of these institutions, 147 shared a single-campus institution type and 34.13% shared an urban classification with ICC. As mentioned in the 2010 Systems Portfolio, the College continues to use tools like CCSSE, SSI, and NCES as a means to measure its performance in various areas. And, after six years using the Personal Assessment of the College Environment (PACE), the College currently assesses the effectiveness of its information and knowledge management system.

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

ICC’s 7P6 narrative and Figure 7P6-1 in the 2010 Systems Portfolio detail the process through which ICC ensures that department and division analysis of data and information aligns with institutional goals for instructional and non-instructional programs and services. The process for sharing these analyses is also described there.

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

The process descriptions provided in the 2010 Systems Portfolio detail how ICC ensures timeliness, accuracy, reliability, and security of the College’s information systems and related process. That information is still accurate. Some updates and advancements have been made in the area of security; see below for an explanation of our most recent process improvements.

Once every hour the Network Operations Identification Database (NOID) queries the PeopleSoft system for any changes to students or staff. For students, these changes include new applications, drop to zero enrollment, addition of classes, etc. For staff this refers to change of employment status or job. Based on the information received, the NOID system determines which accounts should be activated or deactivated. For deactivation, a job is run every morning at 12:45 a.m. using information mentioned above from the previous day's queries, the job deactivates student accounts, saves any of their online storage to a secure "saved" area, and alerts the Help Desk and account administrators as to which accounts were deactivated. It is an automated system, with daily review by staff. In the event that an account is incorrectly deactivated, the account administrator can reactive the account at the request of the student, after verifying that he/she is enrolled.

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

Please see the responses to 7R2 for the means by which the College currently assesses the effectiveness of its information and knowledge management system.

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

Illinois Central College attempts to capture metrics within Category 7 that provide an evaluation of the impact of data and information technology to our students and our faculty and staff members. The College’s Technology Services Division and the Technology Advisory Committee began in 2013 to seek out externally validated measures of faculty satisfaction with the
The College also collected faculty and staff perceptions about information use and decision-making through the annual administration of the PACE, results from which are illustrated in Figure 7R2-3.

**Figure 7R2-1: Responses to “My Institution assists faculty with integration of information technology.”**

<table>
<thead>
<tr>
<th></th>
<th>ICC</th>
<th>ALL ASSOCIATE-LEVEL INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>2.80%</td>
<td>1.00%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.80%</td>
<td>4.20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8.30%</td>
<td>14.00%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.10%</td>
<td>15.10%</td>
</tr>
<tr>
<td>Agree</td>
<td>44.40%</td>
<td>48.50%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>30.60%</td>
<td>17.30%</td>
</tr>
</tbody>
</table>

Source: ECAR Faculty Study, 2014

**Figure 7R2-2: Responses to “My Institution uses analytics to support critical institutional outcomes.”**

<table>
<thead>
<tr>
<th></th>
<th>ICC</th>
<th>ALL ASSOCIATE-LEVEL INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>35.10%</td>
<td>20.10%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.70%</td>
<td>6.90%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2.70%</td>
<td>11.10%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.20%</td>
<td>24.60%</td>
</tr>
<tr>
<td>Agree</td>
<td>35.10%</td>
<td>29.80%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8.10%</td>
<td>7.40%</td>
</tr>
</tbody>
</table>

Source: ECAR Faculty Study, 2014

**Figure 7R2-3: Faculty and Staff Perceptions on Decision-Making, Information Sharing, and Problem-Solving**

<table>
<thead>
<tr>
<th></th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ICC PACE Norm Base</td>
<td>ICC PACE Norm Base</td>
<td>ICC PACE Norm Base</td>
</tr>
<tr>
<td>The extent to which decisions are made at the appropriate level at this institution</td>
<td>3.53 3.07</td>
<td>3.53 3.1</td>
<td>3.51 3.17</td>
</tr>
<tr>
<td>The extent to which information is shared within the institution</td>
<td>3.33 2.99</td>
<td>3.41 3.03</td>
<td>3.4 3.11</td>
</tr>
<tr>
<td>The extent to which institutional teams use problem-solving techniques</td>
<td>3.67 3.17</td>
<td>3.72 3.19</td>
<td>3.75 3.31</td>
</tr>
</tbody>
</table>

Source: PACE Items 2, 10, 11

The Institutional Research Office traditionally measured its effectiveness against the timeliness (through turn-around time), accuracy (through revisions required) and value generated by its data and information products and services; however, significant turnover in the IR Office has created some discontinuity with those outcomes. Please reference 7I1 for a brief discussion of efforts being made to address this in FY15.

Nevertheless, the IR Office does pay close attention to the degree to which they are meeting the needs of a key stakeholder group, the Illinois Community College Board’s Policy Studies Unit, which serves as the central collection unit for some 48 mandated data and information submissions each year. Figure 7R2-4 details the institution’s performance on these metrics over the last five years for ten of the most critical and time-consuming report submissions. The IR Office has in its program plan for FY15 a stated objective to improve these statistics over the course of the year.

**Figure 7R2-4: Measures of Effectiveness for ICCB Data Reporting Requirements**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. Submissions to Final</td>
<td>2.6</td>
<td>2.8</td>
<td>3.6</td>
<td>8.8</td>
<td>6.8</td>
</tr>
<tr>
<td>Avg. Days Overdue</td>
<td>9.6</td>
<td>3.6</td>
<td>1</td>
<td>61.8</td>
<td>111.8</td>
</tr>
<tr>
<td>Total Error Codes in Final</td>
<td>21</td>
<td>23</td>
<td>23</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Total Critical Errors</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Avg. % Records in Error</td>
<td>3.26%</td>
<td>4.39%</td>
<td>3.48%</td>
<td>22.57%</td>
<td>3.80%</td>
</tr>
</tbody>
</table>

Source: Illinois Community College Board

**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?**

ICC remains challenged in finding appropriate comparison measures for understanding its effectiveness in this category; however, the College has recently begun participating in the Educause Center for Analysis and Research’s Student Study (2013 and 2014) and in its Faculty Study (2014). As of the writing of this portfolio, the results of the 2014 Student Study had not yet been made available. Please also see 7I1 for a description of additional benchmarking efforts underway in FY14.
IMPROVEMENTS (I)

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

Several important efforts are underway to strengthen the College’s efforts at maximizing the value delivered by the processes described in Category 7, the most significant of which was the partnership formed with Blackboard Analytics in 2010 for the implementation of an enterprise data warehouse. At the time of this writing, the College is nearly finished with its latest upgrade to the data warehouse’s data models and with the adoption of a new business intelligence environment. The IR Office will be revising its training curriculum in the summer of 2014 for promoting widespread, decentralized access to the data warehouse’s “single course of truth” for analysis and decision-making. The IR Office staff has developed a particular competency in the use of Microsoft SharePoint to serve as the platform for the user interface with the new business intelligence environment, the “front door” to the data warehouse.

There are a number of related activities also in progress to enhance the value potential of the data warehouse, notably in the strategic and program planning processes described in Category 8. Further utilizing SharePoint, the IR Office will, before the end of calendar year 2014, prototype a revised “planning environment,” which will allow for seamless access to the College’s enterprise data resources in a single location and allow for ongoing monitoring of process and quality measures used most frequently by the individual program planners.

Furthermore, the IR Office is already making use of the SharePoint environment for creating a research and information request work flow module, which will allow for accurate tracking of all data and information requests to the IR Office. Additional metrics related to the nature of the request and the timeliness of the IR Office’s responses will be tracked on a department dashboard. The workflow will also allow for the collection of respondent contact information that will allow the IR Office to routinely collect feedback data on the satisfaction with its data and information products and services, the impact those services have had on decision-making at the College, and on how the IR Office can improve its processes. While the work flow module will be introduced to the entire institution in the summer of 2014, other departments are already working with the tool and still others seeking to emulate its structure for their specific purposes.

Also, the IR Office will once again leverage the data warehouse and SharePoint to house the institutional metrics reported in this AQIP Systems Portfolio as well as for its Institutional Indicators and other assessment efforts. A companion “data glossary” is under revision by IR Office staff. This repository of performance data and glossary will be accessible to all ICC employees.

Relative to its data warehouse and business intelligence environments, ICC’s IR Office will begin integrating the assessment approaches advocated by The Data Warehousing Institute (TDWI) in its annual benchmarking guide. This will provide the IR Office and its internal process partners valuable insights for ongoing improvement toward process maturity.

