

# The Lincoln Foundation for Performance Excellence

2010

## APPLICATION SUMMARY

Illinois  
Central  
College 

1 College Drive  
East Peoria, IL 61635-0001

TABLE OF CONTENTS

Application Form.....	i
Confirmation Letter .....	viii
Organizational Chart.....	ix
Glossary .....	x
Organizational Profile .....	xii
Application Report .....	1
Category 1: Leadership.....	1
Category 2: Strategic Planning.....	6
Category 3: Customer Focus.....	11
Category 4: Measurement, Analysis, and Knowledge Management.....	17
Category 5: Workforce Focus.....	22
Category 6: Process Management.....	27
Category 7: Student Learning Outcomes.....	32



**2010 LINCOLN AWARDS APPLICATION PACKAGE  
PART 1 – INTENT TO APPLY DOCUMENTS**

## APPLICATION PACKAGE

### STEP 1.1 - INTENT TO APPLY INSTRUCTIONS AND FORMS

#### GENERAL INSTRUCTIONS

Before an Application for The Lincoln Awards can be considered, an “Intent to Apply” package must be received by March 19, 2010. The forms may be downloaded from The Foundation’s website ([www.lincolnaward.org](http://www.lincolnaward.org)) or may be duplicated and submitted as single-sided pages.

#### INTENT TO APPLY CHECKLIST:

The following items need to be included in your “Intent to Apply” packet:

- ✓ Completed Intent to Apply Form (below)
- ✓ Site Listing and Description Form
- ✓ Applicant Profile (five pages maximum)

#### INTENT TO APPLY FORM

<p><i>Item 1. - Applicant – Provide the official name and mailing address of the organization applying for the Award. The Site Listing and Description Form (page 12) must also be completed.</i></p>	<p><b>1. Applicant</b>          Organization Name <u>Illinois Central College</u>  <hr/>         Address <u>1 College Drive, East Peoria, IL 61635</u>  <hr/>         Federal Employer Identification No. (FEIN) <u>370892531</u></p>
<p><i>Item 2. - Official Inquiry Point – Give the name, address, and telephone number of the official with authority to provide additional information or to arrange a site visit. If this official contact point changes during the course of the application process, please inform the Award Office. Please provide a contact number for this designee during the months of JUNE – DECEMBER.</i></p>	<p><b>2. Official Inquiry Point</b>          Name <u>Dr. Vicky Stewart</u>          Title <u>Vice President for Planning and Organizational Effectiveness</u>          Mailing Address <u>1 College Drive, East Peoria, IL 61635</u>          Overnight Mailing Address <u>Same</u>          Telephone No. <u>309-694-8488</u> Fax No. <u>309-694-5103</u>          E-mail Address: <u>Vstewart@icc.edu</u></p>
<p><i>Item 3 Recognition Award levels determined by the panel of judges pages 3- 5</i></p>	<p><b>3. Recognition Awards:</b></p> <p><input type="checkbox"/> The Lincoln Bronze Award for Commitment to Excellence</p> <p><input checked="" type="checkbox"/> The Lincoln Silver Award for Progress Towards Excellence</p> <p><input type="checkbox"/> The Lincoln Gold Award for Achievement of Excellence</p>
<p><i>Item 4 – Criteria Information – Indicate which criteria you will be using to complete the application.</i></p>	<p><b>4. Check the Criteria booklet you are using (check one):</b></p> <p><input type="checkbox"/> Business    <input checked="" type="checkbox"/> Education    <input type="checkbox"/> Health Care</p>



## 2010 LINCOLN AWARDS APPLICATION PACKAGE PART 1 – INTENT TO APPLY DOCUMENTS

<p><b>Item 5. - Award Category</b> – Select the appropriate award category based on the Applicant's size and the sector in which it operates.</p>	<p><b>5. a. Award Category (check one):</b></p> <p> <input type="checkbox"/> Industry                      <input type="checkbox"/> Service                      <input type="checkbox"/> Health Care  <input checked="" type="checkbox"/> Education                      <input type="checkbox"/> Nonprofit                      <input type="checkbox"/> Government         </p>
<p>If the Applicant is an educational institution, also indicate the category that best describes the institution.</p>	<p><b>b. For Educational Institutions only, Type of Applicant</b></p> <p> <input type="checkbox"/> K-12 School District      <input type="checkbox"/> Elementary School      <input type="checkbox"/> High School  <input type="checkbox"/> Middle School/Jr. High      <input type="checkbox"/> Private K-12              <input type="checkbox"/> University  <input checked="" type="checkbox"/> Community College      <input type="checkbox"/> Technical School      <input type="checkbox"/> Pre-School  <input type="checkbox"/> Independent College      <input type="checkbox"/> College/School in a University         </p>
<p><b>Item 6. - Highest Ranking Official</b> – Provide the name, title, mailing address, and telephone and fax numbers of the Applicant's highest ranking official.</p>	<p><b>6. Highest Ranking Official</b></p> <p>Name <u>Dr. John S. Erwin</u></p> <p>Title <u>President</u></p> <p>Address <u>1 College Drive, East Peoria, IL 61635</u></p> <p>Telephone No. <u>309-694-5520</u> Fax No. <u>309-694-5103</u></p>
<p><b>Item 7. - Size of Applicant</b> – Give the estimated number of employees (and students, if applicable) of the applying unit as of the date the application is submitted.</p> <p>Check the appropriate sales/taxes/budget range for the preceding fiscal year. (The Applicant is reminded that all information is confidential and a range is requested simply to provide an appropriate perspective for the examiners.)</p>	<p><b>7. Size of Applicant</b></p> <p>a. Total number of employees <u>1,267</u> No. of students <u>33,859</u></p> <p>b. Revenues (e.g., sales, taxes and/or fees collected, budget) for the preceding fiscal year (check one)</p> <p> <input type="checkbox"/> 0 - \$1M                      <input checked="" type="checkbox"/> \$10M - \$100M                      <input type="checkbox"/> \$500M- \$1B  <input type="checkbox"/> \$1M - \$10M                      <input type="checkbox"/> \$100M - \$500M                      <input type="checkbox"/> Over \$1B         </p>
<p><b>Item 8. - Suppliers</b> - Summarize the number of suppliers of goods and services used by the Applicant. If the Applicant relies on external sales organizations, indicate the approximate number of each type.</p>	<p><b>8. Suppliers</b></p> <p>Total number of suppliers <u>2,045</u></p> <p>Number of external sales organizations (if applicable):</p> <p>Dealers _____ Distributors _____</p> <p>Franchises _____ Other (Type/Number) _____</p>



## 2010 LINCOLN AWARDS APPLICATION PACKAGE PART 1 – INTENT TO APPLY DOCUMENTS

<p><b>Item 9. - Subsidiary Designation –</b> <i>If the applying organization is a component of a larger organization, information about the parent organization and its highest official must be supplied.</i></p>	<p><b>9. Subsidiary Designation (check one):</b> Is Applicant a unit, division, or like component of the parent organization?  <input type="checkbox"/> No (go to Item 10)    <input type="checkbox"/> Yes (Continue)</p> <p>Parent Organization _____          Address _____          Highest Official of Parent Organization _____          Title _____          Telephone No. _____ Fax No. _____          Number of Employees _____ Website address _____</p>
<p><i>Also provide the number of employees in the parent organization and the percentage of business transactions (e.g., sales, budget, and employees) or, for educational institutions, the number of students, as compared to the parent organization.</i></p>	<p>Percent of Business Transactions (or, for educational institutions, the number of students) as compared to Parent Organization Transactions (or the number of students)</p>
<p><i>Provide documentation detailing the parent's relationship to the subsidiary.</i></p>	<p>Describe the parent's relationship to the subsidiary. <i>Use separate sheets, if necessary.</i></p>
<p><b>Item 10. - Description of Applicant's Business –</b> <i>Describe the types of products and services provided by the Applicant, an organizational chart, and an Applicant Profile. Requirements for the Profile are described on pages 16 through 18.</i></p>	<p><b>10. Description of Applicant's Business (Use separate sheets, if necessary.)</b>          Formed in 1967, Illinois Central College (ICC) is a two-year community college that operates within the Illinois Community College District #514. ICC serves over 372,000 residents and encompassing all or part of ten counties in Central Illinois. The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and awards Associate of Arts and Sciences through 69 programs of studies; Associate of Applied Science through 84 programs of studies; and 104 Occupational Certificates. Primary educational offerings include: transfer education, career and technical education, corporate training, and community education programs. Over 3,300 classes are offered each fall and spring semester with an average class size of 14 students. Up to 330 students reside in Woodview Commons, the on-campus residence facility.</p>



**2010 LINCOLN AWARDS APPLICATION PACKAGE**  
**PART 1 – INTENT TO APPLY DOCUMENTS**

<p><i>Item 11. - Non-Refundable Fee – The Intent to Apply fee will be credited against the application fee. See the fee schedule on page 9.</i></p>	<p><b>11. Fee (see instructions)</b> Enclosed is \$ <u>250.00</u> to cover the Intent to Apply Fee. Make check or money order payable to: <i>The Lincoln Foundation for Performance Excellence.</i></p>
<p><i>Item 12. - Release Statement – Please read this section carefully. A signed application indicates that the Applicant agrees to the stated terms and conditions.</i></p>	<p><b>12. Release Statement</b> We understand that members of the Board of Examiners will review this application. If a Site Visit is required, we agree to host the Site Visit and to facilitate an open and unbiased evaluation. We understand that Site Visit expenses will be due one week after the site visit ends in accordance with the <i>Site Visit Expenses</i> section on page 9.</p>
<p><i>Item 13. - Authorizing Official – The signature of the Applicant's highest ranking management official or designee is required, and indicates the Applicant will comply with the terms and conditions stated in the document.</i></p>	<p><b>13. Signature of Authorizing Official</b> Date <u>3/17/10</u> Name <u>Dr. John S. Erwin</u> Title <u>President</u> Address <u>1 College Drive, East Peoria, IL 61635</u> Telephone No. <u>309-694-5520</u> Fax No. <u>309-694-5103</u> Signature <u><i>John S. Erwin</i></u> E-mail Address <u>Jerwin@icc.edu</u></p>
<p><i>Item 14. – Please give two weeks for potential site visit starting August 30-October 29, 2010 Please make sure that all top executives will be available during the site visit.</i></p>	<p><b>14.</b> <b>1<sup>st</sup> Choice: 09/20-24/2010</b>  <b>2<sup>nd</sup> Choice: 09/27 – 10/1/2010</b></p>
<p><i>Item 15. - Eligibility Determination – The Award Office approves or disapproves eligibility and notifies the applicant by letter.</i></p>	<p><b>15. Eligibility Determination. For official use only.</b></p>



**THE LINCOLN AWARDS FOR EXCELLENCE 2010**  
**PART 1 – INTENT TO APPLY DOCUMENTS**

**SITE LISTING AND DESCRIPTION FORM**

Address of Site	Size Relative to Applicant		Description of Programs, Products, or Services
	% of total # of employees, and for educational institutions the # of students	% of total operating budget	
ICC East Peoria Campus 1 College Drive East Peoria, IL 61635	962 employees (75.9%) Spring Semester 2010 – 9,316 for credit students	ICC budgets for all campuses as a single unit.	Degrees offered at this campus include: General Education, Liberal Arts and Science curricula in transfer education, career and technical education, including associate degrees and occupational certificates, student support services, and primary administrative services. Special programs unique to this location: Horticulture, Performing Arts Center, Agriculture and Industrial Technologies, Caterpillar Dealer Service Technology, and General Motors Automotive Service Educational Program.
ICC North Campus 5407 N. University Peoria, IL 61635	133 employees (10.5%) Spring Semester 2010 -3,295 for credit students		General Education, Liberal Arts and Science curricula in transfer education, career and technical education, including associate degrees and occupational certificates with emphasis in Culinary Arts, Therapeutic Massage, Public Services, Crime Scene Technology/Forensics, and Human Services, Drug and Alcohol Counselor Training, and the Procurement Technical Assistance Center (PTAC).



## THE LINCOLN AWARDS FOR EXCELLENCE 2010

### PART 1 – INTENT TO APPLY DOCUMENTS

<p>ICC Peoria Downtown Campus Perley Building 115 SW Adams Street Peoria, Il 61635 and Thomas Building 201 SW Adams Street Peoria, Il 61635</p>	<p>167 employees (13.2%) Spring Semester 2010 – 1,562 for credit students</p>		<p>General Education, Liberal Arts and Science curricula in transfer education, career and technical education, including associate degrees and occupational certificates primarily in Health Career Professions.</p>
<p>ICC South (considered a site rather than a campus) Riverway Business Park 225 Hanna Drive Pekin, Il 61635</p>	<p>1 employee (0.1%) Spring Semester 2010 - 205 for credit students</p>		<p>General education courses that support Associates in Arts and Sciences, and Applies Sciences, Welding, GED class, and corporate non-credit training.</p>



## APPLICATION INFORMATION

### THE LINCOLN AWARDS FOR EXCELLENCE 2010

process. It is recommended that multiple people from an organization attend to provide a broad perspective of our organization's current approaches and readiness to apply. To register for this training go to [www.lincolaward.org](http://www.lincolaward.org)

#### RE-APPLICATION

Organizations may reapply for a Lincoln Award in succeeding years may be offered any one of the three levels based on the determination of the Judge's Panel. Each award cycle is independent and awards are made without consideration of prior applications or awards offered.

#### INTENT TO APPLY AND ELIGIBILITY DETERMINATION

For organizations to participate in the 2010 award cycle an "Intent to Apply" Packet must be submitted to The Lincoln Award office to determine eligibility (see page 10).

Potential Award Applicants should submit the completed "Intent to Apply" packet as early as possible, **but it must be received in the award office no later than March 19, 2010.**

**The Application Package (maximum of 50 pages) must be received in the award office no later than June 1, 2010.**

#### WAIVER OF RIGHT TO BRING SUIT

The Lincoln Foundation for Performance Excellence employs an online software program to improve the productivity of its examiners. This program is provided to The Lincoln Foundation for Performance Excellence by the Alliance for Performance Excellence (the Alliance), a nonprofit organization of state and local quality award programs. The Alliance has licensed this software from its copy write holder, Shaw Resources. The agreement between the Alliance and Shaw Resources requires that applicants to The Lincoln

Foundation for Performance Excellence waive their right to bring suit against the Alliance and/or Shaw Resources, their licensees, agents, or assigns and releases the Alliance and/or Shaw Resources, their licensees, agents, or assigns from any claims, action, or losses arising from use of the software in conjunction with evaluating the document submitted by the Applicant.

By submitting this Intent to Apply, the applicant waives its right to bring suit as defined in the above paragraph.

Yes  No

#### CONFIDENTIALITY

The names of applicant organizations and any evaluation findings, feedback or scoring information that is developed during the review of Applications are regarded as proprietary and kept confidential. Such information is available only to those individuals directly involved in the evaluation and Application distribution process. Members of the Board of Examiners are assigned to Applicants according to strict conflict of interest rules and receive no information regarding the content or status of Applications to which they are not assigned. Information on successful strategies of Award Recipients and other Applicants may be released only with written approval from the Applicant.

The Award staff will honor, to the fullest extent permitted by law, an Applicant's written request that certain information not be disclosed if the information is considered to be a trade secret or if its disclosure would damage the competitive position of the organization. It is suggested that the Applicant clearly mark information included in its application that it does not want disclosed.



THE LINCOLN FOUNDATION FOR PERFORMANCE EXCELLENCE  
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1415 West Diehl Road - MS 514  
Naperville, Illinois 60563  
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e-mail: [info@lincolnaward.org](mailto:info@lincolnaward.org)  
website: <http://www.lincolnaward.org>

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March 18, 2010

Vicky Stewart  
Vice President, Planning & Organizational Effectiveness  
Illinois Central College  
1 College Drive  
East Peoria, IL 61635

Dear Vicky:

This letter is to confirm the receipt of your organization's *Intent to Apply* and to confirm the eligibility for the 2010 Lincoln Award for Performance Excellence at the *Silver* level. Attached is a summary of key dates relevant to the 2010 Award Cycle.

***The full application package and final fee must be received (not postmarked) by June 1, 2010.*** Remember to deduct the Intent to Apply fee that you have already submitted. The total amount due with your application is: **\$3,750.00**

Please carefully review the requirements for the Application Report, outlined in the *Application Instructions and Forms* document. The *Application Profile* section is particularly important. You may submit the same *Intent to Apply* profile with the final application so long as it meets the criteria and page limits described. The profile you submitted with the *Intent to Apply* form was used to determine eligibility for the Lincoln Award program. The *Profile* in your submitted application will be used to "set the stage" for your application's review by the examination team. Please remember to include this letter with your application.

Any pages beyond the page maximum will be excluded from the review process. To facilitate readability for the Examiners and Judges we require the use of **10-point, arial-type font, in a two column format, with even page margins.** A stapled or spiral bound document is preferred along with a *word* format copy of your application on CD which I will change to a pdf file before downloading your application into the examiner software.

**ALL** applicants are required to send in **14** hard copies of your application.

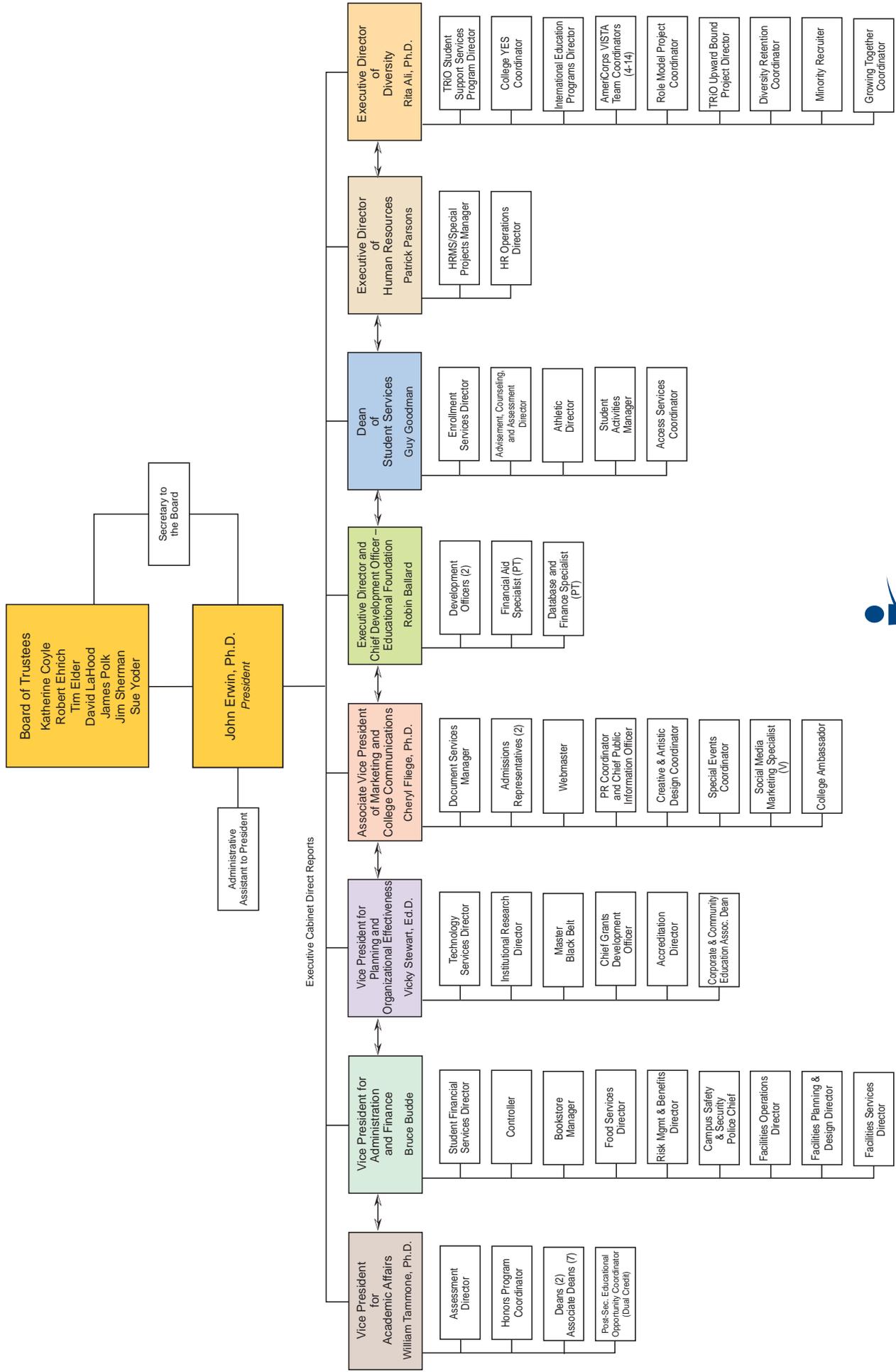
If you should have any questions, please contact me, Carol Fisher at (630) 637-1595 x3. Thank you for your participation and look forward to working with you and your organization.

Sincerely,

Carol L. Fisher  
Program Manager, Recognition Cycle

enclosure

# ORGANIZATIONAL CHART - OVERVIEW



Positions are full time unless noted.  
 PT = part time  
 V = vacant  
 CURRENT AS OF March 2010

**AACC:** American Association of Community Colleges

**Adjunct:** Part-time faculty

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

**AQIP:** Academic Quality Improvement Program administered by the Higher Learning Commission

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

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

**Blueprint for the Future:** ICC's comprehensive strategic plan

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

**Board of Trustees (Trustees, Board):** Seven member governing board of the College elected by the residents of District 514

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

**Career and Technical Education (CTE):** Programs of study leading to an Associate Degree or Certificate necessary for a graduating student to enter employment immediately as a qualified employee upon graduation from ICC

**Career and Technical Program Follow-up Survey:** This survey is administered to assess student satisfaction with career and technical education.

**CCSSE:** Community College Survey of Student Engagement

**Celebration of Learning:** A week-long event sponsored by the Teaching and Learning Center to communicate with staff and to train employees in research-based best practices

**Celebration of Service:** Professional development day for staff

**Coffee Breaks:** Quarterly small group discussion sessions between the President, Cabinet, and staff designed to promote two-way communication

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

**College Night:** A recruitment event with more than 80 college representatives to share information about their programs and services

**Community College Survey of Student Engagement (CCSSE):** Administered through the Community College Leadership Program at the University of Texas at Austin, this survey originates from research which supports the correlation between student learning and student retention with student engagement: actively engaged students are more likely to persist and achieve at higher levels. The survey design is intended to measure student engagement with the learning processes at their institution.

**Community Education:** Non-credit classes including adult community programs, College for Kids, ACT review

**CougarCARE:** ICC's service standards

**CQIN:** Continuous Quality Improvement Network is a consortium of community colleges.

**Developmental or Foundational Education:** Formerly known as remedial education, these programs are designed to assist students who upon entrance to college, test below the threshold in reading and mathematics as a prerequisite to enter gateway courses into the general requirements for participation in college level classes.

**Discover ICC:** Recruitment event for high school seniors and their parents

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

**Dual-credit classes:** College credit courses offered to high school students that fulfill both high school graduation and first-year college course requirements

**eNews:** An online source of employee information at Illinois Central College

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

**Faculty Forum:** An organization comprised of all full-time faculty members who elect to join and pay dues. The Forum elects the Faculty Senate members.

**Faculty Senate:** Acts as a liaison between administration and full-time faculty members

**Foundational Courses:** Often referred to as remedial courses, these classes are required for students with COMPASS scores below the threshold for regular college mathematics and/or language arts classes.

**Green Belt:** A person who has completed a 12-hour training course in Six Sigma processes, conducted training, and served on a Six Sigma team

**Higher Learning Commission (HLC):** The primary accrediting body for the College

**ICC Today:** Publication distributed three or four times annually and mailed to 187,000 households within the ICC district to provide information about college programs and services

**ICC:** Illinois Central College is the common name for Illinois Community College District 514.

**ICC Educational Foundation:** A non-profit organization formed to manage gifts and donations that support access to higher education for the citizens within the Community College District 514

**ICCNET:** ICC intranet that maintains pertinent shared information used by employees

**Illinois Board of Higher Education (IBHE):** The Board of Higher Education was formed by the General Assembly in 1961 to plan and coordinate Illinois' system of colleges and universities.

**Illinois Community College Board (ICCB):** Includes all public Illinois community colleges, regulated by the Public Community College Act

**Institutional Indicator of Effectiveness:** A comprehensive set of measures that are used by the Cabinet to monitor the College's performance as it relates to the mission and vision. The strategic objectives are included in these measures and goals are set for improvement.

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

**IPEDS:** Integrated Postsecondary Education Data System administered by the National Center for Educational Statistics

**IR:** Office of Institutional Research

**ISBE:** Illinois State Board of Education for K-12 education

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

**National Community College Benchmark Project (NCCBP):** Provides community colleges with opportunities to report outcome and effectiveness data in critical performance areas, receive reports of benchmarks, and compare results with those of other colleges. In 2009, 210 public institutions participated in the program.

**NCCBP:** National Community College Benchmark Project

**Noncredit Classes:** Courses that do not require exams and do not earn college credit

**PACE:** Personal Assessment of the College Environment

**PDI:** Professional Development Institute

**Personal Assessment of the College Environment (PACE):** Administered through the National Institute for Leadership and Institutional Effectiveness at North Carolina State University to obtain the perceptions of personnel concerning the College climate and to provide data to assist ICC in promoting more open and constructive communication among faculty, staff, and administrators. This instrument is used to assess how the leadership of the institution motivates the four climate factors—Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus—toward an outcome of student success and institutional effectiveness.

**Six Sigma:** System used to develop employee's ability to measure and improve key business processes

**Strategic Forum:** Consists of all management staff and is used to focus managers on the goals of the College, enhance their development, and provide two-way communication

**Student Government Association (SGA):** Student body representatives who make recommendations to the administration regarding student concerns

**Student Satisfaction Inventory (SSI):** Developed by Noel-Levitz, this inventory provides data on perceived student satisfaction in participating institutions of higher education.

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

**TLC:** Teaching and Learning Center

**Transfer Education:** Programs of study designed to transfer hours earned to 4-year colleges and universities without additional requirements from the receiving institution

**Transfer Student Follow-up Survey:** This survey is administered annually to students who have transferred to other institutions of higher education to determine how well ICC prepared them for continuing their education.

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

**UDCC:** Unit Definition Clarification Committee established in 2002 to develop standards by which full-time faculty can enhance their knowledge and teaching skills as demonstrated by specific activities. Rank and salary increases are achieved at level thresholds.

**VPPOE:** Vice President of Planning and Organizational Effectiveness

**VVM:** Vision, Values, and Mission

**WoodView Commons:** On-campus student housing

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

**Yellow Belt:** An individual who has completed a three-hour introductory course in the Six Sigma philosophy offered to all ICC employees

## PREFACE: ORGANIZATIONAL PROFILE

### P.1 Organizational Description

Illinois Central College (ICC) was founded in 1966 and began offering classes in 1967 as a public two-year community college. The President's Commission on Higher Education, issued in 1947, formed the foundation on which community colleges were built. The report stated that community colleges have a social responsibility that "ensures equal liberty and equal opportunity to differing individuals and groups." The report, commissioned by President Harry S. Truman, stressed the importance of education in preserving democracy and strengthening the nation. It stated, "Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity, and discover and develop individual talents at low cost and easy access."

ICC recognizes that by educating each citizen, it creates a better community, nation, and world. Consequently, ICC turns no one away. It is from this rich history that the current College mission states, "Through learning, minds change. We believe that by changing minds, we can change the world."

### P.1a Organizational Environment

#### P.1a(1) Main Educational Programs, Offerings, and Services

The College served 18,993 students through credit offerings and 14,866 students through noncredit offerings in FY2009. Illinois Community College District 514, ICC's official designation, has a population in excess of 372,000 and covers 2,322 square miles in all or parts of ten counties in Central Illinois: Bureau, Stark, Marshall, Livingston, Peoria, Woodford, Tazewell, Mason, McLean, and Logan. The district's operating budget for FY10 is \$59,900,610.

ICC's main educational offerings are: transfer education; career and technical education, including associate degree and occupational certificates; developmental education for students not yet ready for college; corporate training (noncredit professional development); and community education (noncredit for enjoyment) programs. These programs and services are provided in four locations: the East Peoria campus (main campus), ICC North campus (Peoria), a downtown Peoria campus, and a site in Pekin. Credit classes are delivered through these modes of instruction: face-to-face, online, television, independent study, correspondence, and hybrid classes. More than 1,400 high school students take dual-credit classes at 27 different high schools to accelerate their college career.

#### P.1a(2) Organizational Culture

Figure P.1-1 describes ICC's mission and vision and defines the organizational culture. Employees recognize that ICC's mission (purpose) is about transforming lives through education. Each employee plays a critical role in carrying out this mission.

The vision is based on a belief that all people should be provided an equal opportunity for a college education. Students should not have to "settle" when they attend a community college. Instead, the ICC community wants students to be surprised by the quality of its programs and services.

Figure P.1-1 Mission and Vision Statements

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

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

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

The Core Values are the operating principles that guide daily behaviors and decision-making. The values of *learning*, *community*, *integrity*, *responsibility*, and *excellence* are discussed in the employment and orientation process, along with the mission and vision statements. They are also prominently displayed throughout the campuses, posted as screensavers on computers, and incorporated in employee performance evaluations.

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

ICC's three core competencies—quality education, a wide variety of courses and programs, and affordability—are critical to ICC's outreach efforts. It is this ability to provide a comprehensive, high-quality program of offerings that ensures that citizens can find what they need at ICC. By remaining affordable, ICC makes these programs accessible to everyone.

#### P.1a(3) Workforce Profile

ICC employs 1,267 individuals in four major work groups: faculty, management, custodial/maintenance/skilled trades, and classified employees. Faculty is further segmented into adjunct and full-time. While adjunct faculty represent 70% of the faculty group, full-time faculty generate 56% of the credit hours. Figure P.1-2 provides a profile of the employee groups.

Ethnicity within the Peoria Metropolitan Statistical Area is 85.6% white, 8.91% African American, 2.26% Hispanic, and 3.2% other. The ICC student population is 81.7% white, 11.7% African American, 2.7% Hispanic, and 3.8% other. Faculty and staff ethnicity is 90.29% white, 6.79% African American, 1.03% Hispanic, and 1.89% other.

The full-time faculty is represented by an independent locally formed bargaining unit known as the *ICC Faculty Forum*. Custodial/maintenance/skilled trades' employees are represented by the United

Figure P.1-2 Employee Profile

CATEGORY	NO.	PART-TIME	GENDER % MALE	W/B/H %	H. S. DIPLOMA	SOME COLLEGE	CERTIFICATE	ASSOCIATE'S	BACHELOR'S	MASTER'S	FIRST PROFESSIONAL	DOCTORATE	UNKNOWN	OTHER
Faculty	664	70%	47%	92/4/1	7	25	16	45	147	376	1	48	0	-
Management	273	33%	34%	90/8/1	30	60	3	31	83	58	1	8	1	-
Classified	172	40%	6%	88/10/1	48	84	2	24	7	1	-	-	6	-
Custodial/Maintenance/Skilled Trades	158	47%	56%	86/12/1	74	45	8	8	5	-	-	-	14	4

Brotherhood of Carpenters and Joiners of America Local #2189 which is affiliated with the Mid Central Illinois District Council of Carpenters. Public Safety security officers are represented by the Teamsters, Chauffeurs, and Helpers Local Union #627.

The key factors that motivate the workforce to engage in accomplishing the mission are aligned with eight of the Gallup Organization's 12 questions to measure employee engagement. The questions used to assess these factors are included in the Personal Assessment of the College Environment (PACE) climate survey and they are identified in Figure P.1-3.

Figure P.1-3 PACE Engagement Questions

ENGAGEMENT QUESTIONS
The extent to which my work outcomes are clarified to me.
The extent to which my supervisor expresses confidence in my work.
The extent to which my supervisor helps me to improve my work.
The extent to which my supervisor seriously considers my ideas.
The extent to which I feel my job is relevant to this institution's mission.
The extent to which workgroups or departments at the College are supportive of one another.
The extent to which I receive timely feedback for my work.
The extent to which professional development and training opportunities are available.

Source: PACE Survey, October 2009

Key benefits include: a health care program with vision and dental services, prescription drugs, access to a dental clinic for basic services, low-cost fitness center membership, child care, wellness program, and free tuition for full-time employees' families.

**P.1a(4) Major Facilities, Technologies, and Equipment**

There are three campuses, with the main campus located in East Peoria, Illinois on 432 acres. Site amenities include wooded areas, agricultural fields, arboretum, and facilities with 808,925 square feet of space. The downtown Peoria campus has two buildings, Perley and Thomas, with 94,671 square feet. The north campus, also located in Peoria, has 227,232 square feet. ICC South, a new site opened in Tazewell County (Pekin) in January 2009, provides 16,845 square feet of instructional space. Woodview Commons, an on-site residential facility, is owned and operated by WoodView Commons LLC formed by the ICC Educational Foundation. One of only four such facilities on an Illinois community college campus, it provides students a unique opportunity to experience residential life.

ICC deploys over 2,800 PC-based computers, 100 MACs, and 100 servers. Among the classrooms, 180 have fully installed AV technology, 61 classrooms have podiums with full AV system support for Smart Boards and distance learning, and the balance of the rooms have access to various types of technology. All students and employees are provided with college e-mail, network, and electronic access to library resources. Administrative computing includes the PeopleSoft software, TouchNet (credit card tuition payments), Time-link (payroll time cards), and Resource 25 (room scheduling).