Finally, ICC clearly has faced some challenges recently with respect to the timeliness and accuracy of its ICCB reporting requirements. This is owing chiefly to the significant turnover faced by the IR Office in the last two years. In FY 15, the IR Office will convene subject matter-specific teams to review reporting requirements, contributing transactional processes, report programming, and editing and testing processes to improve upon the results shown in Figure 7R2-4.

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 and 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 which support and inform processes that are important to the college.

Changing technologies, expansion, and security requirements drive the improvements in network and system designs.
CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

OVERVIEW
In general, the processes within Category 8 collectively are best described as systematic with approaches that are effective and well-ordered, in early stages of alignment with one another, and which are fairly well deployed, though not without clear areas for improvement. Furthermore, ICC recognizes it is in the beginning stages of having a systematic approach to evaluating and improving its strategic and program planning processes.

The strength of ICC’s system for Planning Continuous Improvement has been its adherence to a 12-step Strategic Planning process which closely integrates strategy development with action plan development and is highly responsive to changing environmental conditions. In 2010, the College had four declared Strategic Priorities of Learning, Outreach, Service and Value. In response to various sources of stakeholder feedback, ICC modified its list of Strategic Priorities of to include Workforce and Communication, and renamed the Learning priority to Student Learning and Success. The six Strategic Priorities create an organizing structure for planning through which the College creates and deploys aligned strategies, objectives, and action plans. Furthermore, Executive Cabinet members are deeply engaged with the strategy deployment by closely working with managers in their division to develop and align division, department, and program plans with the strategies and objectives. Key performance measures (including goals) for tracking progress are developed for each action plan or initiative, agreed upon by Cabinet members, and are checked for alignment to ICC’s Strategic Objectives.

Further evidence of ICC’s aligned approach is the integration of action planning and resource allocation. As Executive Cabinet members review the development of program plans with department directors, they also review staffing, technology, software, and facility remodeling requests, validating those resource needs. As the Cabinet builds the budget, decisions are also made based on the risks of not allocating resources to specific action plans, as well as to staffing needs, at its May retreat with the goal of achieving a balanced budget in June.

Despite these strengths, the College recognizes several important areas where substantial improvements can be made and where there currently exist program plan-based improvement initiatives. These notably include:

- Developing a systematic process to evaluate and improve the action plan development and deployment process. The Institutional Research Office’s FY15 program plan will address this opportunity through the introduction and reinforcement of “catch-ball” (Hoshin) planning concepts and structures, as well as more regular, formalized feedback opportunities for the range of ICC’s program planning participants. Additionally, a revised planning environment for program planners and Executive Cabinet members – to be housed in Microsoft SharePoint and leveraging a broad range of information resources – should provide a far more collaborative and dynamic platform for managing and monitoring action plans.

- The alignment of individual performance plans to program plans. The College has been, until recently, without a tool by which this opportunity could be addressed. ICC’s Human Resources Department has revised its Performance Review and Development Plan process and Performance Management tool, creating an avenue to better integrate these efforts.

- Developing institutional competency for projecting performance. While the College has some practice in developing performance projections – notably within the Value priority – it is done inconsistently across all of its Strategic Priorities and within its action plans. The IR Office is attentive to the need to provide sufficient information on which to drive improvements, and will seek to strengthen this competency in FY 2015 and beyond. To that end, the IR Office is proposing to engage with Illinois Performance Excellence, a non-profit provider of performance excellence training and development opportunities and the coordinating body for the state’s Baldrige award program.

**PROCESSES (P)**

**8P1. Key Planning Processes: What are your key planning processes?**

Figure 8P1 outlines ICC’s strategic planning process which has been in practice at the College since 2001. Illinois Central College revised and adopted its annual planning process in an effort to more effectively address emerging trends in an increasingly competitive and rapidly changing environment and, above all, to ensure organizational sustainability. The Blueprint for the Future, ICC’s Strategic Plan, is designed to express in measurable terms what the College must achieve in order to succeed. It focuses the organization on the critical objectives, goals, action plans, and timelines to achieve them. The Blueprint for the Future is deployed through the development of division plans, department plans, and program plans in alignment with the College’s institutional strategy. Beginning in 2011, a three-year plan was developed with annual reviews to continually monitor progress and to ensure the College remains focused on addressing future challenges with annual adjustments made as necessary.
As described in the 2010 Systems Portfolio, ICC uses a 12-step strategic planning process that begins with the Executive Cabinet’s Strategic Planning Retreat in January of each year. Other participants are invited to attend for all or parts of the retreat and typically include Academic Deans/Associate Deans, the College’s Student Trustee, ICC’s Lead Six Sigma Black Belt, and the Director of Organizational Learning, among others. The Retreat begins with a review of the Mission, Vision, Core Values, and Strategic Priorities to keep the focus of the planning integrated with the purpose and direction of the institution.

Data relative to ICC’s core competencies—its variety of courses, high-quality education, and affordable price—are reviewed to ensure that these competencies remain critical to the perception of quality held by ICC students. Refer to 3P1 for a description of ICC’s processes and tools for gathering and interpreting student voicing data, a primary contributor to the consideration of core competencies. Competitors are analyzed to identify how they position themselves in the marketplace and to identify any competencies that pose a threat to ICC’s market share. The Executive Director of Institutional Research and Planning then presents the major implications derived from a comprehensive internal assessment using a STEEP (social, technology, economic, environment, and political) analysis, an external environmental scan which provides critical information to the planning process. Since January 2011, ICC’s approach has been to categorize the environmental implications according to their relationship to the College’s Strategic Priorities, currently identified as Outreach, Student Learning and Success, Service, Workforce, Value, and Communication. The relationships between identified challenges and advantages are assessed using an affinity diagram and then categorized as driving factors, means, or outcomes. This methodology helps focus strategies on the root causes of the challenges and on leveraging the strategic advantages. Using two methodologies helps to identify blind spots in the original planning process.

As described in the 2010 Systems Portfolio, ICC uses a 12-step strategic planning process that begins with the Executive Cabinet’s Strategic Planning Retreat in January of each year. Other participants are invited to attend for all or parts of the retreat and typically include Academic Deans/Associate Deans, the College’s Student Trustee, ICC’s Lead Six Sigma Black Belt, and the Director of Organizational Learning, among others. The Retreat begins with a review of the Mission, Vision, Core Values, and Strategic Priorities to keep the focus of the planning integrated with the purpose and direction of the institution.

Data relative to ICC’s core competencies—its variety of courses, high-quality education, and affordable price—are reviewed to ensure that these competencies remain critical to the perception of quality held by ICC students. Refer to 3P1 for a description of ICC’s processes and tools for gathering and interpreting student voicing data, a primary contributor to the consideration of core competencies. Competitors are analyzed to identify how they position themselves in the marketplace and to identify any competencies that pose a threat to ICC’s market share. The Executive Director of Institutional Research and Planning then presents the major implications derived from a comprehensive internal assessment using a STEEP (social, technology, economic, environment, and political) analysis, an external environmental scan which provides critical information to the planning process. Since January 2011, ICC’s approach has been to categorize the environmental implications according to their relationship to the College’s Strategic Priorities, currently identified as Outreach, Student Learning and Success, Service, Workforce, Value, and Communication. The relationships between identified challenges and advantages are assessed using an affinity diagram and then categorized as driving factors, means, or outcomes. This methodology helps focus strategies on the root causes of the challenges and on leveraging the strategic advantages. Using two methodologies helps to identify blind spots in the original planning process.
To create greater alignment among the efforts supporting the College’s Vision of providing an exceptional education experience, the Executive Cabinet identified in its January 2013 Strategic Planning Retreat an overarching, three-year goal and associated strategies, objectives, objective-specific goals, and timeframes for completion. The three-year goal, derived from the Vision and known as ICC’s “Boldly Important Goal” (BIG), is stated: “By 2016, we will be nationally recognized for student success among community colleges.” The supporting strategies and objectives are identified in Figure 8P1-2. Strategic Objectives and objective-specific performance goals for each are developed and revised (or reaffirmed) by the Cabinet each year in consideration of the BIG.