Specialized equipment includes diesel-engine-powered equipment supporting the Caterpillar Dealer Service Technology program, a program which is replicated worldwide. The General Motors Automotive Services Educational Program, one of only two in the state, requires industry specific equipment for this automaker. ICC is one of the first certificate programs in the world for Rich Internet Application development and has created an innovative curriculum for training web developers. The certified technology program meets web industry standards and is one of eight recognized World Organization of Webmasters Academies in the world.

**P.1a(5) Regulatory Environment**

ICC operates under numerous regulatory bodies (Figure 1.2-1). The Illinois Community College System is regulated by the Public Community College Act and is administered by the Illinois Community College Board. The Illinois Board of Higher Education approves all new units of instruction. The geographic boundaries are set by state regulations. Programs that cross boundaries require pre-approved agreements with other community college districts.

ICC is accredited through the Higher Learning Commission (HLC) using the Academic Quality Improvement Program (AQIP), an alternative accreditation process that infuses the principles of continuous improvement into the culture of colleges and universities. Annual progress reports are submitted to AQIP and feedback is provided to assist the Steering Committee in its improvement effort.

**P.1b Organizational Relationships**

**P.1.b(1) Organizational Structure and Governance**

A seven-member Board of Trustees elected at large by the community to six-year staggered terms govern the College. A student trustee is elected from the student body. The Board's primary powers and duties include: appointing the president, other administrative personnel, and all faculty members; setting principal objectives and policies; holding,

preserving, and investing the assets; and representing the institution to the public. The Open Meetings Act, bylaws, and policies adopted by the Board govern meetings. Policies and procedures are reviewed and updated as necessary. Regulatory laws, court decisions, and standards established by its regulating bodies are observed.

The Board hires the President as the Chief Executive Officer and holds him accountable for overall administration, application, and management requirements. The Executive Cabinet, led by the President, consists of three Vice Presidents, one Associate Vice President, two Deans, President of the Faculty Senate, and three Executive Directors, who assist the President with implementing Board policies. Each Cabinet member is assigned as liaison to one or more Board members to prepare items for Board discussion and action, and attends monthly meetings. The Board holds an annual retreat as well as strategic conversations designed to explore issues in depth. Board minutes are made public on the College web site.

**P.1b(2) Key Market, Student, and Stakeholder Segments**

ICC's marketing efforts focus on four major groups: traditional students (ages 18-24), nontraditional students (ages 25 and over), African American students, and high school administrators (for dual credit). Figure P.1-4 identifies the requirements and expectations of three of these market segments. Their requirements and expectations are obtained and analyzed through the administration of the Student Satisfaction Inventory. In FY10, 39.4% of all high school graduates in the district matriculated to ICC. Traditional students generate 70% of all credit hours. Nontraditional students generate 28% of credit hours. The African-American market segment, which comprises 9% of the Peoria MSA, is historically underrepresented in higher education. Forty-eight percent of African-Americans in the Peoria MSA have at least some college education in contrast to 59% percent of their white counterparts. As a result, this became a target market in 2005. To address this need, ICC established the Cabinet level position of Executive Director of Diversity, making one of its priorities the recruitment of African American students. High school administrators represent the fourth major market segment as the primary conduit for dual credit offerings. Dual credit comprises 2% of credit hours. Since high school administrators make decisions relative to dual credit, administrators are the focus of dual credit marketing efforts. The requirements and expectations of public school administrators for dual credit are the availability of appropriately certified teachers; transferability of dual credit courses; and affordability. These requirements and expectations are reviewed annually through personal contact between the ICC Coordinator for Postsecondary Education Opportunities and the high school administrators.

Once students are enrolled at ICC, they are segmented into five groups based on their status as described in Figure P.1-4. The requirements and expectations of credit students are obtained and analyzed through the administration of the Student Satisfaction Inventory (SSI). Transfer students intend to transfer to a four-year institution. Career and Technical students enroll in a certificate or degree completion program to go directly from ICC into the workforce. Developmental students are those who require foundational courses to prepare them for college-level courses. In FY09, 23% of all placement tests taken by entering students scored into college-level math and 48% tested into college-level English.

*Figure P.1-4 Needs and Requirements*

REQUIREMENTS AND EXPECTATIONS (RANKED BY TOP 5)	MARKET SEGMENT			STUDENT SEGMENT			
	TRADITIONAL	NONTRADITIONAL	AFRICAN AMERICAN	credit		noncredit	
Classes scheduled at convenient times	X	X	X	X	X	X	X
Quality of instruction in most classes is excellent		X	X	X	X	X	X
Registration with few conflicts	X			X	X		N/A
Variety of courses	X			X			
Advisor knowledgeable about transfer requirements		X	X	X			N/A
Safe and secure campus		X	X				
Program requirements are clear and reasonable					X		N/A
Affordable cost	X	X	X	X	X	X	X
Advisor knowledgeable about program requirements	X			X	X		N/A
Advisor helpful in determining class schedule	X						N/A
Defined program outcomes match actual outcomes							X
Easy registration and payment process						X	X
Convenient parking and location of classes							X

Noncredit education, with 14,866 participants in FY09, is also an important part of ICC's mission and is segmented into two groups. Corporate training students seek training to enhance workplace skills and opportunities for advancement. Community Education students seek noncredit workshops that provide stimulation or skill development for personal knowledge. The requirements and expectations for noncredit participants are determined by the Associate Dean for Corporate and Community Education through responses for programs and services from these participants.

Key stakeholder groups and their needs and requirements are identified in Figure P.1-5. The publicly elected Board of Trustees represents the voice of the community.

*Figure P.1-5 Key Requirements of the Stakeholders*

STAKEHOLDER GROUPS	REQUIREMENTS AND EXPECTATIONS
Community-At-Large (Represented by the Board of Trustees)	Affordable education Quality instruction Awareness of programs and offerings Outreach to diverse population
Employers	Skilled workforce Accessible education Awareness of ICC's capabilities Active involvement in economic and workforce development

### P.1b(3) Suppliers, Partners, and Collaborators

Key suppliers include textbook, computer hardware, and software companies. Textbook companies provide books and additional learning resources for the students. Computer hardware and software companies provide the tools to connect the college community internally and externally, providing valuable communication and learning resources.

Key partners/collaborators are high schools, universities, and select employers. High schools provide dual-credit classes, articulate curriculum, partner on grants, and educate students and parents about ICC. Universities provide transfer agreements for baccalaureate degree completion and data on student success after transfer. Employers provide students with employment opportunities, feedback on education of graduates, serve on advisory committees, partner on program development, and identify new career opportunities. Suppliers, partners, and collaborators support work systems and educational programs, offerings, and services through on-time training for products, availability of products/services, direct and indirect support of students, and act as a constant source of information.

Key mechanisms for communicating and managing relationships with suppliers, partners, and collaborators include phone calls, individual contacts, e-mails, focus groups, advisory groups, presentations by the President to community groups, service of college employees on community boards, and post-class and post-program surveys.

## P.2 Organizational Situation

### P.2a Competitive Environment

#### P.2a(1) Competitive Position

ICC is the only publicly funded higher education institution within the geographic area it serves. With an annual credit enrollment of 18,993 students, no other higher education institution in the area serves a comparable number of students. Bradley University, a four-year private, non-profit institution with an enrollment of 5,061 in fall 2009, draws its student body nationally. Robert Morris University, a private university offering associate and bachelor degree programs, enrolled 198 students in fall 2009. Midstate College, a private, for-profit college offering associate and bachelor degree programs, had a fall 2009 enrollment of 666 students.

Midwest Technical Institute (MTI) opened in East Peoria in 2009 as a career and technical school offering certificates in allied health; welding; and heating, ventilation, air conditioning, and refrigeration. They enrolled 205 students in the fall. The St. Francis Medical Center College of Nursing, the Methodist College of Nursing, and the ICC nursing program all operate at capacity with waiting lists. These hospital-based programs partner with ICC and accept transfer students into their Bachelor of Nursing degree programs.

#### P.2a(2) Principal Factors Determining Success

Historically, ICC's three core competencies have been the principal factors that have determined ICC's success relative to competitors and comparable organizations delivering similar services. It is ICC's ability to provide a high-quality education and a comprehensive program of offerings at an affordable price that has provided ICC a competitive advantage.

Students cite the College's reputation for quality instruction as one of the top three reasons they choose ICC. In recent years, the students graduating from high school and electing to go on to college represent a more diverse and less prepared student group. ICC's ability to meet the instructional needs of these learners will be critical to its success.

Another reason that students choose to attend ICC is its affordability. Even among community colleges, ICC's tuition is among the lowest. Ninety-four percent (94%) of the 210 responding community colleges in the National Community College Benchmark Project (NCCBP) have higher tuition than ICC. Combined with the availability of financial aid through the federal and state government as well as the College's foundation, ICC is able to reach out to students who might not otherwise be able to afford college.

The ability of ICC to provide a comprehensive program of offerings provides a competitive edge in the regional marketplace. Many of ICC's programs (i.e., Caterpillar Dealer Service Technology, Respiratory Therapy) enroll students from outside of ICC's district because similar programs are not available at the student's home college. ICC's comprehensive programs also offer a competitive edge locally as students are able to explore a wide variety of careers without changing institutions.

The ability to provide a personalized, caring environment is becoming a competitive advantage in today's marketplace. Students often have limited time for education and many obstacles in their lives prevent them from staying in school. Students want to know that the institution shares their goals and will work to make processes function smoothly so they get the services and information needed in a timely manner.

#### P.2a(3) Comparative and Competitive Data

ICC is able to obtain limited comparison and competitive data on other institutions of higher education. There are few consortiums and minimal state reporting requirements, making it difficult to obtain information. The College actively seeks opportunities to partner with a growing group of colleges sharing a desire for more comparison data. Within the larger academic community, the Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), and Integrated Postsecondary Education Data Systems (IPEDS) provide comparative data on enrollments, completions, staffing, expenditures, and revenue. ICC also participates in the NCCBP, a consortium of 210 community colleges, to share comparison data on agreed-upon measures. Additional comparison data is provided through ICC's participation in surveys such as the Community College Survey of Student Engagement (CCSSE) on student engagement, the PACE for climate, and the Student Satisfaction Inventory for student satisfaction. The financial comparative performance rating is obtained through Moody's Investor Services.

### P.2b Strategic Context

Figure 2.1-3 details the strategic advantages and challenges. The Blueprint for the Future, which is ICC's strategic plan, is designed to address the challenges and advantages and ensure organizational sustainability.

### P.2c Performance Improvement System

In May 2004, ICC adopted Six Sigma as a performance improvement system. Similar to the plan-do-check-act process, DMAIC involves five steps: define, measure, analyze, improve, and control, and is used to improve processes and solve complex problems.

In addition, each division, department, and program of the College is annually required to develop a program plan. The plan requires the program to define its purpose, measure its performance, analyze root causes, develop improvements, and report on its progress.

The College is accredited through the AQIP process of the HLC. This process requires a self study, called a Systems Portfolio, and the identification of action projects that address improvements at the College. This provides an additional perspective in support of performance improvement.

Benchmarking activities through the Continuous Quality Improvement Network (CQIN), a consortium of community colleges, provide ICC an opportunity to learn best practices from the Ritz-Carlton, IDEO, and other businesses. The College has also benchmarked its performance by studying other Baldrige or Lincoln Foundation winners such as Richland College and Methodist Medical Center. For Six Sigma, ICC benchmarks its performance against OSF St. Francis Hospital and Caterpillar.

## 1. LEADERSHIP

### 1.1 Senior Leadership

ICC exists as a community college to serve the educational needs of the people, businesses, and industries of District 514. However, ICC is also organized as a community. As a collective group of people and as individuals, ICC employees fulfill a specific and honorable function. They exist to help students learn and through learning, positively change their lives and the communities in which they live. Senior leaders use their professional and personal commitment to guide and sustain the organization in its endeavor to improve quality and add value to both communities.

#### 1.1a Vision, Values, Mission

##### 1.1a(1) Senior Leadership

In 1997, senior leaders engaged the staff and students in a dialogue to identify the College's core values. ICC's core values reflect the beliefs of the College community and are used by senior leaders to guide actions and decisions at the College. In 2001, senior leaders established a process that used focus groups, interviews, and surveys of community members, employers, high school students, counselors, teachers, superintendents, students, faculty, and staff to provide the context for a new vision statement. Then, in 2008, the mission statement was revised through a process that engaged students, staff, and community members in a dialogue about ICC's purpose. By capturing the words of the participants, it became clear the College was changing lives, changing the community, and ultimately changing the world.

The Vision, Values, and Mission (VVM) are reviewed annually at the Cabinet Retreat and the Board Retreat to evaluate the College's effectiveness in carrying out the mission, achieving the vision, and to determine if conditions suggest change in the mission and vision (Figure 2.1-1, Step 1). Senior leaders share stories about how faculty, staff, students, and alums are using their knowledge and skills to change their communities and world. For example, senior leaders highlight the accomplishments of the students in Phi Theta Kappa who organized the Walk for Sudan to collect 50,000 books and \$80,000 to establish libraries in that country. In 2009, the President invited an alumnus who had developed cutting edge medical technology to manage and monitor treatment of people going through heart failure to speak at commencement. 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.

Senior leaders deploy the VVM through the Strategic Forum, new employee orientation, the BlueBook, the annual Celebration of Learning, screen savers on all College computers, the web site, and through employee performance standards and development plans. The VVM are deployed to suppliers and partners by posting them in meeting rooms, in the annual updated brochure used during public speaking engagements, and in correspondence.

Following a review of the VVM deployment process, it was determined that an improvement was needed in how the VVM were deployed across all workgroups. To strengthen deployment of the VVM, in 2007, senior leaders incorporated the values into the staff's performance evaluations. To judge the effectiveness of deployment, senior leaders also added two items on the annual PACE survey to deter-

mine if core values were guiding employees' actions and to determine if supervisors were educating employees on the College's goals. These items include: 1) *the extent to which this institution's core values guide employees' actions* (Figure 7.4-15), and 2) *the extent to which my supervisor helps me understand ICC's goals and how our department contributes to achieving ICC's goals* (Figure 7.4-16). Then, in 2008, the Marketing Department developed the "BlueBook," which incorporates the VVM along with customer service principles to strengthen all employees' core knowledge and understanding. The BlueBook was rolled out to all employees through the True Blue Attitude campaign and by senior leaders during new employee orientation.

Senior leaders' personal actions reflect their commitment to the values through their involvement in College committees and activities. Senior leaders reflect and model the value of "community" through their service on boards, advisory councils, and planning groups throughout the community. To help senior leaders strengthen personal skills in reflecting their commitment to the values, best practices used by organizations such as Ritz-Carlton and Disney are studied and modeled. For instance, after visiting the Ritz-Carlton in 2008, and studying their leadership principles for customer service, senior leaders began to apply key strategies with the managers. Senior leaders and managers now begin Strategic Forum meetings with a modified version of the "daily lineup" which was benchmarked from the Ritz-Carlton. A key aspect of the VVM is presented and reinforced with an example. Many of the managers use the same practice with their direct reports.

##### 1.1a(2) Senior Leaders Promote Legal and Ethical Behavior

Each senior leader personally promotes an organizational environment that fosters, requires, and results in legal and ethical behavior by demonstrating commitment to the core values of integrity and responsibility. Integrity is built by creating trust in all their interactions and by taking responsibility for their actions. Key opportunities for demonstrating this commitment come during discussions with staff during the Celebration of Learning, Strategic Forum, departmental meetings, quarterly Coffee Breaks on all campuses, and the Celebration of Service. Through the annual appraisal process, each leader is held accountable by the President, and the President is held accountable by the Board to be responsible and transparent in decision-making, budget management, and professional interactions.

The annual PACE survey asks questions about whether open and ethical communications are practiced (Figure 7.6-9) and if employees are able to report incidents of unethical or illegal behavior without retribution (Figure 7.7-11). In 2008, a managers' training module was developed that focuses on the College's ethics policies, the Illinois Ethics Act, and expectations of ethical and legal behavior. Deployment to all managers began in March 2009.

The business of the College is conducted in open session and in compliance with the law. Meeting schedules and agendas are posted in public areas and on the web site with notice that all are welcome to attend and make comments. The attorney is present at all Board meetings to provide council and ensure compliance with the provisions of the Open Meetings Act.

## 1.1a(3) Senior Leaders Create a Sustainable Organization

As part of the strategic planning process (Figure 2.1-1), strategies are developed to respond to opportunities and threats that could impact the College's sustainability. Through the study and implementation of the Baldrige Criteria and Six Sigma as well as the College's exposure to best practices in multiple industries through CQIN, senior leaders have broadened participation in College decision-making and have enhanced organizational learning, leading to greater long-term sustainability.

An environment for organizational performance improvement begins with senior leaders actively engaging and sponsoring continuous improvement activities. Blueprint teams, led by senior leaders, develop action plans designed to help the College achieve the goals of the strategic plan. Six Sigma teams, sponsored by senior leaders, focus primarily on process improvement. These teams provide the forum for senior leaders to work with cross-functional teams to address college-wide process improvement.

In 2005, Six Sigma was adopted as the continuous process improvement mechanism across the College, and it is now promoted as a critical component of the culture of ICC. The change to this model for process improvement was based on an analysis of the effectiveness of the "process mapping" model used by the College and benchmarking that had been occurring with Caterpillar, Inc. Six Sigma requires collaborative teams, data driven decisions, and continuous monitoring of the key business processes. Nearly 800 employees have been trained as Yellow Belts (3 hours of training) and 120 employees have been certified as Green Belts (16 hours of training and all certification requirements). In addition, over 120 staff have served on one of the 34 teams that have completed or are currently in process. To further strengthen the model, senior leaders made the commitment to employ full-time Black Belts to support these teams. Seven employees have been trained as Black Belts (160 hours of training) to lead Six Sigma teams. In 2008, to improve the effectiveness with mentoring and project follow-up, a full-time Master Black Belt position was added to guide the Six Sigma initiative. The Master Black Belt completes a program plan and annually reviews the data to determine if objectives are being completed on time and if completion cycles can be improved. By adopting this culture, the College has become more effective and efficient at defining issues, measuring and analyzing data, improving processes, reducing costs, and controlling improvements. The "DMAIC" process, core to Six Sigma, guides continuous evaluation, feedback, and improvement.

Using the strategic planning process, senior leaders create an environment for the accomplishment of the vision and strategic objectives. The process steps identified in Figure 2.1-1 provide the roadmap that ensures senior leader involvement and approval of work related to the strategic objectives. The alignment within the process assures that the objectives developed for the strategic plan (Figure 2.1-3) lead to the development of the division, department, and program plans. Senior leaders require division and department managers to use the objectives to align performance plans with the objectives. Division and department plans are reviewed by the Cabinet to gauge alignment.

Planning for innovation is supported by the Cabinet as new ideas are generated within the system. Many of these ideas come from the division and departmental planning processes. The Cabinet reviews these ideas against the strategies and goals, weighs them against budget requirements, and considers the benefit of implementation. For example, in 2007, during the annual strategic planning process, senior leaders established service as one of its four strategic goals. The fall Manager's Retreat focused on three organizations that displayed exemplary customer service (Disney, Methodist Medical Center, and Zingerman's Deli). The work completed at the retreat initiated the process of using personal "Wow" cards to acknowledge "good" customer service, a "Wow the Prez" e-mail address to share stories of exemplary service, and the development of customer service training now deployed College-wide through the Teaching and Learning Center (TLC).

Senior leaders create an environment for organizational and workforce learning by ensuring opportunities exist for each employee to develop skills, knowledge, and competencies required to meet performance expectations (5.1b(1)). In 2007, the position of Director of Organizational Learning was developed to assure that training is strategically aligned. This alignment is reinforced through the development of a program plan for the TLC. In 2010, the program plan process was enhanced to include the identification of training necessary to carry out the plans.

Senior leaders use the Managers' Retreat and the Strategic Forum as a development tool for managers and for themselves. The Vice President of Planning and Organizational Effectiveness (VPPOE) organizes the monthly Strategic Forum meeting and the annual Manager's Retreat in cooperation with senior leaders to engage all managers in activities that focus on achieving the mission and vision of the College. Managers' retreats address a single topic in depth. Recent topics included Six Sigma, customer service, Baldrige, and the managers' orientation program.

A group of senior leaders and College employees attend the annual CQIN conference each year to enhance their knowledge on topics important to performance improvement and sustainability. Recent conferences have focused on innovation, lean processes, customer service, and Baldrige. Participants are then expected to identify opportunities for improvement that can be incorporated into College practices.

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

## 1.1b Communication and Organizational Performance

### 1.1b(1) Senior Leaders Communicate, Empower, Motivate

Senior leaders communicate with and engage the entire workforce through different avenues. These include:

- The Celebration of Learning provides a forum to share organizational initiatives, engage in dialogue on critical issues, and provide training for new employees.
- The quarterly Coffee Breaks, hosted by the President and Cabinet, are held in casual settings and engage participants in intimate two-way conversations.
- All college e-mail messages from the President disseminate time-sensitive information of importance to the College community.
- Six Sigma Gate Reviews are held following each step in the DMAIC process. These meetings are announced to the College community to provide an opportunity for College input prior to moving to the next step in the process. Stakeholders of the process under study are given a personal invitation to the meeting.
- In 2007, senior leaders expanded membership in the Strategic Forum as a means to improve communication with departments in the College and to develop the skills of managers.
- Division meetings and individual meetings with direct reports are scheduled by each Cabinet member to monitor progress on division strategy and to discuss issues important to the division.

Senior leaders communicate key decisions internally through the Strategic Forum, dissemination of minutes of Cabinet meetings and Strategic Forum, participation in Celebration of Learning, Coffee Breaks, Managers' Retreats, e-mail messages from the President, and the participation in Celebration of Service. Externally, key decisions that may have an impact on students, stakeholders, and suppliers are communicated through media releases, press conferences, presentations at community events, and during committee/community board meetings.

To reinforce high performance, senior leaders recognize faculty, staff, and students at monthly Board meetings. Senior leaders participate in the recognition of Six Sigma teams for their process improvements at an annual recognition event. Blueprint team's accomplishments are recognized in the annual Blueprint update disseminated at the Celebration of Learning. Each spring, an annual employee recognition banquet is hosted by senior leaders. The Thomas K. Thomas Endowed Teaching Chair program annually recognizes teaching excellence by awarding a \$3,000 stipend or equivalent release time to a faculty member who exhibits distinction in student-centered instruction, commitment to teaching, contribution to the mission and values, instructional innovation, and/or community impact. The stipend supports faculty plans to improve instruction or enhance professional development. In addition, the candidate receives an engraved plaque, a medallion, recognition at the banquet, and public recognition through posting on the ICC web site. Senior leaders annually recognize the recipients of the Gallion Award and the Teaching Excellence Award. Nominations for these awards come from the students in recognition of full-time faculty and adjuncts for quality of instruction. In

2009, the Intercultural Diversity Committee developed a new award to recognize a faculty member and staff member who have made exceptional efforts to advance diversity at the College. The criterion for the faculty member award is primarily focused on the classroom while the staff award is focused on diverse values and commitment to diverse cultures, religions, and abilities. Key awards and recognition programs are managed by committees that are included in the Joint College Advisory Committees group. Each committee maintains a meeting schedule, size of membership, and has a written purpose and objectives that are reviewed every two years and reported to a Vice President. Improvements to the awards processes occur during these reviews. For example, during the committee review of the Staff Service Award, it was determined that changes needed to be made in the nomination process to encourage broader participation. Beginning in 2010, the procedures will broaden the nominations process to all levels of staff.

### 1.1b(2) Senior Leaders Focus on Actions to Accomplish Objectives, Improve Performance, Obtain Vision

The Cabinet is responsible for working with teams to develop action plans to achieve the vision. At weekly Cabinet meetings, Cabinet members review their assigned Blueprint action plans and the progress in accomplishing the assigned action plans, the performance against measures associated with the plan, and the institution's goals. If a Cabinet member identifies a problem with an action plan or a result that is below expectation, additional information is obtained and midcourse improvements are made to the action plans.

## 1.2 Governance and Societal Responsibility

### 1.2a Organizational Governance

#### 1.2a(1) Review and Achieve Governance System

The College is governed by a publicly elected Board. All meetings are subject to the Open Meetings Act. The Board is governed by policies and procedures that are annually reviewed and approved by the Board.

The Board hires, evaluates, and holds the President accountable for enforcing the policies and procedures of the College (See 1.2a(2)). The President holds his direct reports accountable for the administration of the policies and procedures. The annual leadership evaluation process is also critical to ensuring accountability. The Employee Performance Standards and Development Plan incorporates the core values into the standards and performance review. These expectations influence the goals and action steps developed in the individual improvement plan. This plan is also aligned with the division plans.

The Board provides financial oversight that includes monitoring, reviewing, and approving the annual operating and capital budgets. Financial reports, investment activities, and expenditures are reviewed and approved at the monthly Board meetings. The Board approves the external audit firm as well as receives, reviews, and approves the annual audit report. The Board finance liaison meets with the Vice President for Administration and Finance to review expenditures, progress within the budget, and other fiscal items of interest prior to each Board meeting. When the new finance liaison is selected, the Vice President facilitates training on legal requirements, standard accounting practices, and procedures.

The Board addresses transparency in operations through public participation at Board meetings, student representation on the Board, publication of minutes of all meetings, conformity with the Open Meetings Act, and publication of all policies and procedures on the College web site. Selection and disclosure policies and practices are governed by state regulations.

The Vice President of Administration and Finance annually recommends an external audit firm for approval by the Board. This firm conducts an audit of the financial statements and systems of internal controls. External audit reports are reviewed with the Board, made a part of the public record, and are made available through the Vice President's office.

### 1.2a(2) Evaluate Performance of Senior Leaders

The Cabinet is evaluated annually by the President using an operationally driven evaluation process. This evaluation includes the use of the Employee Performance Standards and Development Plan used for all managers. As part of the President's evaluation of Cabinet members, he will occasionally use different tools designed to provide more insight into a particular skill or talent. For example, in 2008, a 360-degree evaluation was completed for each Cabinet member to provide feedback from a cross section of all employees. This feedback provided information on how well each Cabinet member was achieving their goals as perceived among their primary reports and other members of the College community. In 2009, as part of the annual review of the effectiveness of the evaluation of senior leaders, the President used the Gallup's "StrengthsFinder," by Tom Rath, to assess the top five talents of each Cabinet member. This tool helps discover the talents and deficiencies needed to continually improve the manager's soft skills. Data gathered from these tools is used to develop individual performance plans for each Cabinet member. Performance plans are developed to align with division plans and strategic goals. The President meets on a quarterly basis with all Cabinet members to review their progress. Additional meetings are scheduled as needed.

The Board evaluates the President's performance using a tool developed by the Board following their attendance at the 2004 ACCT conference. The process includes a 360-degree review of the President's performance. The tool includes the following categories: strategic planning, financial management, comprehensive development, staff development and leadership, board development and leadership, quality leadership, service delivery, senior management team leadership, and overall development. The Board, Cabinet, and ten employees complete the instrument by the end of March. The President also conducts a self-evaluation using the same tool. The Board Chairman and the President review the results of the evaluation in April. The President submits an improvement plan to the Board in May that includes goals aligned with the strategic priorities and a development goal for the ICC Foundation. The evaluation tool which was developed in 2005, uses a 5-point Likert Scale (5 = outstanding, 4 = exceeds expectation, 3 = meets expectation, 2 = needs improvement, 1 = unsatisfactory). In 2008, the Board determined that "outstanding" and "exceeds expectation" were being used synonymously. The "outstanding" score was eliminated and the scale was adjusted to a 4-point measure. Since the Board uses the tool to benchmark

performance, prior years' scores were mathematically reformatted to provide trend data.

The Board completes a self-evaluation during the annual February retreat. The Chairperson determines the content of the assessment and leads the discussion. Beginning in 2008, the chair introduced a self-evaluation tool that was given to each Board member to complete prior to the retreat. The self-evaluation was benchmarked against best practices presented at an ACCT meeting attended by Board members. The results of the self-evaluation are tabulated and used to guide the discussion.

Senior leaders and the Board use the performance reviews to provide feedback about how well they are contributing to the improvement of the College. The collective results of these measures provide data on the effectiveness of the leadership system.

### 1.2b Legal and Ethical Behavior

#### 1.2b(1) Address Adverse Impact on Society

To minimize any adverse impact on society, the organization's programs, offerings, services, and operations are developed based on the needs and requirements of students and stakeholders. Consideration of these needs are gauged against external/internal indicators of success; review of best-practices; review of policies; review by legal counsel as appropriate; and review against key processes, programs, and services already available. For example, in 2005, when the College had the opportunity to purchase a former mental health facility and make it a new campus, the College held a town hall meeting with the neighborhood to allow families to voice concerns about the plans. Again, in 2008, the College was approached by Pekin High School about the establishment of a campus in Pekin. The President worked with the high school board and the Mayor of Pekin to explore the opportunity. The City Council and the ICC Board of Trustees voted on the action at public meetings providing the opportunity for public concerns to be identified and evaluated.

The key compliance processes, measures, and goals for achieving and surpassing regulatory, safety, accreditation, and legal requirements programs are identified in Figure 1.2-1. Risk and Benefits, Health Services, and Safety and Compliance operate under Board policy. Guiding principles, including goals, are driven by the mission statement. Goals are established in the areas of tort liability, workers' compensation, unemployment compensation, benefits, safety and compliance, health services, and wellness. The Director of Risk Management and Benefits completes an annual assessment for each program and submits it to the Vice President of Administration and Finance for analysis. Recommendations arising from this process are presented to the Cabinet and the Board for possible action.

The Director of Campus Safety and Security is responsible for maintaining a current Emergency Response Guide for the organization. This guide is updated annually and provides information on responding to emergencies on campus including armed suspect/active shooter, animal incidents, bomb threat, crime reporting, earthquake, evacuation of buildings, fire, smoke, explosions, medical, mental health, suspicious mail, violent situations, weather/operating status, and reporting an emergency. Additional information about risk management is found in Section 5.2b(1).

**1.2b(2) Ethical Behavior**

The standards for ethical behavior are promoted and assured through a variety of venues and align with the core values. Each value supports ethical behavior and establishes an expectation of compliance. The expected behaviors for the core values are included in the BlueBook and distributed to the College community. In addition to this distribution, the core values scroll on the screen savers of all ICC computers. Ethical behavior is also promoted through the Faculty Handbook, Staff Resource Guide, and on the ICC web site. In 2004, the Board also adopted the Illinois Central College Ethics Ordinance as policy to strengthen ethics expectations. Beginning in 2009, the Managers' Training Program was launched. The module "Managers' Expectations in Fostering a Positive Work Climate" includes training in promoting, ensuring, and monitoring ethical and legal behavior and responding to breaches in ethical behavior. This training was made available to all senior leaders and managers in the spring of 2009. Senior leaders participate as trainers.

A key tool for monitoring ethical behavior is the Employee Performance Standards and Development Plan. Beginning in 2008, the appraisal process was improved to include the Core Values. Within the core value of integrity, the appraisal instrument rates each employee on their ability to "demonstrate a professional image and hold self to high ethical standards." The rating scale (Unsatisfactory, Needs Improvement, Satisfactory, and Outstanding) provides a mechanism to assess the employee's performance against this standard and create an improvement plan if required. A second process for collecting data on ethical behavior is reported in the PACE survey. Four questions are used. These include: "The extent to which: 1) open and ethical communication is practiced (Figure 7.6-9); 2) unacceptable behaviors are identified and communicated to me (Figure 7.6-10); 3) I am able to report incidents of unethical or illegal behavior without retribution discussed in 7.6a(4); and 4) I am satisfied that I am able to report incidents of discrimination or harassment without retribution (Figure 7.6-11)." Breaches of the ethics ordinance are managed by the Ethics Advisor, currently the school attorney, and the Ethics Commission.

**1.2c Societal Responsibilities and Support of Key Communities**

**1.2c(1) Societal Well-being and Benefits**

Societal well-being and benefits are aligned with ICC's mission and vision, as well as integrated with its strategy and daily operations. For example, affordability is critical to providing access to college and consequently, one of ICC's strategic priorities focuses on maintaining value.

In March 2009, the Board of Trustees adopted a new policy on sustainability. This policy begins with, "Illinois Central College is committed to fostering a sustainable future for our students and community through education and the example we set." The well-being of environmental, social, and economic systems to which the College contributes is now considered at an operational level. For example, the recycling program is supported throughout the College with collection bins available in key locations. The bins and signage encourage employees, students, and visitors to easily participate in the program. The Director of Facilities and Services uses the recycling program to reduce the amount of waste going to the landfill and to reduce the costs associated with disposal.

Energy conservation efforts have included an extensive relighting program throughout the institution with more energy efficient units. Longitudinal facilities planning for retrofits, remodeling, and new construction include energy and environmental impact planning. The analysis of energy usage led to actions that resulted in reducing energy consumption in FY10 (Figure 2.1-3). Beginning in 2009, the College received approval to launch a new "green collar jobs" training program. This program includes a Green Building/Construction Professional Associates Degree, Leadership in Energy and Environmental Design (LEED) certificate, Building Performance Institute (BIE) certification in energy efficiency, and Residential Energy Services Network (RESNET) green rater certificate. Students, incumbent workers, and community members are able to take classes appropriate for their needs.

**1.2c(2) Actively Support and Strengthen Key Communities**

A consideration for being selected as a key community by the President and Cabinet is how the entity aligns with the College's mission. A review of the key communities is conducted annually. ICC's key communities include: K-12 education, the United Way, and low-income students (Figure 1.2-2).