![Figure 8P1-2: Integration of Strategy with Challenges and Advantages](image)

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITY</th>
<th>STRATEGY</th>
<th>STRATEGIC ADVANTAGE OR CHALLENGE</th>
<th>FY14 OBJECTIVE/goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning and Success</td>
<td>Support African-American students to ensure they are successful in their courses.</td>
<td>Average course success rate for African-American students substantially less than institutional average (SC); increase African American course success rates; close the gap to the institutional average by FY15.</td>
<td>58.6% (FY13 actual = 55.3%)</td>
</tr>
<tr>
<td>Service</td>
<td>Enhance academic and student support systems to increase student retention and success.</td>
<td>Sustained, high rates of developmental reading and math placement (SC); increase fall-to-spring and fall-to-fall retention rates for first-time, full-time students from 71% to 76% by FY15.</td>
<td>80.5% (FY13 actual = 79.1%)</td>
</tr>
<tr>
<td>Outreach</td>
<td>Develop a Virtual Campus which will be a comprehensive online learning experience.</td>
<td>Enrollment projected to be flat or declining (SC); increase online enrollments to 12,230 annual enrollments by FY 2015.</td>
<td>11,730 online enrollments (FY13 actual = 11,230)</td>
</tr>
<tr>
<td></td>
<td>Create/repackage short-term workforce readiness programs to meet the needs of the current business environment.</td>
<td>Increasing number of jobs require some training beyond high school, though not necessarily a degree (SC/SA); increase the number of earned short-term credit and noncredit workforce readiness certificates.</td>
<td>Specific program targets under review</td>
</tr>
<tr>
<td></td>
<td>Develop ICC North into a comprehensive campus.</td>
<td>Regional competitors positioned as small with personalized service (SC); state funding continually declining, local tax base growth projected flat or slow (SC); cost of operations increasing (SC); contain the cost of construction at ICC North to no more than +5% of budget and complete by fall semester of 2015.</td>
<td>&lt; or +5% of budget (FY14 Actual = +1.6% of budget)</td>
</tr>
<tr>
<td>Workforce</td>
<td>Develop a comprehensive employee recruitment plan to attract and select a diverse, high quality workforce.</td>
<td>Large percentage of academic workforce eligible to retire (SC/SA); increase the percentage of African-American faculty members to 5.4% of all faculty members by FY 2015.</td>
<td>4.4% (FY13 Actual = 4.4%)</td>
</tr>
<tr>
<td>Communication</td>
<td>Improve digital/web communication effectiveness.</td>
<td>Student and community perception of website and digital communication lags behind perceptions of competitors’ SC.</td>
<td>Develop and implement a master plan for the “real estate” of the website.</td>
</tr>
</tbody>
</table>
| Value                               | No BIG-specific strategies have been identified for the current 3-year planning cycle. | % of project attained to be assessed at end of FY14. | 94

Category 8: Planning Continuous Improvement
The identified Strategies, Objectives, objective-specific goals, and timeframes are drafted by the Executive Cabinet in conjunction with the Strategic Planning Retreat participants to meet short- and long-term planning horizons. The strategic initiatives are assigned to the appropriate Cabinet members for oversight. Cabinet members also attempt to determine the capacity and capabilities within their respective work systems and processes to effectively achieve the desired results within the proposed timeframes.

The Boldly Important Goal (BIG), Strategies, and Objectives are also reviewed by the Strategic Forum (all managers throughout the institution) in an open meeting to obtain feedback (Step 2). The BIG, Strategies, and Objectives are also reviewed by the Board of Trustees (Step 3), whose members represent the wider community. These reviews provide the opportunity to uncover new information that otherwise might result from blind spots in the strategic development process.

In February, Executive Cabinet and Strategic Forum members work with one another as well as with department leads, work process owners, and subject matter experts to further develop the action plans to address each of the Objectives (Step 4). These plans are presented to the entire Strategic Forum, outlining the goals and plans to be deployed at the division, department, and program levels (Step 5). Training is provided for all program managers highlighting expectations for program plan development and alignment with goals (Step 6). Each manager and program coordinator develops a program plan, reviewing them with their supervisor who is responsible for ensuring alignment. Plans roll up at each level into a division plan where human resource needs and budget requirements are reviewed by the supervising Cabinet member. In Step 7, Cabinet members hold a second planning retreat to review the divisional plans 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 Executive Director of Institutional Research and Planning reviews all feedback gathered through the planning process steps and incorporates improvement initiatives to the IR Office’s program plan. A Celebration of Learning event for all employees (Step 11) is held in August each year to kick off the academic year, provide an opportunity for the President to recap the prior year, discuss the College’s performance on key indicators, and highlight the plans for the coming year. In the final step of the process, the Executive Cabinet reviews action plans and progress toward the goals at least quarterly and revises plans as needed to address changes in the internal and external environment or prescribes countermeasures in the event that a strategic objective lags behind its intended performance.

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

As detailed in 8P1, the College’s Vision and, in particular, its Boldly Important Goal (BIG) build a framework for consideration of short- and long-term planning horizons and the creation of its Objectives. The BIG is derived from ICC’s Vision and its three-year time frame was conceived as a more effective way to align the College’s planning efforts, timelines for completion of strategic initiatives, and resource allocation processes. January Strategic Planning Retreat participants (Step 1) identify—via the external environmental scan and internal assessment—the critical short-term and long-term challenges faced by the College and reach consensus around those that will most impact the College’s sustainability as well as the timeframe over which that impact likely will be felt.

As previously described, the nature of the relationships among the identified challenges and advantages are then assessed and categorized by planning retreat participants (Step 1) using an affinity diagram, which helps the College to create root cause-targeted strategies. The subsequent development of Objectives, which are revised or reaffirmed from year to year, allows the College flexibility in addressing or mitigating challenges over shorter or longer time periods. Table 8P1-2 identifies the specific strategic challenges (SCs) or strategic advantages (SAs) addressed by each of the current Strategies and Objectives.

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

ICC’s approach to developing its key action plans in support of its Strategies has remained largely unchanged since its description in the 2010 Systems Portfolio. Using input obtained in prior planning steps from the Strategic Forum and ICC’s Board of Trustees, Executive Cabinet members, in Step 4 of the process, assume sponsorship of the Strategies and Objectives aimed at achieving the BIG. During the month of February, Cabinet members collaborate with process owners and other important stakeholders to draft action plans in support of the Objectives, or to review and revise existing action plans also in support of the Objectives. Cabinet members work with the related departments, units, or teams to outline the Objective to be addressed and to provide context for understanding associated strategic challenges or strategic advantages. Cabinet members discuss the metrics that might be used to measure success and gain consensus around those measures and the frequency with which they should be reported. The sponsoring Cabinet
member then provides the Executive Director of Institutional Research and Planning the resulting documentation in support of the plan, who then works with the IR staff in verifying data collection and reporting needs.

At the end of February, the Executive Cabinet members review in their monthly meeting each of the Objectives and proposed goals. For each of the Strategic Priorities—Student Learning and Success, Outreach, Service, Workforce, Value, and Communication—the associated plans are reviewed to determine whether their combined efforts will achieve the targets and whether proposed action plan measures are appropriate and attainable. Feedback is shared among all of the sponsoring Cabinet members to revise and improve the plans. The Cabinet members then share any recommendations with the department heads, process owners, and/or team members to make the necessary revisions and to finalize the action plans.

In order to be flexible and adapt to any observed changes to the College’s operating environment, or to implement corrective measures to an action plan that appears to be headed in an unfavorable direction, an Executive Cabinet member can, at any point in the year, bring forward recommendations to revise their action plans. This typically begins with a review of the action plan measures and proposed scope of activities in cooperation with the Executive Director of Institutional Research and Planning and subsequently discussed at any monthly meeting of the Executive Cabinet.

**8P4. Coordinating and aligning planning processes:** How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization’s various levels?

ICC’s approach to coordinating and aligning its planning processes and intended outcomes relies on the close involvement of stakeholders at all levels of planning. As described above and in figure 8P1-1 (Step 4), Executive Cabinet members initially review all of the Strategies, Objectives, and action plans and then share the plans at an open meeting of the Strategic Forum (Step 5). Program managers and coordinators are given additional, detailed orientation to the Objectives and plans during program plan training conducted by the Executive Director of Institutional Research and Planning (Step 6).

ICC has used a standard template for the development of program plans since 2003, revising the approach several times in cycles of improvement. Since 2006, program managers and coordinators have entered these plans into the Program Plan Database, available via a shared network drive and maintained by the IR Office and Technology Services. For most program areas—including academic programs and disciplines—standardized data reflective of program goals and work process metrics are provided wherever possible to ensure plans are making consistent use of validated, up-to-date data sources. The forms used in the Program Plan Database also require managers to indicate to which of the six Strategic Priorities their proposed action steps align.

Executive Cabinet members work with program coordinators and department heads in their divisions 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 whom they report. Each step in the process is intended to build consensus, align the plans with the overall strategy, and identify planning priorities and potential resource needs.