The College actively supports and strengthens the key communities and identifies areas of organizational emphasis through the involvement of senior leaders on the United Way Board, on strategic committees for K-12 schools, and by example in supporting the ICC Foundation. Senior leaders and managers also serve on numerous Boards and advisory groups among non-profits, other community organizations, and civic clubs throughout the communities served by the College. These interactions provide continuity in voicing the needs and requirement of the College and by capturing the voices of stakeholders to further understand their needs and requirements.

*Figure 1.2-1 Compliance and Risk Management Processes, Requirements, and Measures*

TYPE OF SOCIAL RESPONSIBILITY	MANAGEMENT PROCESS	REQUIREMENTS	MEASURE	GOALS/TARGET	RESULTS
Regulatory	Compliance Management	Health Department - Food sanitation standards	Rating	Excellence	7.6-4
Safety	Workplace Safety (OSHA) review Department of Labor improvement recommendations	Ensure safe work environment Occupational health and safety standards	Lost Days Inspection	Reduce Compliance	7.6-5 7.6-4
Accreditation	Higher Learning Commission accreditation process ICCB program approval	Achieve accreditation  Program approval	Approval  Report	Recognition  Recognition	7.6-4  7.6-4

To support and strengthen key communities, the College has identified strategies that provide mutual benefit. For example, dual credit classes allow high school students to access college programs and earn college credit prior to high school graduation. To support and grow this program, the Coordinator for Postsecondary Educational Opportunities works directly with high school administrators to understand their requirements and expectations. The College waives tuition for students who receive a free or reduced lunch and for students taking career and technical classes. In 2007, Midland CUSD #7 approached the College with the idea of allowing select high school seniors to enroll as full-time students at ICC and obtain both high school and college credit. The program, called “Fast Start” allows up to ten students to participate annually. Students apply to participate and are selected using criteria established by the school. A selection team, which includes the ICC coordinator, reviews the applicants and makes the final recommendation.

The College for Kids program aims to stimulate the curiosity of fourth through tenth graders by enabling them to explore an interest and enrich their summer educational experience. Begun in 1990, this program runs for two weeks in June and two weeks in July. Class topics are varied and include selections in reading, science, writing, math, study skills, art, drama, computers, and various careers. The program offers an excellent opportunity for community outreach and provides opportunities for youth to visit the campus. Every student who comes to the campus has the potential of becoming a future ICC student. In addition, the program serves as a way for the College to work with businesses and service organizations in the community to plan the program. Program surveys are reviewed annually to guide program improvements for the upcoming year.

To further support and strengthen the relationship with the K-12 community, the College started The Academy at Illinois Central College in 1988. This program is designed to provide alternative education for potential and high school dropouts and give them a fresh start with their education. The curriculum includes traditional high school and college courses, counseling, student development seminars, vocational/technical training, and prevention services in the high schools designed to help students meet requirements for a diploma or General Education Degree (GED). This program is reviewed annually through the Illinois State Board of Education’s (ISBE) TAOEP grant program to monitor progress against outcome-based objectives. The project is fully supported with grant funds from ISBE.

United Way supports over 104 programs and collaborates with 47 partner agencies addressing issues that affect youth, families, self-reliance, and health. By actively supporting the United Way, connections between the agencies and the College can be strengthened and services for students coordinated. The coordination of these services provides a vital link that often makes it possible for a student to attend college. Barriers to a college education often include factors other than financial support and may include such issues as mental and physical health, childcare, and transportation for which these agencies can provide assistance.

The annual Day of Caring is another way for senior leaders and the managers to support the United Way. Volunteers from the College

give a day of their time to work on projects at member agencies. These projects focus on providing labor to address maintenance and assist with service.

The ICC Educational Foundation is an independent 501(c)(3) non-profit organization that accepts and manages gifts that support educational programs and scholarships at the College. Scholarships add value for students by helping offset the expenses related to attending college. Scholarships can reward students for such things as outstanding educational performance, personal commitment to public service, and provide support to those who are in need of financial assistance. In 2009, the Foundation awarded more than 650 scholarships totaling \$804,322 in awards. Scholarships contribute directly to the core competency of an affordable education.

The Foundation is also supported by the 1% Club, which is designed to recognize noteworthy generosity by ICC employees. Employees gain membership by contributing at least 1% of their annual salary to the Foundation during the annual Employee Campaign.

*Figure 1.2-2 Key Communities*

KEY COMMUNITIES	CONTRIBUTION
K-12 Education	<ul style="list-style-type: none"> <li>Dual-credit classes including tuition waivers</li> <li>College for Kids Summer Program</li> <li>The Academy at Illinois Central College</li> </ul>
United Way	<ul style="list-style-type: none"> <li>Fund-raising campaign</li> <li>Annual Day of Caring</li> </ul>
Financial Support – Low-income Students	<ul style="list-style-type: none"> <li>Foundation scholarships</li> <li>1% Club</li> </ul>

**2. STRATEGIC PLANNING**

**2.1 Strategy Development**

During the first 30 years of ICC’s existence, a comprehensive strategic planning process was typically conducted every ten years. The College was experiencing rapid growth and had little competition. In 2001, ICC adopted an annual planning process to address emerging trends in an increasingly competitive and rapidly changing environment. The Blueprint for the Future, ICC’s strategic plan, expresses 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, program plans, and individual performance plans aligning all levels of the College with the institutional strategy.

**2.1a Strategic Development Process**

**2.1a(1) Strategic Planning Process**

ICC uses a 12-step process (Figure 2.1-1) to develop its strategic plan. The first step in the planning process is the Strategic Planning Retreat held in January. The Cabinet (including the Faculty Senate President, associate dean/deans, the Director of Institutional Research (IR), the Director of Organizational Learning, the Master Black Belt, and the student trustee (representing the study body) participate

in the retreat. In advance of the meeting, all participants are provided a notebook containing the results of the external scan and internal assessment. The retreat begins with the Vice President of Planning and Organizational Effectiveness (VPPOE) leading the participants in a review of the mission, vision, and values to keep the focus of the planning integrated with the purpose and direction of the institution. Next, the VPPOE reviews the data on student satisfaction relative to ICC's core competencies—variety of courses, high-quality education, and affordable price—to ensure that these competencies continue to be critical in the decision-making process of 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 enrollment growth.

**Figure 2.1-1 Strategic Planning Process**

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

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

Next, the IR Director presents a PowerPoint presentation highlighting the most pertinent findings from the external scan and internal assessment. These results are organized by the College's existing priorities of student learning, outreach (enrollment growth), service, and value. Participants can identify additional data for consideration.

The strategic plan participants conduct a SWOT analysis using the data that has been presented. From the SWOT analysis, the participants come to consensus on the most critical challenges and advantages. These are charted as they relate to the four strategic priorities (or emerging priorities) to guide the participants in developing objectives and strategic initiatives that address the challenges and leverage the advantages.

Strategic objectives, associated goals, and timeframes are established by the strategic planning participants. Goals are drafted to meet the short-term planning horizon (one year) and the long-term planning horizon (two years). The strategic initiatives are identified and assigned to the appropriate Cabinet members. If a Cabinet member or work system has a substantial workload, the Cabinet determines if it is feasible to reassign any or all of the work in order to achieve the desired time horizon. In addition, the Cabinet revisits work system issues, as needed, through its weekly Cabinet meetings.

In Step 2 of the process, the strategy is reviewed by the Strategic Forum in a meeting open to the College community to obtain feedback. In Step 3, the strategy is reviewed by the Board of Trustees elected to represent the wider community. These reviews provide the opportunity to uncover new information that otherwise might result from blind spots in the strategic development process.

Steps 4 and 5 of the process were added in FY10 in order to improve alignment between division, department, and program plans. During February, Blueprint teams develop the action plans to address each of the strategies. Cabinet members meet at a February Retreat to review the plans, finalize the goals, and to highlight any specific actions to be deployed within single departments or institution-wide. Cabinet members, as the teams' sponsors, make presentations at the March meeting of the Strategic Forum outlining the goals and plans to be deployed at the division, department, and program level (Step 5).

In Step 6, training is provided for all program managers highlighting expectations for program plan development and alignment with goals. Managers develop program plans and review them with their supervisor who is responsible for ensuring alignment. Plans roll up at each level until they have been reviewed by the supervising Cabinet member. In Step 7, the Cabinet members hold a two-day retreat to review the roll up of the plans into a division plan and to finalize human resource needs (training and staffing). The budget is reviewed to ensure that it is balanced, and that 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 VPPOE and the IR Director review all feedback gathered through the planning process and submit to the Cabinet any recommendations for improvement in the strategic planning process.

The Celebration of Learning in August, the kick-off of the academic year, provides the 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 (Step 11). Cabinet members review action plans and progress toward goals at weekly Cabinet meetings

(Step 12). Plans are revised as needed to address changes in the internal or external environment.

The planning process has been reviewed and improved each year. In FY08, the College began using the Baldrige criteria to improve the planning process. The planning process was revised to include the review of ICC's core competencies (FY08). In FY09, participants in the strategic planning retreat were expanded to include the associate deans and in FY10, the student trustee was included.

**2.1a(2) Planning Addresses Key Factors**

To ensure that the strategic process addresses the key factors, the VPPOE and IR Director work together to plan the external scan and internal assessment. Each year, the data sources are expanded and refined to more fully address questions posed by the planning participants; to enhance data collection on the needs of student segments, market segments, and stakeholders; and to provide comparison data. The Baldrige criteria are used as a guide to assist in focusing the data collection efforts. Figure 2.1-2 details the key factors and data sources that provide the context for the planning process. All participants in the strategic planning process are provided a notebook containing the data obtained from the different sources. The analysis of this data provides the basis for the SWOT analysis. In advance of the retreat, the IR Director and VPPOE develop a PowerPoint presentation that addresses the most pertinent findings from the scan. Because the participants receive the data in advance, they can bring forward additional findings not covered by the PowerPoint presentation. Long-term sustainability is considered in a number of ways. First, core competencies are reviewed by the strategic planning participants to determine if they still provide a competitive advantage. The competencies and positioning of competitors are discussed, and the planning participants determine whether new competencies need to be developed. The financial viability of the College is reviewed as well as the College's continued ability to provide an affordable education (a core competency). Resource allocations take into consideration the strategy and the revenue projections.

*Figure 2.1-2 Key Factors*

KEY FACTOR	SOURCE
Risks or major shifts in technology	Technology Scan, Faculty Survey, SSI, CCSSE
Programs, offerings, and services	Program Enrollments, Labor Market, SSI
Student and community demographics	Demographic Scan, ISBE School Report Cards, Placement Test Results
Markets	SSI by Market Segment, Generational Research, Labor Market, Community Demographics
Student and stakeholder preferences	SSI, PACE, Student Transfer Follow-Up, Career and Technical Ed Follow-Up, Employer Follow-Up
Competition or comparison groups	Competitor Assessment, IBHE, IPEDS, NCCBP, SSI, CCSSE
Regulatory environment	Legislative/Public Policy Analysis, HLC

At the Cabinet retreats held in February and May, Cabinet members consider workload assignments, the College's financial resources, and the skills and training needs of the workforce in order to ensure the College is able to execute the strategic plan. If, for example, it is determined that one Cabinet member has been assigned too much responsibility, a decision is made to either delay portions of the action plan or reassign a strategy to other members.

As part of the strategic planning review, gaps in data are identified, and efforts to collect new data and information are put into place. For example, in FY09 and FY10, the technology scan was expanded to include more data on the use of technology by age groups. The competitor analysis focused on a review of competitor web sites and their advertising to understand how they position themselves in the marketplace.

**2.1b Strategic Objectives**

**2.1b(1) Strategic Objectives and Timetable**

Figure 2.1-3 includes ICC's strategic objectives and the most important goals for FY10 and FY11.

**2.1b(2) Strategic Objectives, Linkages, Challenges, and Advantages**

At the strategic planning retreat, the participants identify the strategic challenges and advantages that will impact the College's four strategic priorities: outreach, learning, service, and value. These are recorded on a chart to focus the participants on the challenges and advantages as the objectives and strategic initiatives are developed. Figure 2.1-3 displays the objectives and strategic initiatives along with the corresponding strategic challenges and advantages that must be addressed by the action plans. At the February Cabinet retreat, plans are discussed to ensure that they address the specific challenges and advantages. Opportunities for innovation in educational programs, offerings, services, and operations are identified as the specific needs of the market or student segments are researched. As coordinators develop program plans, additional opportunities for innovation are identified.

As reported in 2.1a(1), core competencies are reviewed to ensure the competencies provide a competitive advantage and to identify new competencies that the College should develop to compete more successfully. Short-term challenges, such as responding to a temporary influx of students due to unemployment, are discussed as well as long-term challenges, such as the projected peak in 2012 of high school graduates and the decline that will follow. Participants weigh whether necessary resources (use of adjunct faculty, hybrid, or web classes) exist to handle temporary peaks in enrollment or whether new strategies need to be developed. Through the identification and measurement of the needs and requirements of the different student segments and stakeholder groups, the Cabinet is able to discuss and adjust the allocation of resources to balance the different needs.

The process of aligning the strategy with the challenges and advantages is reviewed each year as part of the planning process review. An improvement for FY10 included charting the challenges, advantages, objectives, and strategies to make the alignment apparent and to assist in communication.

# ILLINOIS CENTRAL COLLEGE

Figure 2.1-3 Integration of Strategy with Challenges and Advantages

STRATEGIC PRIORITY	STRATEGIC OBJECTIVE	STRATEGIC ADVANTAGE (SA) OR CHALLENGE (SC)	STRATEGIC INITIATIVE	FY10 ACTION PLAN TARGETS
OUTREACH	1. Increase credit hours: FY10 – 236,279 (+2.5%) FY11 – 241,005 (+2%)	Under-representation of African Americans (SC)  Inadequate number of college educated to replace retiring workforce (SC); Schedule to meet nontraditional needs (SC); Limited needs data (SC)  Tazewell Co educational attainment (SC)  Large employee base (SA)	1.1 Develop programs and services to meet the needs of African Americans  1.2 Develop programs and services to meet the needs of nontraditional enrollments  1.3 Build schedule at ICC South  1.4 Engage employees in recruitment	3,100 students  4,500 fall nontraditional enrollment  2,000 credit hours  75 referrals
	2. Increase noncredit participation: FY10 – 15,015 (+1%) FY11 – 15,165 (+1%)	New corporate training facility (SA); Economy(SC); Limited needs data (SC)  Growing population of retirees (SC); Limited needs data (SC); New facility (SA)	2.1 Assess the needs of the business community and make them aware of ICC's offerings  2.2 Develop Adult Community Programs to meet the needs of retirees	11,537 corporate training participants  2,477 participants in adult community programs
LEARNING	3. Increase course success rate: FY10 – 73.5% FY11 – 73.75%	Underprepared students (SC)  Low student engagement (SC)  Student dissatisfaction with timely feedback on course progress (SC)	3.1 Develop sequence of learning experiences for underprepared students  3.2 Improve student engagement  3.3 Develop a system for providing timely feedback on progress in courses	64% Developmental English course success; 53% Developmental Math success  Meet or exceed the mean  Satisfaction > 5.22 (FY11)
SERVICE	4. In Fall 2010 (FY11), exceed the mean on 3 summative SSI measures rating college experience	Student dissatisfaction with advisement experience (SC)  Student dissatisfaction with timeliness of financial aid and helpfulness (SC)  Below mean satisfaction levels on college experience (SC); Lack of real time data (SC)	4.1 Improve satisfaction with advisement  4.2 Enhance the financial aid process  4.3 Develop a systematic approach to measure and improve service	80% of non-faculty advisers certified  Less than 66 days to award  Systematic approach developed
	5. Exceed the mean for teamwork and overall in FY10, 11	Clearly defined HR processes (SC)	5.1 Improve recruitment/selection, retention, development, and engagement of faculty and staff	5 processes mapped and measured
VALUE	6. Contain the growth in unit cost to 3% in FY10 and FY11	Energy costs(SC)  Health benefit costs (SC)  Underutilized space (SA)  Increased demand for scholarships (SC); capital projects costs (SC)  Systematized administrative processes(SC)	6.1 Reduce energy consumption  6.2 Contain the growth in health benefit costs  6.3 Optimize facility utilization  6.4 Secure grants and donations to fund scholarships and offset project costs  6.5 Systematically apply Baldrige criteria	\$1.90 per square foot  \$7,751,940 – total cost  Establish baseline  \$1 million – grants \$81,108 – Employee contributions \$550,000 major gifts  Self-study complete and processes identified

2.2 Strategy Deployment

2.2a Action Plan Development and Deployment

2.2a(1) Key Planned Changes

The strategic challenges and advantages provide the focus for the development of the strategic objectives, strategic initiatives, and action plans that define the key planned changes. Key changes in programs, offerings, and services are outlined in Figure 2.1-3. A sample action plan is provided in Figure 2.2-1. Complete action plans with corresponding action steps are available on-site.