At the May Cabinet retreat (Step 7), Executive Cabinet members openly review their division plans and highlight selected program plans that may require further discussion in light of the College’s most current strategic planning priorities. Through this process, the Cabinet continues its efforts to ensure alignment between planning and allocation of resources in support of the overall objectives, goals, and strategy.

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

In Step 1 of the planning process, Strategic Objectives are determined by the January strategic planning retreat participants for each of the six Strategic Priorities. Tentative targets are recommended based on historical trend data and comparison data.

As action plans are developed (Step 4), each sponsoring Executive Cabinet member is responsible for developing the appropriate metrics and targets for the assigned Objective(s) and action plan(s). At the February meeting of the Cabinet, members finalize the metrics for the strategic objectives and the action plans based on historical and comparison data; discussions with department and unit leaders, process owners, and subject matter experts; pertinent best practices research; and an understanding of what the contributing action plans can achieve due to capability or capacity constraints.

**8P6. Linking strategy selection and action plans:** 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 Executive Cabinet member works with the program coordinators and managers in their division to review prior year program plans and develop plans for the next year. Cabinet members review the staffing, technology, software, hardware, and facility remodeling requests for their divisions, prioritizing those most critical to success of the Objectives as well as to the ongoing improvement of the division’s key work processes and supporting work processes. As the Cabinet builds the fiscal year’s operational budget and reviews program and divisional plans, risks of not allocating resources are discussed (Steps 7, 8, 9).

At the May retreat of the Executive Cabinet (Step 7), human resources, technological, 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 Executive Vice President of Finance and Administration and the President to prepare a balanced, tentative budget in time for the June Board meeting.

5.A The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

- In addition to its main campus in East Peoria, ICC provides educational programming and services at two separate campuses in Peoria and an additional location in Pekin (ICC Website: Campuses).
- ICC is a stand-alone public institution of higher education and has no relationship with any superordinate entity beyond the State of Illinois and the Illinois Community College Board (Website: Illinois Community College Board).
- The goals incorporated into the College’s mission statement are typical for a public comprehensive community college and realistic in light of the institution’s resources and opportunities.
- Faculty teaching transfer courses (including those taught in the high schools for dual credit) are expected to have master’s degrees or higher. Those teaching non-transferable career and technical education courses typically have a bachelor’s degree or higher. The College President and all academic administrators also have master’s or doctoral degrees (ICC Website: 2014-2015 Catalog).
- ICC’s budgeting processes are closely linked to institutional and program plans. Each departmental manager is responsible for monitoring expenditures. Expenditures are also monitored by the College’s business office. Financial reports are provided to the Board of Trustees at their monthly meetings, and the finances are audited on an annual basis by an independent auditing firm appointed by the Board of Trustees (Website: Administrative Rules of the Illinois Community College Board).

- ICC’s resources are adequate to support its educational programs and their continual improvement. Operating revenues for FY14 were derived from three primary sources: student tuition and fees (34%), local property taxes (35%), and Illinois Community College Board (ICCB) grants and other state funding (27%). ICC’s operating budget for FY14 was $71,666,712 (ICC Combined Budget Statement).

- ICC strives to maintain fund reserves between 25% and 50% of its annual operating budget. The College’s fund balance at the end of FY13 (6/30/2013) was 54.6% of budget. The FY14 budget anticipates closing the year at approximately 48.9%. In the event that the fund balance exceeds 50%, the College considers re-investing reserves into capital projects that are mission critical or that generate financial return to the College (ICC 2013-2014 Budget).

- ICC’s Technology Services manages 3,290 PC-based desktop computers, 421 PC laptops, and 194 MACs. During the past six months, 30 iPads have been deployed for classroom use, recruiting purposes, and administrative activities. The College supports 33 PC computer labs, 5 MAC labs, and public computer access in the libraries on all campuses, the cafeteria, and cyber café on the East Peoria campus. There are also 73 student-use computers and 8 iPads in various learning (academic support) labs. In addition, most science labs are equipped with team-use desktops. In total, of the College’s 296 classrooms and labs, 252 have “smart room” instructional technology installed (ICC Technology Services fact sheet).

8P7. Assessing and addressing risk in our planning processes: 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, the current strategic challenges and advantages are derived by the group from a thorough consideration of the external and internal assessments and an evaluation of each factor’s status as a driver, a mean, or an outcome. The participants in Step 1 have to weigh the extent to which addressing the challenge or leveraging the advantage will contribute to achieving the College’s Vision and Boldly Important Goal.

Risks are assessed a second time when each Executive Cabinet member meets with department heads and managers in his or her division to review program plans and resource
allocations. Each 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 (Step 7), risks of delaying or modifying action plans in response to strategic challenges and advantages are assessed by the Executive Cabinet as the operational budget is rolled up. 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 to the greatest extent possible.

8P8. Ensuring that we develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by our organizational strategies and action plans: 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 data 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. Results of these assessments are made available to all employees on a shared network drive. Distribution of these information sources are also being gradually rolled out via the College’s business intelligence platform, introduced in 2012 and managed by the IR Office. Training sessions are held for managers and program coordinators to prepare them to develop their program plans, including in-depth orientation to source material for work process measures. Individual mentoring is also routinely conducted by IR Office staff members.

After program plans are submitted, the Executive Director of Institutional Research and Planning reviews all program plans to determine the extent of alignment between the program plans and the institutional strategies, or between the plans and improvements to both key and supporting work processes. The findings are summarized and provided to Executive Cabinet members, as appropriate.

In addition to the planning activities, the Teaching and Learning Center (TLC), in conjunction with the Organizational Learning Committee and ICC’s Professional Development Institute, prepares professional development offerings throughout the year for faculty and staff in support of the College’s strategies. For example, workshops are offered by the TLC to analyze and discuss the implications from institutional assessments administered by the IR Office, including findings from the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory (SSI), and the Personal Assessment of the College Environment (PACE). The TLC evaluates each workshop using a feedback tool with participants and then the Organizational Learning Committee uses the feedback from these evaluations to improve their offerings. Finally, by virtue of its representation on the Organizational Learning Committee, the Six Sigma Office offers additional development and training efforts for ICC faculty and staff where appropriate.

RESULTS (R)

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

Section 8R2 details the metrics established to assess institutional effectiveness, as well as those specific to its Strategic Objectives. The metrics are currently organized by five of the six strategic priorities—Student Learning, Outreach, Service, Value, and Workforce—to determine if the College is achieving its vision of an “exceptional educational experience.” The College is in the process of defining appropriate institutional metrics for its sixth Strategic Priority, Communication.

Metrics are reviewed at the monthly meetings of the Executive Cabinet as data become available. 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 are provided to the Executive Cabinet as needed to assist with understanding the factors contributing to the College’s performance.

8R2. Performance results: 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 8R2-19. Comparison data are identified, when available. It should be noted that comparison data through the National Community College Benchmarking Project (NCCBP) typically are one to two years delayed due to the data collection methods established by the consortium.

Student Learning and Success

Illinois Central College uses an array of institutional indicators of effectiveness reflective of its commitment to Student Learning and Success, beginning with the numbers of students who...
successfully complete degree and certificate programs at the College. In addition, ICC has traditionally used student course success rates as another primary measure of effectiveness. Finally, student persistence measures form the third, critical element of ICC’s indicators of student success and learning.

The College’s strategies to improve its student learning and success outcomes are significantly impacted by several factors. In particular, as recently as FY12, 54% of the students enrolled at ICC had placement test scores which placed them into developmental classes for both reading and math and trend data suggest reading and math readiness is not improving over time. Furthermore, ICC’s fall-to-spring and fall-to-fall persistence rates are lower than the median values reported by comparison colleges participating in the National Community College Benchmarking Project. Cohort graduation rates also have declined since FY09.

A closer look at some of ICC’s major subpopulations reveals important statistics as well. Course success rates among African-American students are substantially lower than that of other students attending ICC. As recently as FY12, the mean course success rate for African-American students was nearly 20 percentage points below the institutional average for the year. African-American students represent the largest minority group on ICC’s campus.

**Outreach**

ICC was founded on the belief that a community college serves as the center of learning for its community. As a consequence, ICC reaches out to individuals in the district who want to pursue learning on a credit or noncredit basis. Figure 8R2-6 details the credit hours generated (census day capture) for each of the last five years and the target established for FY14, and reflects a significant challenge for the institution. Although comparison data cannot be generated for credit hour generation due to the varying size and demographics of different community colleges, market penetration can be used for comparison purposes. FY12 Market Penetration, calculated by dividing the unduplicated headcount by the service area population, was 5.00%, its lowest rate in five years. While this placed ICC at the 80th...
percentile in comparison to other community colleges in the National Community College Benchmarking Project (NCCBP), it is a decline of seven percentile points since FY09.

With enrollment projected to be flat or in decline, mechanisms that provide greater access will be needed in order to encourage college attendance. ICC has experienced an increase in demand for online classes, which could be an avenue to reach more individuals in the district. ICC is currently approved to offer online degrees by the Higher Learning Commission, which the College considers a valuable strategic advantage.

**Figure 8R2-6: Annual Credit Hours**

![Graph](image)

**Figure 8R2-7: Market Penetration (Credit Students)**

![Graph](image)

As noted in Figure 8R2-8, noncredit participation has remained fairly stable over the last five fiscal years. Market penetration data provides a means for comparison with other colleges. In FY11 (the most recent year for which ICC provided noncredit enrollment data to the NCCBP), noncredit market penetration was 2.98% (Figure 8R2-9). This placed ICC at the 77th percentile in comparison with other community colleges in the NCCBP.

**Figure 8R2-8: Participants Accessing Continuing Professional Development & Community Education**

![Graph](image)

**Figure 8R2-9: Market Penetration (Non-credit Participants)**

![Graph](image)

There are increasing numbers of jobs requiring some sort of training beyond high school. Not all of these jobs require a college degree; however, ICC has the opportunity to meet the needs of the changing workforce and provide options for those seeking a post-secondary credential, but not necessarily a college degree. ICC can provide such programming at the North and South Campuses in addition to the East Peoria campus. It is in response to these challenges and opportunities that ICC developed its strategy to create and repackage short-term workforce readiness programs to meet the needs of the current business environment. Specifically, some of these programs have included NIMS Credentialed Machine Operator training for manufacturing careers in FY13, a Journeyman Welder program in FY13 and FY14, and an evening/weekend HVACR program in FY13 and FY14.

**Service**

Community college students often have many responsibilities in addition to attending school and providing exemplary service and support can help students overcome some of the obstacles in their lives so they can continue with their education.
The Student Satisfaction Inventory (SSI) has been the primary way by which 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 their importance and their level of satisfaction. Three summative items (Figures 8R2-10, 8R2-11, and 8R2-12) provide an overall view of the college experience at ICC. Trends are noted as well as performance is compared with the mean of the comparison group. The remaining items help the College identify areas that are important to the students and have low levels of satisfaction. These become the focus of improvement initiatives.

On the three summative questions, ICC’s performance has improved or remained stable across the last three SSI administrations, but continues to fall short of the national mean. The College community remains focused on those items that will improve satisfaction levels important to the students’ college experience.

**Figure 8R2-10: So far, how has your college experience met your expectations?**

<table>
<thead>
<tr>
<th>Year</th>
<th>ICC</th>
<th>Comparison Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4.62</td>
<td>n/a</td>
</tr>
<tr>
<td>2010</td>
<td>4.76</td>
<td>n/a</td>
</tr>
<tr>
<td>2012</td>
<td>4.64</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Source: Noel Levitz Student Satisfaction Inventory, Summary Items (Fall 2008, 2010, 2012); Comparison Value: SSI National Mean

**Figure 8R2-11: Rate your overall satisfaction with your experience thus far.**

<table>
<thead>
<tr>
<th>Year</th>
<th>ICC</th>
<th>Comparison Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.29</td>
<td>n/a</td>
</tr>
<tr>
<td>2010</td>
<td>5.44</td>
<td>n/a</td>
</tr>
<tr>
<td>2012</td>
<td>5.30</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Source: Noel Levitz Student Satisfaction Inventory, Summary Items (Fall 2008, 2010, 2012); Comparison Value: SSI National Mean

As noted previously, ICC has experienced a variety of challenges with respect to increasing numbers of students placing into developmental education courses; fall-to-spring and fall-to-fall retention rates lower than that of the College’s comparison group; and declining cohort graduation rates. Performance gaps between importance and satisfaction with Academic Advising as measured by the Student Satisfaction Inventory (SSI) continue to be a challenge for ICC. Furthermore, various research studies illustrate a positive relationship between students who participate in new student orientation and success in their college coursework; however, less than 15% of new students participated in new student orientation over the three-year period FY06-FY08.

Coupled with these challenges are the increasing calls at the state and federal levels for improvements in graduation rates at community colleges and the reality, in Illinois at least, of performance-based funding for higher education which began with the FY13 budget cycle.

These factors guided ICC in the creation in FY13 of its strategy to enhance academic and student support systems to increase student retention and success, chiefly through increased participation rates among full- and part-time students in new student orientation. The results of these efforts to date are captured in Figure 8R2-20.

**Workforce**

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. Initiatives such as Six Sigma that foster a collegial atmosphere and involve stakeholders in solving problems have resulted in improvements in this area. On the Personal Assessment of the College Environment (PACE) survey, administered annually through FY12, ICC
experienced four consecutive years of growth on the teamwork climate factor (Figure 8R2-13) and exceeded the mean value for the comparison group in each of those years.

Among the most pressing factors facing the College within the context of the Workforce Strategic Priority is the fact that a large percentage of the academic workforce is currently eligible, or soon will be eligible, to retire from the College, resulting in an increased number of vacancies. This can be considered both a challenge to maintaining instructional excellence and an opportunity to diversify the College’s faculty ranks. Potential pension reform will also encourage employees to retire and will continue to do so over the next several years. ICC’s strategy to develop a comprehensive employee recruitment plan to attract and select a diverse, high-quality workforce is in direct response to these factors.

**Figure 8R2-13: Overall Climate Rating, PACE**

![Image](image1)

**Source:** PACE Survey Results, Overall Climate (Fall 2008, 2009, 2010, 2011), Comparison Value, PACE National Norm

**Figure 8R2-14: Employees’ Rating of Teamwork, PACE**

![Image](image2)

**Source:** PACE Survey Results, Teamwork Climate Factor (Fall 2008, 2009, 2010, 2011), Comparison Value, PACE National Norm

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**Value**

Year after year, results from the Noel-Levitz Student Satisfaction Inventory show affordability to be the primary factor in most students’ decisions to attend ICC. Decreases in state revenue, a backlog of unpaid apportionment dollars of some $2 million in FY14, and the levelling off of assessed valuation in ICC’s district, continue to present ICC with decisions around tuition increases and cost containment. Unit cost growth (Fig. 8R2-17) is used to measure ICC’s efficiency. The unit cost is calculated based on the overall costs of the College divided by the credit hours generated. The College community works to contain the growth in the unit cost to below the Higher Education Price Index.

ICC is in the process of relocating from its downtown Peoria campus to the ICC North campus to take advantage of the opportunity to greatly reduce future facility costs. The expansion and upgrading of ICC’s North Campus provides the opportunity...
to remain positioned within the city of Peoria at a truly unique campus location. Furthermore, the College can better serve the district’s residents living in its western and northern counties, while continuing to accommodate those students making use of the downtown campus. Improving the quality of service to students who attend the North Campus is a primary concern, and significant opportunity.

**Figure 8R2-17: Growth in Unit Cost**

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit Cost (in $1,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>$279,10</td>
</tr>
<tr>
<td>2010</td>
<td>$278,34</td>
</tr>
<tr>
<td>2011</td>
<td>$286,10</td>
</tr>
<tr>
<td>2012</td>
<td>$292,90</td>
</tr>
<tr>
<td>2013</td>
<td>$296,30</td>
</tr>
<tr>
<td>2014</td>
<td>$304,41</td>
</tr>
<tr>
<td>2015</td>
<td>$307,42</td>
</tr>
</tbody>
</table>

**Figure 8R2-18: Fund Balance to Operating Budget Ratio**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fund Balance to Operating Budget Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>45.0%</td>
</tr>
<tr>
<td>2010</td>
<td>41.2%</td>
</tr>
<tr>
<td>2011</td>
<td>59.9%</td>
</tr>
<tr>
<td>2012</td>
<td>43.5%</td>
</tr>
<tr>
<td>2013</td>
<td>54.6%</td>
</tr>
<tr>
<td>2014</td>
<td>46.9%</td>
</tr>
<tr>
<td>2015</td>
<td>45.4%</td>
</tr>
</tbody>
</table>

Source: Budget Document, Financial and Institutional Measures, Higher Education Price Index Values, public 3-year segment - Commercial

**Figure 8R2-19: Value Measures**

<table>
<thead>
<tr>
<th>G.O. debt outstanding (in $1,000)</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$41,045</td>
<td>$37,830</td>
<td>$33,790</td>
<td>$31,800</td>
<td>$29,035</td>
</tr>
</tbody>
</table>

**Strategic Objectives Metrics**

Illinois Central College annually defines its Objectives in support of its Strategies (see Figure 8P1-2) and assigns measures by which the College tracks the progress and attainment of those Objectives. Figure 8R2-20 identifies the measures; their baseline, or historical, values (where applicable); their current year results; and the goals for the next, to-be-completed measurement cycle.