Figure 2.2-1 Action Plan for Assessing Business Community Needs

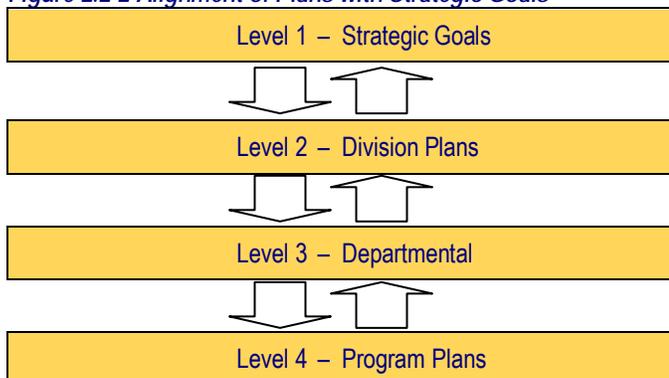
ACTION ITEMS	ASSIGNED TO:	TARGET DATE
Improve process to record and analyze feedback from training participants.	Cook	7/1/09
Hire and train the Business Outreach Representative.	George	7/1/09
Re-institute a pro-active process to build relationships with businesses.	George	8/31/09
Develop additional measures for tracking effectiveness of the relationship building process.	George	9/1/09
Develop new corporate identity to “brand” the corporate training center.	George/ Fliege	10/31/09

2.2a(2) Action Plan Deployment

At the Strategic Planning Retreat in January, the participants identify the strategic objectives and strategic initiatives to be addressed. Cabinet members are assigned to form cross-functional Blueprint teams to develop action plans that focus on the identified challenges and advantages. At the February Cabinet retreat (Figure 2.1-1, Step 4), Cabinet members finalize goals, strategies, and actions to be deployed within the College. The strategic goals and accompanying strategies are communicated to managers at the March Strategic Forum (Figure 2.1-1, Step 5) and to program coordinators during program plan workshops (Figure 2.1-1, Step 6).

Figure 2.2-2 depicts the process by which goals and strategies are deployed for division, department, and program plan development and then rolled back up to the Cabinet. Cabinet members work with managers in their division to develop and align division, department, and program plans with the strategic goals. The program plan template is formatted to require managers to align their actions with the four strategic priorities—student learning, outreach, service, and value.

Figure 2.2-2 Alignment of Plans with Strategic Goals



As plans are drafted, program managers meet with department managers to review and finalize plans. Next, the department managers meet with division leaders (Cabinet members) to review and finalize plans. In May (Figure 2.1-1, Step 7), each Cabinet member reviews their division’s plans with the entire Cabinet prior to finalizing the budget. Cabinet members monitor plans for their division throughout the year and are scheduled to report to Cabinet on their progress at the weekly meetings.

In FY10, improvements to the deployment process included reorganizing the steps in the deployment process to provide more timely communication to program coordinators and managers. The action was taken to improve alignment of the institutional goals and strategy with the division, department, and program plans.

2.2a(3) Resource Allocation

As each Cabinet member reviews program plans with the department director (Figure 2.1-1, Step 6), they also review staffing, technology, software, and facility remodeling requests. Through their discussions, they validate the need for resources. As the Cabinet builds the budget and reviews program plans, risks of not allocating resources are discussed (Figure 2.1-1, Steps 7, 8, and 9) and requests may be denied, delayed, or adjusted based on the availability of funds and the impact of the request on ICC’s goals. The intent is to present a balanced budget to the Board in June. If the budget is not balanced by the June Board meeting, the Cabinet continues to assess alternatives to reach the goals and balance the budget by the July meeting.

2.2a(4) Changing Circumstances

As circumstances change, the decision to shift plans or accelerate plans is determined by the Cabinet. Once the decision is made, a Cabinet member may be given a new responsibility or be asked to revise its plans. In FY08, a new competitor in the career and technical arena announced plans midyear to locate in East Peoria. The Cabinet assessed the threat to its career and technical programs and a decision was made to open a facility in Pekin that would draw on the same market. Plans were modified to address the challenge.

2.2a(5) Human Resource Plans

Staffing and skills development needs are embedded within the strategic plans and program plans of the College. The Cabinet reviews the workforce needs at the May retreat in order to allocate resources for the coming year. It also reviews the professional development needs identified through the strategic and program plans. The Cabinet finalizes the plans for resource allocation so they can be incorporated into the budget. For example, in FY08, the action plan for minority recruitment recommended on-site minority representation at Peoria high schools. When the President, in discussion with Cabinet at the May retreat, reviewed the staffing request, the President authorized the position of minority recruiter.

2.2a(6) Key Performance Measures for Tracking Progress on Action Plans

The key performance measures for tracking progress on the Blueprint action plans are identified in Figure 2.1-3. The action plan measures are checked for alignment and agreed upon by Cabinet at the retreat in late February. Action plan measurements address the particular market segment, student segment, or stakeholder segment targeted in the plan.

**2.2(b) Performance Projection**

Figure 2.1-3 shows the performance projections for short-term (FY10) and the long-term (FY11) planning horizons for the key performance measures. Since competitor and comparison data is limited, the Cabinet many times must rely more heavily on historical trend data and a review of the changes in the external environment to establish projections. Performance is projected relative to comparison groups for course success rates (Figure 7.1-1), student satisfaction with their college experience (Figures 7.2-7A, 7.2-8, 7.2-9, and 7.2-10), teamwork (Figure 7.6-1), overall climate (Figure 7.6-2), and unit cost (Figure 7.3-1). If gaps exist between ICC and the comparison group, further analysis is conducted to determine root causes, and action plans are revised to reflect decisions made as a result.

**3. CUSTOMER FOCUS**

**3.1 Customer Engagement**

Since 1967, ICC’s primary focus has been on delivering quality programs, offerings, and services. The College captures the largest market share of high school graduates in District 514. Its noncredit offerings result in a market penetration reported value of 2.95%, placing ICC in the top 23% of community colleges in the NCCBP. Understanding the needs and requirements of student and market segments is critical in order to attract students to higher education and fulfill the College’s mission and vision.

**3.1a Educational Programs, Offerings, and Services and Student and Stakeholder Support**

**3.1a(1) Identify and Innovate Programs, Offerings, and Services**

The College uses a variety of listening methods, including surveys, focus groups, complaint data, advisory councils, and information obtained directly from student and stakeholder groups to identify opportunities to innovate educational programs, offerings, and services to meet the needs of students. The process to determine their requirements as described in Figure 3.1-1 begins with an analysis of the pertinent survey results and other key data including comparative information with other colleges and insight into the factors most important to students. Best practice research is then considered as a way to further validate findings.

Once an improvement opportunity is identified, a team will conduct focus groups and targeted surveys to further clarify the students’ needs and requirements. For instance, in the fall of 2008, the SSI results for ICC indicated that student satisfaction with the college experience had remained stable while the comparison colleges in the NCCBP were achieving increased levels of satisfaction. To improve student satisfaction, the College examined the individual items on the SSI that were high in importance and low in satisfaction to identify opportunities for improvement. Strategies were focused on advisement and financial aid services. In addition, the College benchmarked its customer service practices against the Ritz-Carlton, Disney, and Methodist Medical Center to better understand the systems necessary to foster service excellence. Beginning in the spring of 2009, new customer service standards called the CougarCARE Principles were developed, and customer service training was launched starting with new employee and manager orientation.

*Figure 3.1-1 Determine Student and Stakeholder Requirements*



The development of academic programs to meet the needs of students or stakeholders may require a change in the curriculum. ICC uses a process detailed in the *Curriculum Committee Procedural Guide*. This guide is the formal tool used by faculty members and academic administrators to develop programs and it is updated annually.

In 2008, a Six Sigma team was assigned to improve the process of identifying and responding to emerging market needs with a more timely approach. As a result, the approach to curriculum development was modified to involve the IR department earlier in the process. The IR department gathers local labor market information that may provide insight into new and/or emerging careers. The department developing the curriculum is responsible for obtaining employer feedback about the skill sets needed in careers associated with the program. Once the need for the program is validated, a faculty member or associate dean is assigned to develop the curriculum.

All curricula must be approved by the ICCB and IBHE in accordance with guidelines established by the agencies. During the development phase, the supervising dean/associate dean determines whether the College will submit to ICCB a request for temporary approval, full approval, or a modification to an existing program. As this process moves forward, the supervising dean/associate dean(s), Instructional Administrative Circle (IAC), and Vice President of Academic Affairs review and make recommendations.

The curriculum is approved by the Curriculum Committee and then the Board prior to submission to ICCB and IBHE. The committee also considers deletion of programs that may no longer be relevant as proposed by departments. In 2006, the procedures, forms, and other Curriculum Committee requirements were placed online to improve access and reduce cycle time.

The ICCB and the IBHE are responsible for assuring that credit courses in applied science programs meet a common standard for quality. These institutions also impose limitations on duplication of effort among colleges and consider regionalization of certain programs. New courses must be approved by IBHE before they can be offered for credit. In addition to this approval, documented program evaluation procedures must be applied.

ICC participates in the Illinois Articulation Initiative (IAI), which is designed to allow students to meet the general education require-

ments at more than 100 participating universities and colleges in Illinois. By staying current with IAI standards, ICC's credit courses will transfer to other institutions. As new course syllabi are designed and current course syllabi are revised through the Curriculum Committee process, these changes are communicated to the IAI for approval. All course syllabi are reviewed at least every five years.

ICC is known for its willingness to innovate and adapt to the needs of its stakeholders. The Midland Fast Start Program described in 1.2c(2) is one example.

Noncredit workshops and classes do not require approval by the Curriculum Committee, ICCB, or IBHE. Noncredit offerings are driven by public demand and by the needs of business and industry. Workshops are developed to respond to a business' request or to be marketed to a targeted audience with clearly defined objectives. Because these classes do not require external approval, the courses are tailored to each employer's needs. To assure that the College understands the needs and requirements of the businesses, the Business Outreach Representative works on a prioritized tiered system to routinely contact area businesses. The Business Outreach representative meets with businesses to identify their needs and requirements relative to continuing education. In addition, requests for workshops, emerging areas of interest in the literature, and workshop feedback from participants assist the Associate Dean for Corporate and Community Education and the program coordinators in identifying new offerings.

Adult continuing education offerings are also developed to meet the interests of residents of the College district who want to continue their learning, but do not need to earn credit. Each offering provides an evaluation sheet that asks participants to identify additional workshop ideas and rate each workshop. Focus groups are also held with community members to identify needs that can be fulfilled through new services and offerings. Attendance, waiting lists, and class cancellations provide additional insight into the interests of the community. This information is used by the Adult Community Program's Coordinator to expand programming.

### 3.1a(2) Key Mechanisms to Support Use of Educational Programs, Offerings, and Services

The key mechanisms for enabling students and stakeholders to seek information about programs, offerings, and services are based on what research reveals about the generational differences among the students and stakeholders and the most effective way a particular age group wishes to communicate. An annual technology scan is conducted to obtain information about how the different generations use technology to access information. With ages of students and stakeholders ranging from 16 to nearly 100, a broad range of approaches are used to meet the varying needs of students and stakeholders.

ICC provides and advertises a number of access points to meet the varying needs of students, stakeholders, and market segments. The web site, [www.icc.edu](http://www.icc.edu), provides students and the community with information including contact information for the President, managers, and departments. Individuals seeking information can use e-mail to ask questions and register complaints at [info@icc.edu](mailto:info@icc.edu). ICC has a general information number (309/694-5ICC) to secure answers to

everyday questions or to identify the person who can best answer a question.

Beginning in 2009, Facebook, Twitter, YouTube, and MySpace were added as official sites for the College. Facebook has been adopted as the primary social medium. Administrators of the site have access to demographic information on "fans" and can access information about the posts that generate interest and comments. Additionally, discussion questions can be posted for users for their input. ICC's Facebook page began in October 2009 and grew quickly to more than 1,000 fans. As this new media emerged, a Social Media Advisory Committee made up of faculty and staff was formed in 2010. The purpose of the committee is to evaluate new media and its impact on promotion and marketing of the College.

A student call center (309/694-5600) provides direct phone access to assist students with enrollment, registration, and account status. The Help Desk (309/694-5457) provides a central location for questions regarding computer or technical problems. The *Student Handbook*, *Staff Handbook*, *Student Catalog*, *ICC Today*, news releases, and prospect cards provide additional sources of information.

ICC's web site has evolved to its current size of more than 9,000 pages. Analysis of how people access and use the site has been daunting because it is written in a program language that does not allow analysis. As a result, pages are being reprogrammed using the PHP scripting language, which allows the Google analytic code to be embedded. This code provides robust information on how frequently pages are accessed, who is accessing them, when they are accessed, and the navigation that led to the page. As Google improves the analytics, more market information will become available.

The recruitment process offers an additional mechanism for prospective students to obtain information about the College. Recruiters connect with prospective students at high school visits and other special events such as career and job fairs and College Night at ICC.

Prospective students receive the 'view book' and a checklist for enrollment. They also receive a prospect card to fill out and either return it directly to the recruiter or mail it in. Students then receive requested information as well as a letter from ICC inviting them to call ICC to plan a visit, or e-mail ICC with their questions. A checklist provides students with information needed to access testing services, financial assistance, and advising.

Another important mechanism for communication is direct interaction between faculty, staff, and students. Staff members are often the first ICC employees with which the student interacts. Examples include key contact areas such as enrollment services, financial aid, advisement, the bookstore, and even the cafeteria. Important information regarding the programs and services available to students are often conveyed during these student and staff access points. At the start of each semester, the faculty reviews with the students their office hours, phone number, and e-mail so that students can reach them outside of class hours. Throughout the academic term, students are able to have two-way communication with faculty and staff regarding assignments, changes in schedules, and events of importance to the students.

**3.1a(3) Keep Educational Programs, Offerings, and Services Current**

To keep the approaches for identifying and innovating program offerings current, the College first works to improve the process by which the needs and requirements of students and stakeholders is obtained. The Planning and Organizational Effectiveness office and IR office conduct a review of the data and processes being used as part of the Strategic Planning process (Figure 2.1-1, Step 10). Based on this analysis, improvements are made to the processes in order to improve the data available for planning programs and services. For example, in FY09, a Six Sigma team was formed to look at the scheduling of course offerings. Nontraditional and developmental students identified convenience and registration with few conflicts as a challenge. The team developed a process to review the schedule of course offerings to identify student preferences and make changes to better meet their needs. For example, a preference for hybrid and summer offerings was identified and departments increased their course offerings in these areas.

The Curriculum Committee is responsible for improving the process by which new programs are developed. Annually, they review the curriculum development process outlined in the *Curriculum Development Procedural Guide* to identify ways to improve the process. In FY09, a program profile template was developed to reflect labor market need for programs and thereby strengthen the program development process.

The noncredit curriculum development process is reviewed annually as part of the program plan development (Figure 2.1-1, Step 6) for the Associate Dean of Corporate and Community Education. The review of enrollments, class cancellations, and workshop evaluations provides the Associate Dean with data to determine whether the process is effectively working. In FY09, based on this analysis, it was determined that a Business Outreach Representative needed to be employed to call on businesses regularly to identify needs for program development.

**3.1b Building a Student and Stakeholder Culture**  
**3.1b(1) Create Organizational Culture that Ensures Positive Student and Stakeholder Experience and Engagement**

The hiring process seeks to find employees who demonstrate the core values of the institution. Candidates selected for interview must demonstrate that they embrace the core values in addition to the technical skills sought for the position. A thorough background check, training of managers to solicit responses from questions designed to capture information about the candidate's values and beliefs, and subsequent training for new hires ensures alignment with the core values of the institution. As part of new employee orientation, new personnel are oriented to the mission, vision, values, and CougarCARE principles (service standards) to ensure that new employees understand who they are serving and the values that shape how ICC serves students, stakeholders, and the community. Throughout this process, employees learn that their goal is to create an "exceptional educational experience."

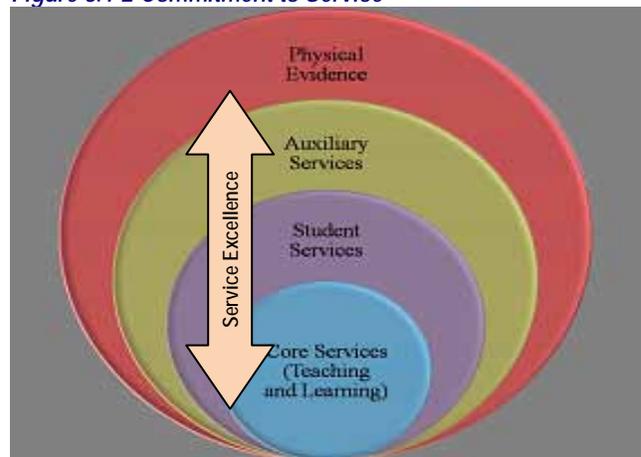
Figure 3.1-2 depicts the components that contribute to an organizational culture that ensures a consistently positive student and stakeholder experience. Its design supports ICC's commitment to service

excellence. The CougarCARE principles and core training in service excellence represent the caring attitude that all employees exhibit to students and stakeholders. This includes taking ownership of problems presented by the constituent and seeing it through to the solution. While excellence in teaching and learning provides the foundation for success, service excellence is equally important to student satisfaction and success.