**Figure 8R2-20: Current Year Strategic Objectives and Measures**

<table>
<thead>
<tr>
<th>Objective</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American course success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rates (Student Learning and</td>
<td>52.6%</td>
<td>55.3%</td>
<td>56.8%</td>
</tr>
<tr>
<td>Success)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall-to-spring retention of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>first-time, full-time students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of first-time,</td>
<td>77.3%</td>
<td>79.1%</td>
<td>80.5%</td>
</tr>
<tr>
<td>full-time students attending</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Student Orientation (Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual (duplicated) online</td>
<td>10,818</td>
<td>11,230</td>
<td>11,730</td>
</tr>
<tr>
<td>enrollment (Outreach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring semester fill rates for</td>
<td>76.46%</td>
<td>72.83%</td>
<td>75.00%</td>
</tr>
<tr>
<td>online courses (Outreach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online credit hours - total</td>
<td>28,199</td>
<td>32,249</td>
<td>33,749</td>
</tr>
<tr>
<td>(Outreach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit/Noncredit enrollment in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journeyman Welder program</td>
<td>12</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>(Outreach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment in evening/weekend</td>
<td>12</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>HVACR program (Outreach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poplar Hall construction at ICC</td>
<td>N/A</td>
<td>N/A</td>
<td>&lt; +5% budget</td>
</tr>
<tr>
<td>North completed (Outreach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of faculty who are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American (Workforce)</td>
<td>4.9%</td>
<td>4.4%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

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

Targets for performance have been provided and are noted in the figures in 8R2.

**8R4. Performance results:** 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?

Wherever comparison or competitive data are available, they are included in the data analysis and are discussed in 8R2. ICC’s IR Office is proposing to expand its involvement with additional, voluntary accountability/benchmarking consortia in FY15 in order to better address this need for comparison information.

Although the College is able to obtain comparison data primarily from other community colleges, the College does examine the best practices of institutions outside of higher education as part
of its effort toward continuous improvement. For example, to enhance service excellence, the College studied the practices of Zöingerman’s Deli, a deli in Michigan known for exceptional service; Methodist Unity Point, a winner of the Lincoln Award for Performance Excellence; the Ritz Carlton, a two-time Baldrige winner; and Disney, recognized for its quality entertainment experiences. ICC has participated in Six Sigma training and deployment with Caterpillar Inc. and studied organizational approaches to innovation with IDEO, a world-class design firm. By examining and adopting some of these practices, ICC is attempting to improve its performance.

ICC has participated in organizational development opportunities through the Continuous Quality Improvement Network (CQIN) and will participate in the CQIN Summer Institute in July 2014. Summer Institute learning partners include Headwinds, Ltd.; Nestle Purina Pet Care Company, a 2010 Baldrige recipient; and the Ritz-Carlton Hotel Company.

8R5. Evidence of planning effectiveness: 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 Executive Director of Institutional Research and Planning reviews the planning process in July and makes recommendations for improvement to the Executive Cabinet.

To further evaluate its planning efforts, all program and service plans are reviewed annually by Executive Cabinet members to determine whether or not the program plan goals are focused on achieving the College’s Strategic Objectives or for improving key work processes. As a result of this analysis, the Institutional Research Office (IR) plans and carries out training with the departments or units of the College most in need of assistance or clarification or makes changes to the aspects of the process it oversees. For example, the Program Plan Database has undergone considerable revision since its inception to better accommodate the needs of the College’s Controller and other budget directors; similarly, the database’s user interface frequently changes in response to end user requirements.

Historically, two indicators on the PACE have helped to assess different elements of the planning process from the employee perspective. In Fall 2011, 77% of the employees surveyed either strongly agreed or agreed somewhat when asked, “Overall, I think the College is moving in the right direction.” This was the same percentage—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 2011, when asked “The extent to which my supervisor helps me understand ICC’s goals and how our department contributes to achieving the goals,” surveyed employees gave the item a 4.01 during the Fall 2010 administration.

IMPROVEMENT (I)

811. Recent Improvements: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

ICC’s planning processes have been systematically reviewed and refined with each planning cycle. Examples of recent improvements included:

In FY13, the College altered its approach to defining its strategic objectives by introducing its Boldly Important Goal (BIG), which states, “By 2016, we will be nationally recognized for student success among community colleges.” The goal was conceived of as a means of solidifying the College’s Vision into a near-term (3-year) milestone and a mechanism around which the Executive Cabinet could better define its strategies and annual objectives. It had been felt among Cabinet members that the strategic planning efforts to that point had yielded too many initiatives too broad in scope. It proved frustrating and sometimes futile to assess the impact the strategies actually had on the College’s Institutional Indicators and even more frustrating for program-level planners and front-line staff, process owners, and improvement team members to find a clear line-of-site between their work and the direction of the College. The strategic planning process had, after all, long relied on a “catchball” approach between the Executive Cabinet, program planners, and front-line staff to enact its action plans in support of strategy. The BIG has, so far, had positive effect for limiting the number of breakthrough strategies in progress at the College and creating a less cumbersome means for communicating strategy.

In FY13, the College’s Institutional Indicators were revised and expanded at the request of Executive Cabinet members. The intent was to provide more granularity to the information used to assess institutional effectiveness and attainment of ICC’s Vision. In FY08, ICC began using the Baldrige criteria to improve the planning process and gradually expanded the application of Baldrige principles to other key operational areas. After several ICC employees voluntarily participated in Baldrige training, the
College in 2010 submitted its first application to Illinois Performance Excellence, the state-level organization charged with coordinating Illinois’ Baldrige-based award program. In its first year of application, Illinois Central College received a Silver Award from Illinois Performance Excellence.

ICC has a strategic planning process that is systematic according to the Baldrige Criteria. This means that it is well-ordered, repeatable, and uses data and information so learning is possible. The process is evaluated annually helping the process to mature. The process is comprehensive in that it is based on an extensive external scan and internal assessment that is improved annually. 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.

8I2. Improving performance results: 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?

Illinois Central College’s planning processes are intentional and well-communicated in response to the voice of the institution. College employees have, though the institutional climate studies conducted each year, articulated their expectations for a clearly established direction for ICC, meaningful involvement in institutional planning, the opportunity to contribute to important decisions within departments and units, and an understanding of how each person’s job contributes to the well-being of ICC. These expectations provide clear direction for the institution to target forthcoming improvements in its planning efforts.

In addition to the strategic planning process, ICC continues to support institutionally its continuous process improvement methodology, Six Sigma. Now in its 10th year of adoption, Six Sigma is used to enhance employees’ ability to solve complex problems and to improve key business processes. Currently, two Six Sigma Black Belts and a Lead Black Belt work full-time leading teams and teaching staff how to map, measure, and improve processes using the DMAIC method. Cross-functional teams composed of the stakeholders of the process work to define, measure, analyze and improve a specific process. The College’s use of Six Sigma empowers staff, develops a data-driven culture, and enhances teamwork across divisional lines.

The use of Six Sigma by the College fosters a culture that understands the need for systematic, data-driven processes. Six Sigma also advances the implementation of the strategic plan by leveraging full-time, dedicated resources to solve complex problems.
CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

OVERVIEW
Building and sustaining collaborative relationships with a variety of stakeholders is essential to the fulfillment of ICC’s mission. The maturity of how the College creates, prioritizes, and builds relationships varies by the type of relationship. The processes described in 9P4 are mature and are fully integrated into the business side of the College. They are fully communicated to the other departments and divisions and are regularly assessed and improved. The processes described in 9P1, 9P2, and 9P7 and most of those in 9P5 are aligned with the College’s mission and strategic priorities and are coordinated across divisions and departments. They are integrated into the structure of the College and are maturing in tracking progress and making improvements. The relationships in 9P3 and those involving the general community in 9P5 are still reactive but are becoming more systematic as the individuals and/or offices who are responsible for initiating and maintaining these relationships are reaching out to other departments and divisions to coordinate efforts. They are also becoming more closely aligned to the College’s strategic priorities and are more regularly evaluated and improved.

As described in 9P6, the creation and continuous improvement of the relationships in all areas are based on the voice and feedback of the stakeholders involved, which is regularly gathered and evaluated.

Some of our partnerships have resulted in stronger relationships that continue to grow and develop—an example of this would be the fact that the College is now serving as the fiscal agent for Workforce Network (LWIA 15).

PROCESSES (P)
9P1. Creating, prioritizing, and building relationships: How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

High schools, workforce development centers, other external agencies, and employers within District 514 are recognized as significant suppliers of students, and based on the College’s strategic priorities, the relationships with these entities have been identified as high priority. As a mission-driven community college, ICC has created and aligned processes to facilitate access to higher education and to strengthen the academic preparedness of incoming students.

ICC has relationships with public, parochial, and alternative high schools within District 514, which are critical to achieving the College’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 a strong market penetration rate for graduating high school seniors (Figure 9R2-1).

ICC has a variety of clear processes in place to create and build relationships with high schools.

- Because of the high number of high school graduates attending ICC who need remediation in reading and/or math, the Community Outreach Department has changed its focus and name to College and Career Readiness. The College and Career Readiness Coordinator facilitates various initiatives connecting high schools with the College to introduce students to education and training options and help them prepare for postsecondary education and training. The coordinator serves as the point person for working with the three Education for Employment (EFE) system directors in District 514 to align curriculum between the secondary and postsecondary levels. These directors serve as representatives of the Illinois State Board of Education (ISBE) to support and sustain Career and Technical Education (CTE) programs in the secondary schools, and they help bring the secondary faculty to the table. Other initiatives include Science, Technology, Engineering, and Math College and Career Readiness (STEM CCR), Pathways to Results/Programs of Study (PTR/POS), and Bridging the Gap, all of which are grant-funded and designed to better prepare high school students for college.

- The Coordinator of Post-Secondary Educational Opportunities, also a member of the College and Career Readiness Department, works with high schools in the ICC district to maximize dual credit opportunities and give high school students the opportunity to get a head start on college while enrolled in high school. 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 high schools that lack a dual-credit program in an effort to remove obstacles to participation. The academic departments ensure curricular alignment and seamless articulation of classes, as well as address the needs within the secondary institution for cultivating or assigning qualified instructors. Academic deans/associate deans and/or teaching chairs observe dual credit classes and evaluate the faculty. ICC received a Dual Credit Enhancement Grant from the Illinois Community College Board (ICCB) for the 2013-14 academic year, a significant portion of which is designated for professional development.
for the dual credit high school faculty and will focus on assessment of student learning. The grant will also provide funds for a survey of former dual credit students to determine their satisfaction with the dual credit program. Both of these initiatives will be sustained by the College.

- The analysis of the District 514 K-12 system 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). This data collection/analysis process is still in effect; a more detailed description is in the 2010 Systems Portfolio.

- Academic departments sponsor events and competitions to bring high school students to campus to learn more about programs and career paths. Some examples include Automotive Power Show; World Wide Youth in Science and Engineering (WYSE) academic challenge; and speech, music, and math contests.

- 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 continue to guide the College’s response to the identified needs.

- The recruiting process of the ICC admissions representatives remains unchanged since the 2010 Systems Portfolio.

In addition to the information about relationships with other organizations outlined in 9P3, ICC also receives students from external agencies in the community and works with those agencies to assist their clients with the steps needed to transition successfully to postsecondary opportunities. For example, Goodwill and the College are partnering on a transition program for young adults with a high school diploma or GED but without plans for postsecondary education or training. These young adults learn about the opportunities available to them at ICC through staff-conducted sessions on the enrollment process, financial assistance, career pathways available, and all services provided by the College. Goodwill provides opportunities to improve math, reading, writing, and computer skills along with a staff member to help the participants walk through the process. This person also stays in contact with them to monitor progress and mitigate any barriers that arise.

Employers are another significant group from which ICC receives students. Based on the observed number of job openings and labor market information, processes have been put into place to prioritize relationships with employers:

- A software system, ERIS, is used to generate labor market information, which identifies the need for existing and new programs. Health services; manufacturing; and transportation, distribution, and logistics (TDL) are primary employers in the area.

- Strong relationships have been built with the aforementioned employers through faculty and staff participation on committees and task forces. Examples are economic development, including Focus Forward Central Illinois (FFCI), the Specialized Manufacturing Group, and Workforce Alliance Learning Exchanges in Health and Manufacturing, which bring together employers and training providers. College faculty and staff members also work with employers to sponsor and plan Manufacturing and Health Expos.

- Every CTE program has an active advisory committee. Employers serve on these committees and drive curricular changes, including course development and modifications to meet the needs of the businesses and industries in the area.

- ICC’s Professional Development Institute (PDI) staff regularly call on businesses to identify workforce needs, to
provide continuing professional development for their employees, and to make them aware of the education and training the College can provide to them.

9P2. Creating, prioritizing, and building relationships with educational organizations and employers: How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?

Since ICC’s mission includes serving “as a resource for the educational and cultural needs of the community,” the College creates relationships with both educational institutions and employers who need our students/graduates. In order to determine the needs of those external stakeholders, the College utilizes environmental scans and SWOT analyses annually. Prioritization of those needs comes from the senior leadership and flows from the strategic plan. An example of this prioritization is ICC’s quick response when additional graduates are needed in business and industry (i.e., Caterpillar, healthcare). The College builds and maintains relationships with these external stakeholders via advisory committees, involvement with Chamber of Commerce connections, interactions at academic conferences and meetings, transfer agreements, and IAI panel discussions.

As discussed in the 2010 Systems Portfolio, ICC continues to foster relationships with educational institutions in three main ways: IAI, articulation agreements, and the Transfer Center. The College also continues to work with local businesses and industry, and those relationships grow through CTE advisory committee meetings, creation of internships and clinical experiences for students, and an online system for matching employers with potential employees.

9P3. Creating, prioritizing, and building relationships with organizations: How do you create, prioritize, and build relationships with the organizations that provide services to your students?

ICC recognizes the importance of its relationships with organizations that provide services to diminish obstacles preventing students from the educational opportunities provided by the College. These organizations do well to provide access for students to be able to benefit from the mission and vision of the College. The College’s primary source of voicing data that confirms the importance of specific challenges for students is the biannual administration of the Noel Levitz SSI. These data plus information shared by students with faculty and advisors about their needs and barriers help College staff create and prioritize relationships with external entities to help address students’ needs. ICC has made strident efforts to deploy effective partnerships for services addressing the considerable financial and transportation challenges facing many ICC students.

As stated in the 2010 Systems Portfolio, ICC’s Educational Foundation continues to provide financial assistance services to students beyond the traditional federal and state aid (see Category 2). The College also continues to partner with Workforce Network and CareerLink, 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. Also, the College remains in a partnership with Peoria’s CityLink for bus transportation services to the various ICC campuses.

9P4. Creating, prioritizing, and building relationships with organizations that supply materials and services: How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

As mentioned in the 2010 Systems Portfolio, the College continues to create/build relationships with organizations that supply materials and services as the need arises. Those relationships continue to be prioritized based mainly on external environmental factors. Refer to the previous portfolio for specifics. The College’s most significant supplier relationships and materials/services provided have not changed since 2010.

9P5. Creating, prioritizing, and building relationships with partners with whom we interact: 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 creates and builds relationships with education associations, external agencies, consortia partners, and the general community because those entities have an impact on the community, on student learning, and on the preparedness of our graduates. Prioritization is driven by transferability, employability, and curricular quality—all of which affect the success of our students.

The College continues to participate in and maintain relationships with the high-level quality assurance agencies/associations to enhance knowledge, identify best practices, and produce better learning outcomes. See the 2010 Systems Portfolio for specifics.

The College creates, prioritizes, and builds relationships in the general community much as it does relationships with other entities. Staff and faculty determine the needs of the community through their involvement on community boards, through program advisory committees, by studying demographic data...
and labor market trends, and through awareness of District happenings. Relationships that align with the College’s mission and strategic initiatives are then prioritized. The Corporate and Community Education Department offers non-credit classes and programs through Adult Community Programs and College for Kids and Young Adults. Offerings are determined by requests and evaluations of participants. Those areas that align with the College’s mission receive highest priority.

Many times services and events related to the academic programs also meet community needs. Listed below are some examples.