Student services (registration, advisement/counseling, access services, student accounting) provide students with the needed tools for enrolling in the right courses and also provides needed resources for a successful educational experience. Auxiliary services (bookstore and cafeteria) provide the operational support necessary to ensure that the student has the necessary instructional aids and access to food services and socialization during a rigorous academic experience. The physical evidence (buildings, classrooms, and cleanliness of facilities) provides the cues used by potential customers to judge the quality of services.

The College deploys a customer service curriculum for employees through the TLC that focuses on the requirement and skills necessary for the student and stakeholder to experience exceptional service. Each segment of the Service Excellence Project combines classroom instruction and hands-on experience. Segment 1 establishes the foundation for service excellence by focusing on requirements, skills, and opportunities to exceed customer expectations. Segment 2 leads the participants through a book study of *Inside the Magic Kingdom, Inside ICC*. This uses Disney's best practices as a benchmark for improving College practices. Segment 3 creates teams that work together on specific projects related to delivering the *Exceptional Educational Experience*, which has become the mantra for service excellence. Results are measured against the three service measures on the SSI, and the overall and teamwork score on the PACE climate survey.

Figure 3.1-2 Commitment to Service



In addition, the College measures student satisfaction and engagement using the SSI and CCSSE. Blueprint strategies are developed to address opportunities for improvement based on these results. Workshops are held to help College employees understand these results and address them within the program plans. The TLC also provides faculty with specific training relative to student engagement.

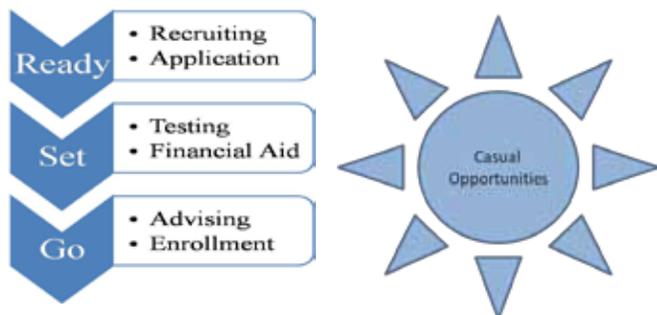
Currently, one of the Blueprint strategies (Figure 2.1-3; Strategy 3.2) specifically focuses on improving students' engagement in their learning and college experience. Key performance indicators from the CCSSE are used to determine the level of success in addressing this strategy. These include comparing ICC data with CCSSE participants (Figure 7.2-12) against active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Additional data for these measures is available on-site.

The workforce management system reinforces the organizational culture by tying the goals in the Employee Performance Standards and Development Plan to the strategic priorities. The monthly Strategic Forum meetings and the annual managers' retreat are the key mechanisms used to develop leadership aligning behaviors with those elements key to the organizational culture and vision. Agendas engage managers in topics relative to strategic priorities. Improvement strategies and activities are often benchmarked against an industry standard or best practice where such comparisons exist. For example, the College has used the Ritz-Carlton, Disney, Zingerman's, and Baldrige recipients to benchmark best practices in customer service. These best practices are then incorporated into the managers' department plans, action plans, and performance measures.

**3.1b(2) Build and Manage Relationships with Students and Stakeholders**

The model displayed in Figure 3.1-3 provides an example of where student engagement opportunities begin. The idea of casual opportunities fits with the CougarCARE principles of providing outstanding customer service for a student, beginning with recruitment and carrying it throughout the student's experience at ICC.

*Figure 3.1-3 First Stages of the Engagement Process*



The CougarCARE principles and the training described in 3.1b(1) focuses on setting the expectation that ICC staff are to engage the student at each encounter. The same principle applies for building and managing relationships with the community-at-large and employers.

College recruiters use several methods for "acquiring" new students. These include high school visits, career fairs, College Night, Discover ICC, campus visit days, and speaking to classes at high schools. High school visits offer an opportunity for recruiters to visit with college-bound students and obtain information about their needs. It also opens the door to begin building early relationships that foster early entrance through dual-credit classes and an array of services offered by ICC for which high school students and their families may participate. College Night provides students an opportunity to view the programs and offerings from colleges and universities from across the

country. As many as 80 colleges participate in this event. Discover ICC is an evening event where high school students can visit the campus and learn more about what ICC has to offer, and what they need to do to enroll. Campus visit days are hosted throughout the school year on Fridays. These tours focus on a theme such as criminal justice, fine arts, and mass communications. Departmental representatives explain and promote the programs. Faculty and other College representatives speak to classes and groups to engage students and encourage enrollments. Prospect cards are collected to provide the College an opportunity for follow-up.

Meeting the requirements and exceeding student and stakeholder expectations at each stage of their relationship with the College begins with quality customer service. In addition to the CougarCARE principles and other customer service training, Blueprint teams have been designed to develop action plans that increase engagement. For example, in 2009, a Blueprint team was assigned to develop strategies and processes to actively engage all employees in the recruitment of students. The action plans designed by this team include creating an online prospect card, creating and deploying a guide to recruitment for all employees, and distribution of a "Gold Card" providing employees with an easy-to-access contact card to give to potential students.

**3.1b(3) Keep Approaches for Creating Culture and Building Relationships Current with Organizational Needs and Directions**

All divisions, departments, and programs of the College have a role in building student and stakeholder relationships and creating a student and stakeholder focused culture. At the institutional level, the strategic planning process is reviewed annually to determine if there is additional information needed in order for the strategic planning participants to judge the effectiveness of the processes. New tools are identified and research brought forward to assist the participants in reviewing performance and identifying improvements. For example, the strategic planning participants, upon review of the competitor analysis, determined competitors were positioning themselves based on personalized service. As a result, a strategic priority was established to improve service to students. Service excellence training and the CougarCare principles were launched.

In addition, division, department, and program plans are reviewed annually to determine whether or not the specific area of responsibility is achieving its goals. Through this review, each area of the College alters its plans to improve performance in the following year. For example, the Marketing Department, in reviewing research on the use of technology by different age groups, determined that many traditional students were using Facebook rather than e-mail for communication. Consequently, the Marketing Department piloted a Facebook page to facilitate two-way communication with the traditional market.

**3.2 Voice of Customer**  
**3.2a Student and Stakeholder Listening**  
**3.2a(1) Listen to Students and Stakeholders to Obtain Actionable Information**

Figure 3.1-1 illustrates that the College uses different listening and learning techniques for student and stakeholder groups in order to obtain actionable information and feedback on educational programs

and services and student and stakeholder support. However, the SSI provides insight about what is important for students. Seventy items are standardized with comparison data from other participating community colleges. Ten customized items are used to probe the importance of emerging concerns. For instance, when gaps in measurements for academic advisement began to widen, the Cabinet added four questions in the fall of 2006 survey to probe more deeply into the issue. To further clarify findings, focus groups, study groups, and study circles were used to capture additional voicing.

Listening methods for our employers, the first of our two stakeholder groups, include the Employer Follow-Up Survey, Career and Technical Advisory Committees, and contacts with the Business Outreach Specialist. Blueprint teams and process owners use this information to inform program and action plans.

Listening methods for the community-at-large include the publicly elected Board of Trustees; public comment at Board meetings; manager's participation on community boards such as the Chamber, Workforce Network, and non-profit agencies; and feedback to the information desk, Facebook, Twitter, and web site.

Six Sigma teams gather voice of the students and stakeholders as part of the process improvement methodology. This information, usually gathered through focus groups and/or surveys, becomes part of the process measures. This data is presented during gate reviews, and the process owner integrates this into the ongoing data collection activities to measure process effectiveness. Similar activities are used throughout the College by all process owners as division and departmental plans are revised.

### 3.2a(2) Listen to Former, Potential, and Competitor Students and Stakeholders

To obtain actionable information from former students, the College uses the Career and Technical Education Follow-up Survey (CTE), the Non-Returning Student Survey, and the Transfer Student Survey to determine whether or not the College met their needs and requirements. The CTE survey is required by ICCB and is used by the Career and Technical Education programs for annual program reviews and development of program plans. A few additional college only questions can be added to the survey. The annual Non-Returning Student Survey provides insight into the reasons a student chose not to persist in college. This information is disseminated to senior leaders, deans, and associate deans. During the 2009 review of the process, the IR Director determined that the response to the survey might be improved if the information was gathered closer to the student's departure date. As a result, it is now mailed in February if a student chooses not to return for the fall semester.

The annual Transfer Student Survey is used by associate deans to gauge the satisfaction of students who have transferred to four-year institutions. The survey assesses student satisfaction with courses and the articulation of courses with transfer institutions. Transfer students want advisors to be knowledgeable about transfer requirements (Figure P.1-4) and expect all ICC courses to transfer. When it was discovered that a few students were retaking courses at transfer institutions, further questioning found that students had to retake the courses due to low grades rather than problems with articulation.

Recruiters and faculty gain valuable information about prospective students through interviews, prospect cards, and inquiries. As customers often do not voice their needs, the external scan assists in understanding the demographic, labor market, competitor assessment, and skill levels of the high school seniors about to graduate. By using a variety of methods, both direct and indirect, ICC develops an understanding of the changing needs of prospective students.

### 3.2a(3) Manage Student and Stakeholder Complaints

Student and stakeholder complaints are received through e-mails, phone calls, letters, in person, and the College web site. Embedded in ICC's CougarCARE principles and the customer service training is the requirement that ICC employees will try to understand students' needs. If employees receive a student complaint, they are instructed to apologize for the problem, and take immediate action to address the situation. If employees need extra assistance, they are responsible for contacting the individual best equipped to help the student or stakeholder with their problem. Student dissatisfaction is minimized through prompt resolution of complaints and, if necessary, a refund of tuition. Training in the CougarCARE principles was deployed in the fall of 2008 as part of the Service Excellence training and reinforced in 2009, as part of the True Blue Attitude campaign.

Students who have complaints involving faculty members are asked to first discuss them with the faculty member. If the issue is not resolved to the student's satisfaction, the student can request a meeting with the Dean or Associate Dean. When a student is dissatisfied with the response at that level, the student is advised of the formal grievance procedure outlined in the *Student Handbook*. The student must submit a written complaint to the Dean of Student Services. The Student Appeals Committee, chaired by the Dean of Student Services and composed of two full-time professional staff, two faculty, and two students, is convened within five days of the formal complaint to hear testimony of any involved party. The Committee provides a written response to the student within five days of the hearing.

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

The College gathers data through the SSI to assess student satisfaction with the complaint processes. In FY10, ICC established a Facebook presence to provide an additional means for students to voice their complaints, answer their questions, and ask for feedback.

### 3.2b Determination of Student and Stakeholder Satisfaction and Engagement

#### 3.2b(1) Determine Student and Stakeholder Satisfaction and Engagement

The SSI serves as the primary source to assess the satisfaction and dissatisfaction of students on a wide range of items. SSI data is disaggregated by student segment and market segment. Levels, trends, and comparison data are reviewed at the annual strategic planning retreat. Factors rated by students as high in importance and

high in satisfaction are considered strengths. Factors rated high in importance and low in satisfaction are identified as weaknesses and are addressed within the strategic plan. As a result of the analysis conducted in FY08, strategies and action plans were developed in FY09 to improve the financial aid and advisement processes, two areas of high importance and low satisfaction among students.

SSI data and CCSSE data provide valuable information to target activities that will engage students. The CCSSE is grounded in a body of research that shows what works in strengthening student learning and persistence. The more actively students are engaged in their college experience, the more likely they are to succeed. Data is collected in five areas: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The results are annually discussed at open meetings of the College community and also discussed specifically with faculty through the TLC. Faculty members participate in workshops to review the results, examine the research on which the CCSSE is based, and share best practices. Based on the analysis of the data, a Blueprint team was assigned in FY09 to focus on actions that will improve student engagement.

Employers' satisfaction with the skills of ICC graduates is measured annually using the Employer Follow-up Survey. Results are reviewed by Cabinet and disseminated to departments to refine program plans and curriculum.

### **3.2b(2) Obtain and Use Information on Your Students' and Stakeholders' Satisfaction Relative to Competitors**

Market share of feeder high school students is tracked to determine the percentage of students electing to attend ICC. Students typically enroll in one institution at a time, so they do not have another experience on which to base comparisons. The Transfer Follow-up and Career and Technical Follow-Up surveys ask students how well prepared they were for success at the transfer institution or in the work environment. In addition, ICC annually completes a competitor analysis as part of the external scan to obtain comparative information on programs, services, and offerings of its local competitors. Multiple sources of information are reviewed by the strategic planning participants at the January retreat.

### **3.2b(3) Determine Student and Stakeholder Dissatisfaction**

The primary tool for obtaining student dissatisfaction is the SSI. The needs and requirements are segmented by all student and market segments. Challenges are items that have high importance and low satisfaction. This information is used by the strategic planning participants (Figure 2.1-1, Step 1) to identify strategies to improve student satisfaction, learning, and persistence. Once opportunities for improvement are identified, the Blueprint team or Six Sigma team assigned to address the issue must collect additional data to understand what needs to drive the action plan.

This process is improved as part of the review of the strategic planning process conducted by the IR Director and the VPPOE each year following the strategic planning cycle. Using the feedback provided by Cabinet and other participants throughout the planning process and a review of the data, the IR Director and VPPOE adjust the process to obtain actionable information. For example, in 2008, it was determined

that the growing number of placement tests scoring into foundational coursework rather than entry-level college coursework caused the Cabinet to disaggregate data for developmental students to more accurately understand the needs of these students.

### **3.2c Analysis and Use of Student and Stakeholder Data**

#### **3.2c(1) Use Information on Student, Stakeholder, and Market on Programs, Offerings, and Services**

The analysis of the student, stakeholder, and market segments information begins with Step 1 (Figure 2.1-1) of the strategic planning process. Information concerning current programs, offerings, and services is analyzed in relationship with identified student and stakeholder needs and requirements during the SWOT analysis. This comprehensive assessment allows the Cabinet to examine trends, make predictions, and anticipate future student, stakeholder, and market segments needs. For instance, the demographic trend analysis conducted in 2008 projected no growth in population in the ICC district through 2018. However, the number of 65- to 74-year-olds was projected to grow significantly. The number of students graduating from high school was projected to peak in 2012 and then decline. In addition, the number of nontraditional students enrolling at ICC had declined over the last decade. Based on this analysis and the economic forecasts projecting a shortage of workers in the next decade, ICC developed a strategy focused on developing programs and services to attract the nontraditional market segment for credit classes. It also developed a strategy to focus noncredit education on the growing group of 65- to 74-year-olds who want to continue learning in retirement.

The Associate Vice President of Marketing and College Communications supports these strategies by focusing marketing efforts on the segments targeted in the strategic plan. The Marketing Department uses the information on identified needs to develop marketing strategies that specifically target the needs and requirements of current and future students.

The competitor assessment considers the core competencies of the College (quality education, affordability, and variety of courses) to determine whether these factors are still providing ICC a competitive edge in the marketplace. The analysis examines its competitors' class size, target markets, marketing campaigns, enrollments, graduation results, educational programs, services and offerings, and market share. Other factors, such as the availability of online education opportunities, availability of remedial education, the need for continuing education and retraining, and cultural and leisure activities are also considered in the analysis. As part of the SWOT analysis at the January retreat, the participants determine if ICC needs to develop new competencies, establish new programs, or adapt its offerings to attract new market segments or enhance marketing to existing ones. Strategies to address the competition are built into the strategic plan. The ability to attract new student segments is not only based on the needs of students, it is based on the needs of employers. A thorough labor market analysis is conducted as part of the strategic planning process in order to identify emerging career opportunities as well as track careers on the decline. The labor market analysis, contacts with employers by the Business Outreach Representative and other College employees, and the Career and Technical program advisory committees provide valuable information to help ICC identify new

programs and career opportunities that meet the needs of the business community. Program ideas are submitted to the IR office which triggers a feasibility analysis, the first step in the curriculum development process.

Noncredit programs analyze current customers using market segmentation to identify potential customers who share similar characteristics. Geospatial technologies combined with the segmentation results are employed to identify census tracts, which assist in the purchase of additional address lists for the noncredit programs.

### **3.2c(2) Use Information to Identify and Anticipate Key Student and Stakeholder Requirements**

To identify current expectations and their relative importance to students, stakeholders, and the market, each piece of data collected is analyzed against current and past performance and, in most cases, compared and benchmarked against an industry recognizable standard. The information obtained and described throughout the narrative included in 3.1 and 3.2 of the criteria is purposely compared with other collected information about the external and internal environment to provide a picture of the current and future learning landscape. By segmenting the needs and requirements for students, stakeholders, and market segments (Figures P.1-4 and P.1-5) and disaggregating the data for analysis, the Cabinet is able to examine factors that impact enrollment, purchasing, and relationship decisions to tailor programs, offerings, and services. To anticipate how requirements and changing expectations will differ for students and stakeholders, external data and information is gathered from reliable sources. This may include a review of best practices, emerging research, a review of the literature, the impact of technology and how it is impacting the classroom, and emerging technologies in the latest communication methods. All of these modalities provide insight into the differences among learners and stakeholders at various phases during their relationship with the College.