- The dental hygiene and therapeutic massage programs have clinics that give their students clinical experiences while offering low-cost dental and massage services to the community.
- An affordable full-time and drop-in daycare center provides observation opportunities for child development students while providing a service to parents of young children as well as the public.
- Representatives of the College participate in the Specialized Manufacturing Group, which works closely with ICC’s manufacturing programs. The group sponsors a Manufacturing Expo annually to create interest in careers in manufacturing among high school students. In 2013, an extra session was added for adults with disabilities, veterans, and any other adults interested in potential careers in manufacturing and gave them an opportunity to meet employers at a quasi-job fair.
- Between the Lines, a series of literature-based programs, and the Lecture Arts Series, which focuses on current events, give faculty opportunities to share their knowledge and expertise with students and those in the general public who wish to participate in more scholarly activities without having to enroll in a class.

The College also serves the community by being a good neighbor. Some examples:

- When tornadoes ravaged parts of three communities in the area in November 2013, many ICC employees and students and/or their families and friends were directly or indirectly affected. ICC’s health careers students were on the scene helping those who were injured. Students in the CAT Dealer Technician program made equipment available for search and rescue. The nearby East Peoria Campus provided a place for showers and a warm spot to rest. Donations of bottled water, canned goods, and other necessities poured in from all over the campus.
- Every year the College’s campuses serve as collection sites for Salvation Army Coats for Kids, Neighborhood House Toy Shop, Friendship House Dress for Success, and various other causes.
- The park-like setting of the ICC North Campus provides a place for residents of the surrounding residential area to jog, walk, exercise their pets, and enjoy a picnic with their families at the tables the College has placed in various locations on the grounds.

9P6. Ensuring that our partnership relationships are meeting stated needs: How do you ensure that your partnership relationships are meeting the varying needs of those involved?

Illinois Central College’s partnership relationships involve three key members: the College, the partner, and the students. All partnership relationships exist to help ICC in attaining its mission, which is student learning. These partnerships with high schools, workforce investment boards, community support services, business and industry, and other agencies are established in order to provide the best educational learning opportunities for ICC’s students.

To ensure that these partnership relationships are meeting the needs of all involved, communication via formal agreements is developed, such as memoranda of understanding, articulation agreements, internship agreements, purchasing agreements, service agreements, and contractual agreements with high schools, transfer colleges, vendors, and external service providers. Each formal agreement outlines the terms of the relationship and any outcomes relative to the partnership.

College faculty and staff ensure that partnership relationships meet the varying needs of the stakeholders involved by requiring that the voice of each party is represented as plans are developed and carried out. A variety of mechanisms exist to ensure satisfaction with the partnerships.

Examples include:

- Universities, to which our students transfer, share aggregate information regarding the success of students who transfer from ICC compared to transfers from other community colleges and to the university’s native students.
- Advisory committees gather employer feedback regarding their satisfaction with ICC’s programs of study as well as the adequacy of the preparation of the ICC graduates they hire.
- Through the Pathways to Results (PTR) process, the College works with area high school faculty to gather data and information on how to ensure that incoming students are prepared for college-level work. High schools have
Illinois Central College uses a number of mechanisms to create and build relationships between units and departments within the College. Cross-functional committees and teams focused on a common outcome are formed, resulting in collaboration and team-building. The ability for employees to work together across departmental lines to solve complex problems is essential to ICC’s success and to contribute to an initiative to embrace a shared governance model. The College has measured progress in building teamwork and has integrated mechanisms for bringing together employees from various departments, campus locations, and employee groups who not only work together to solve problems but also learn what other departments do and discover how each of their jobs fit into the bigger picture. Examples of internal groups that bring together employees within the various employee groups include Strategic Forum (managers from across the College), Faculty Forum (full-time faculty from all of the academic departments), trade unions (facilities, maintenance, custodial, and food service employees from all campuses), Instructional Administrator’s Circle, and Administrative Assistant’s Forum.

The College also has a number of joint committees (see 5P5), most of which are related to specific processes that include faculty and staff from various departments, campus locations, and employee groups. Examples of these committees are Curriculum, AQIP Steering, Assessment of Student Learning, General Education, Insurance, Academic Standards, Professional Standards, and Safety, to name a few (see figure 5P5-1). Members of these committees share information from the meetings with others in their departments and gather feedback from them. The complete list of the joint committees and their members as well as the minutes of the meetings are posted on the College’s intranet site (ICCNET) for anyone at the College who is interested to review. In addition, as detailed in the 2010 Systems Portfolio, Six Sigma, Blueprint, and AQIP Action Project teams include members from various departments, campus locations, and employee groups.

Technology is used to bring people together and facilitate their collaboration and communication. Internal communication is conducted via all campus e-news, campus-wide e-mail messages, student publications such as the Harbinger, and through cascading communication through the various departments within the organization. Additionally, the College intranet houses important documents and information for all employees. While most College meetings and other functions are held on the East Peoria campus, the number of meetings, workshops, and other activities at the North and Downtown campuses has increased and encourages participation for those unable to travel to East Peoria because of the nature of their jobs. Also, there has been an increase in use of webcam and conference calls to facilitate meetings when travel is inconvenient.

Working across departments also includes students. For instance, Interpreter Preparation Program students attend medical assistant classes to learn and refine their signing of medical terms. An integrated basic skills pathway program, Accelerating Opportunity (AO), brings together adult education and career and technical education (CTE) faculty and staff to give adult education students an opportunity to complete a secondary credential while earning a CTE certificate.

RESULTS (R)

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

The performance measures ICC’s uses for gauging the effectiveness of its processes for building collaborative relationships, external and internal, are illustrated in 9R2 along with comparative data.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

High school graduate market penetration: 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. The highest market share, over the past four years, occurred in 2011, and the lowest in 2013, as college enrollments are challenged by a number of variables, including tuition, financial aid, and other college competition. Nevertheless, ICC remains strong with a healthy market share of new high school graduates.
Dual credit: Dual credit partnerships are strong, as demonstrated by large dual credit enrollments. The College surpasses both the peer group average and the state average for dual credit enrollments. All high schools partner with ICC to deliver dual credit courses.

Figure 9R2-2: Dual Credit Enrollment

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 2008 to Fall 2010, and had a slight decrease in 2011. The PACE national norm has been exceeded every year.

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). Although ICC’s performance has exceeded the comparison group each year, the percentage of students who are obtaining employment in fields related to their programs has decreased from 2009-2013.

The Higher Education Insight Survey (HEIS) “Great Colleges to Work For” survey was administered for the first time in 2012. The average score from the collaboration category is also used to assess teamwork. ICC’s results show that improvements can be made in this overall area, as the College’s score is slightly below the Carnegie Association colleges, but a larger gap exists when compared to the Honor Roll colleges. Further analysis of each question will be done once the results of the second administration of the survey are returned, as having more than one data point for decision-making and planning is beneficial.
The Professional Development Institute at Illinois Central College is a comprehensive training organization whose mission is to serve businesses and individuals by providing open enrollment and customized, in-house or on-site, quality seminars and workshops. The majority of those offerings occur via noncredit enrollments. From 2009-2013, ICC's noncredit enrollments have exceeded the state average. However, ICC's noncredit enrollments have varied over the course of those years, from a low of 5.8% in 2010, to a high of 18.7% in 2009. As fluctuations in the economy occur, so do fluctuations in noncredit enrollments.

**IMPROVEMENTS (I)**

**9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?**

Processes have become more systematic and better defined because they are championed by key leaders at the College. They are more closely aligned to the strategic priorities, are given budget resources, and are integrated into operational plans. The most important element is cross-department communication, coordination, mapping, and evaluation conducted by Six Sigma and AQIP Action Project teams.

When it became necessary for a change in leadership and direction at Workforce Network (LWIA 15), local political leaders and the state administrative agency asked ICC to step in, at least temporarily, as the fiscal agent to keep needed services in place for the general community. By having systematic processes in place, the College was able to do this quickly.

The College has had dual credit relationships with area high schools in place for a number of years, but as the number of participants has grown, the ability to process all of the applications and complete all of the enrollments manually has become more cumbersome. An improvement team comprised of a Six Sigma Black Belt and members from the academic, student services, and enterprise services areas, is investigating a means to shift the process to online applications and enrollments.

When data from Testing Services showed that the number of entering students needing remediation in reading and/or math to become college ready was steadily increasing, ICC became involved in a number of initiatives, as listed in 9P1. These initiatives along with Adult Education, Dual Credit, and Perkins Postsecondary have been reorganized into a new department, College and Career Readiness, under the leadership of an academic dean.

**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 on a variety of dimensions, which is reflective of 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, the breadth of community-based organizations with which the College is affiliated, robust enrollments in times of economic distress, and ICC’s ability to create ways to attract new market segments as the economy improves.