### **3.2c(3) Use Information on Students, Stakeholders, and Market to Improve Marketing, Build Culture, and Identify Opportunities for Innovation**

Information on students, stakeholders, and the market is used by the College to improve program development and marketing strategies. Once a market is targeted as a focus of the strategic plan, programs and services must first be identified and developed to meet their needs. Marketing is responsible for supporting these efforts by developing communication strategies that will resonate with the particular market segment. For example, the College is currently redesigning a wing of the North campus to expand its programming for lifelong learners. As best practice research indicates that lifelong learners want a sense of community as part of their continued learning, space was designed with comfortable furniture and a flat screen television to provide them with a space to socialize and have coffee.

Participants were involved in the selection of furniture so that it would meet their needs. These participants also want easy access to the facility so parking is being moved closer to the building. As the facility opens in the fall, marketing messages will focus on the social aspects of learning together with friends and will stress the accessible parking available at Hickory Hall.

The College's culture is also shaped by the focus on understanding student and stakeholder needs. At new employee orientation, employees learn about the open access mission of the community college and the challenges many students face in obtaining an education. The strategic priorities of learning, outreach, service, and value are stressed along with the reasons why they are College priorities. Employees understand the role of service and affordability in making college possible for students. The needs of students and stakeholders are reinforced through the program planning process, the service excellence training, and the True Blue Attitude campaign. Six Sigma training and the subsequent team experience teaches employees that they must first assess the needs of the student and stakeholders in order to identify improvements that meet their needs. By teaching employees the Six Sigma, Define, Measure, Analyze, Improve, Control (DMAIC) process and the importance of understanding the needs of students and stakeholders, employees are empowered to identify improvement processes and identify opportunities for innovation.

### **3.2c(4) Keep Approaches Current**

The IR Director and the VPPOE annually review the methods for obtaining voice of the customer and determining levels of satisfaction and engagement of students and stakeholders. The use of the Baldrige criteria serves as a guide for the types of questions that need to be answered through the use of data. The IR Director and VPPOE work together to identify gaps in data collection. They first look at existing sources (CCSSE, SSI) to see if customized questions can be added to the instrument or a focus group could be used to collect the necessary information. The IR Director and the VPPOE also scan the environment through conferences and research networks to identify best practice methods for the collection of the appropriate data and to improve the use of data within the organization.

As Six Sigma is used to teach employees to assess needs of students and stakeholders to use the information to improve processes and then to monitor the process outcomes on an ongoing basis, it is also an important part of this review. The outcomes of Six Sigma are reviewed each year by the Six Sigma steering team to identify opportunities for improvement. For example, in FY05-07, there was a focus on getting employees Yellow Belt trained to increase awareness of Six Sigma tools. The focus then changed to training more Green Belts and providing more individuals the opportunity to practice their skills by serving on or leading teams.

## **4. MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

### **4.1 Measurement, Analysis, and Improvement of Organizational Performance**

ICC monitors its performance against a set of Institutional Indicators of Effectiveness, adopted by the Cabinet in 2004 and revised annually. These measures define how well ICC carries out its mission and vision. One- and two-year goals are established for those areas associated with the strategy.

#### **4.1a Performance Measurement**

##### **4.1a(1) Select, Collect, Align, and Integrate**

The Institutional Indicators of Effectiveness align with ICC's four strategic priorities: Student Learning, Outreach (enrollment growth), Service, and Value. Key measures are selected and/or modified as

part of the SWOT analysis during the development of the Strategic Plan. The Institutional Research (IR) Office collects and reports data related to the strategic priorities. The data collected for the Institutional Indicators of Effectiveness are integrated with other key data and given to the managers and program coordinators to monitor program or department progress in comparison with the College’s progress on these key elements. Managers and coordinators use the data to modify program plans as needed. As new data becomes available, the Cabinet reviews it at their weekly meetings. Strategy can be altered by the Cabinet at any time, based on the review of the performance indicators and the progress observed toward achieving the established goals associated with the vision.

Progress relative to the strategic objectives and action plans is measured against the targets, related goals, and benchmarks established for each key measure (Figure 2.1-3 Strategic Objectives). Immediate past performance going back three or more cycles is updated as information becomes available and at a minimum, midyear and end of year.

The key organizational performance measures are identified in Figure 4.1-1. Short-term (one-year) and long-term (two-year) financial measures are included in the “Value” priority. The two key performance measures are unit cost and fund balance. Immediate past performance includes measures for the most recent three-year cycle.

The Cabinet reviews and revises performance measures as part of the strategic planning process. Revisions may also be made during weekly Cabinet meetings as new information becomes available. For fiscal year 2010, two new measures were added to better measure the newly adopted mission statement. As the strategic goals (Figure 2.1-3) are rolled out, they are incorporated into the division, department/program, and individual performance plans to ensure all actions are focused on achieving the strategic goals. Figure 2.2-2 provides a framework showing how key performance measures are systematically deployed. The data and information to support organizational decision-making are managed by the IR office. The IR office presents data to managers aligned with the overall College strategies. This office adds continuity to the process by training managers on program plan development and provides monitoring information to the Cabinet and managers that allows them to make informed decisions concerning progress toward achieving annual goals. Ultimately, Cabinet members are responsible for overseeing the alignment of plans within their areas of responsibility. Each program establishes measures appropriate to their responsibilities. Currently, a cross-functional Blueprint team is establishing a mechanism to collect real-time data on student satisfaction with advisement, registration, testing, and financial aid processes.

**4.1a(2) Select and Ensure Effective Use of Key Comparative Data**  
Higher education is in the early stages of establishing mechanisms for the collection of comparative and competitive data. In 2006, ICC joined the Community College Benchmarking Project as a means for collecting comparative data on which to assess the College’s performance. This consortium was formed for the purpose of benchmarking institutional performance with other community colleges on a wide variety of measures not otherwise available. In 2009, 210 public institutions participated in the program. One hundred forty-seven of

these campuses shared a single-campus institution type and 34.13% shared an urban classification with ICC. In 2004, ICC began using the CCSSE as a means for measuring and comparing performance on students’ engagement in their learning and college experiences. Student satisfaction with services is benchmarked using the Noel-Levitz Student Satisfaction Inventory (SSI). The SSI and CCSSE surveys are administered in a two-year period.

*Figure 4.1-1 Indicators of Institutional Effectiveness*

STRATEGIC PRIORITY	PERFORMANCE MEASURE	COMPARATIVE SOURCE	SECTION 7 LOCATION
STUDENT LEARNING	• Degree/certificate completion rates	• NCCBP	7.1-8
	• Students obtaining employment in related field	• NCCBP	7.1-9
	• Course success rate for all students	• NCCBP	7.1-1
	• Fall-to-fall retention	• NCCBP	7.1-7
	• Fall-to-spring retention	• NCCBP	7.1-6
	• Students’ understanding of people of other racial and ethnic backgrounds	• CCSSE	7.1-12
OUTREACH	• Intellectual growth	• SSI	7.1-11
	• Credit hours		7.3-2
	• Noncredit participation rates		7.3-12
	• Minority enrollments	• NCCBP	7.3-8B
SERVICE	• Market penetration (credit and non-credit)		7.3-10
	• Experience meet expectations; overall satisfaction; enroll again	• SSI	7.2-8
	• Employee rating of four climate factors	• PACE	7.2-9
	• Employee diversity	• Student Rate	7.2-10
	• Service Excellence scale - 9 items	• SSI	7.4-11
VALUE	• Unit cost		7.4-14
	• Fund balance	• HEPI	7.2-11
			7.3-1
			7.3-3

Beginning in the fall semester of 2006, the PACE survey was administered to obtain the perceptions of personnel concerning the College climate and to provide data to assist ICC in promoting more open and constructive communication among faculty, staff, and administrators. This instrument is used to assess how the leadership of the institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness. Standardized data are also available from the Illinois Community College Board for comparison with other Illinois community colleges. The College also uses data gathered from the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). This mandated reporting provides comparative data with all post-secondary institutions and educational organizations.

Key decisions in selecting and ensuring the effective use of comparative data and information supporting operational and strategic decision-making occurs at the Cabinet level. During the January strategic planning retreat, the Cabinet compares the organization's performance success, performance gaps, and overall progress with the needs and requirements identified in the division and departmental plans. This provides the necessary data for the Vice President for Organizational Planning and Effectiveness and the Director of Institutional Research to identify any gaps in organizational level comparative data collection and information. As a result, additional comparative data sources may be sought out. New comparative data sources are reviewed by the Vice President for Planning and Organizational Effectiveness and the Director of Institutional Research to assess availability, affordability, reliability, and validity before being recommended to Cabinet for acceptance.

### 4.1a(3) Maintaining Current Performance Measurement System

ICC keeps its performance measurement system current with educational service needs and directions by reviewing data related to the Indicators of Institutional Effectiveness. This data review includes monitoring measurement trends internally and externally to assure progress and to determine if the measures are accurate, and providing the feedback necessary to make changes at appropriate intervals. By monitoring measurement trends in higher education, the College is more sensitive to what is occurring at the state and national level. This has led to shifts such as measuring course success instead of graduation rates. By paying attention to these state and federal trends, the College is able to meet new compliance standards and use the new requirements to improve its competitive advantage. These changes can then be rapidly deployed throughout the College so that divisions and departments can review action plans and make appropriate midcourse corrections by taking advantage of the new knowledge and/or emerging trends. The IR Office manages a database that centralizes the 200+ departmental program plans which articulate the alignment of departmental plans with the division strategies. In addition to managing the database, the IR office provides additional data to departmental and division managers that informs them of the most current comparative information available for their departments. The IR Office also identifies opportunities to improve training, modify forms, and target specific program coordinators for additional assistance. Opportunities to improve the program plan process are reviewed at least annually prior to the development of the next cycle of program plans. For example, during the planning of the FY10 cycle, the program plan format was modified to incorporate the DMAIC process into the way managers think about their program plans and to reinforce efforts to embed data-driven planning in daily work at ICC.

Members of the Cabinet meet at least monthly with their division managers to assess the progress that is being made within the division. This information flows up to the Cabinet for review during the weekly meetings. The performance measurement system may be adjusted to collect new data or to modify a data collection process to meet an emerging need. As an example, during the most recent administration of the SSI, it was decided to eliminate two optional questions related to technology and replace them with new questions related to current issues of concern. To meet the challenges of rapid and/or unexpected changes that may impact the performance measurement system, ICC developed a data warehouse and deployed it

to the Cabinet members in June 2010. The purpose of the data warehouse is to provide managers with divisional and departmental dashboards that provide both leading indicators and in-process measures that help managers monitor performance on strategic goals and the institutional indicators.

### 4.1b Performance Analysis and Review

The Cabinet formally reviews the organization's performance on the institutional indicators at midyear and end of the year to coincide with the semester cycle. A review relative to a particular indicator may occur at any time if data updates are available. Progress on action plans are reviewed weekly. A comprehensive review of organizational performance and capabilities is assessed during the annual strategic planning process (Figure 2.1-1). Findings from these reviews can be rapidly deployed through the appropriate communication structures to respond to changing organizational needs and operating challenges.

The assessment of organizational performance and capabilities begins with a review of the strategic objectives, goals, and action plan measures (Figure 2.1-3) in the strategic plan. The data and information used for this assessment are compiled by the IR Office in the external environmental scan and internal assessment and presented to the strategic planning participants in January of each year. The external assessment provides data and information for five key segments of the College's external environment: demographic trends and projections; characteristics of the College district's K-12 educational system focused on the high schools; the Peoria Metropolitan Statistical Area's labor market; the higher education market, including competitor profiles and trends; and findings in technology use in higher education. The internal assessment includes a review of the College's performance along with comparison data for the institutional indicators of effectiveness and targets related to the strategic plan; student needs and expectations (SSI); college climate (PACE); financial performance/projections; and student engagement (CCSSE). The Cabinet and associate deans use this information along with data collected from division and departmental program plans to complete a SWOT analysis. This analysis is completed as described in 2.1a(1) by the strategic planning participants in January of each year. Each year the process for collecting, managing, and reporting the collected data is reviewed to ensure accuracy.

As indicated above, the external scan and internal assessment provide data to assess organizational success and performance relative to competitors and comparable organizations. In addition, the progress made on divisional strategies is reported by each Cabinet member on a weekly basis at Cabinet meetings throughout the year. Cabinet members are responsible for reporting measures of performance and progress made on initiatives within their divisions. The Cabinet also reviews new data as it becomes available at these weekly meetings in order to facilitate the College's ability to respond to changing organizational needs. At the end of each semester, organizational performance and associated comparison data on the institutional indicators and the strategic plan are reviewed by the Cabinet, the Strategic Forum, and the Board of Trustees.

## 4.1c Performance Improvement

Beneficial and non-beneficial trends are discussed by Cabinet as part of the midyear and annual review of the institutional indicators. At any time, the Cabinet can determine that a non-beneficial trend needs to be addressed within the strategic plan and a Blueprint team is assigned. The Cabinet may also decide to assign the task to a specific work group or a Six Sigma team for further study.

## 4.2 Management of Information, Information Technology, and Knowledge

### 4.2a Data, Information, and Knowledge Management

#### 4.2a(1) Ensure Accuracy, Integrity, Timeliness, and Security Accuracy:

The accuracy of the data, information, and knowledge is governed by the person entering the data into the College's systems. Employees are trained to enter data accurately at the time of hire, following changes to their job responsibilities, or resulting from updates within the system for which the employee is assigned. The College's systems are segmented by primary function. Functional leads are responsible for assuring the accuracy of information generated by their area. The lead monitors and reviews errors with the staff by checking exception reports and by using feedback mechanisms.

#### Integrity and Reliability:

Integrity and reliability of organizational data are managed by the lead for each system. Data integrity is assured through the use of edits, errors, and exception reporting. Field checks are used to assess validity of data entered. The capabilities of the software are used to assure appropriate configuration to increase reliability.

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

#### Timeliness:

Timeliness of data in key systems is ensured by the use of real-time data capture processes at the time the data are saved by the operator. IR operational procedures ensure the extraction and transformation of data into usable information for reporting purposes and that this information is made available to the appropriate user.

#### Security and Confidentiality:

Security for data and information management systems are role-based ensuring that each user has access to only the information required to complete their job. Technology Services assigns user ID's for use on the network and for enterprise-wide systems. The Computer Security Institute guidelines are used to assure password security. The functional leads, programmers, and management are all trained in security and confidentiality practices and procedures. Elimination or masking of all social security numbers within the PeopleSoft system was upgraded in 2009. Roles of users in PeopleSoft were evaluated and access to social security numbers restricted on a need-to-view basis only. Currently, all College systems that get biographical data generated from PeopleSoft are secure for social security numbers.

Payment of tuition, purchases in the cafeteria, and purchases in the bookstore using credit cards, debit cards, and other online transfer of

funds is managed through TouchNet Information System, Inc., a secure third party vendor, over secure data lines. These processes run internally over a virtual private network and are encrypted. Payment Card Industry (PCI) compliance standards are followed to prevent fraud. Implementation of this standard is required for all institutions that accept credit card payments.

The entire computing network is protected by layers of security beginning externally with perimeter firewalls. Two types of firewall security are employed: firewall appliances and firewall software. Firewall software is only used when appliances are inappropriate, such as on proxy servers. Once data have passed through the firewall, the next layer of network security is the use of secure socket layers (SSL) for internal and external network activity. Next, VLAN's are used extensively throughout the network to isolate computers to protect against unauthorized access and the spread of viruses and malware. Furthermore, Technology Service's operational standards (available to all employees on the internet) dictate that no personal equipment may connect to the ICC network, further protecting the network from unauthorized access. Additionally, user accounts are audited and deactivated after a period of inactivity lasting six months. Lastly, updates for anti-virus, anti-malware, and operating systems are automatically deployed to all computers on the network within 24 hours of release. ICC has not suffered a large virus infection since 2000.

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

#### 4.2a(2) Data and Information Availability

Access to data and information are available to the workforce, students, stakeholders, suppliers, partners, and collaborators through the ICC public domain web site at [www.icc.edu](http://www.icc.edu). Students have access via the web to all their personal data, grades, schedule, financial aid, and advising. The web site acts as the main portal for information dissemination as well as access to online classes and nearly all student services at the College. Individuals requiring assistance with logons, Blackboard, network access, and e-services access may contact the Technology Help Desk by telephone, walk-in, e-mail, or via the web. The Technology Help Desk is available 79 hours per week including Saturdays and Sundays. Requests that require attention of a technician are tracked in the ticketing system that also provides timely feedback as work on the request is tracked and reported back via e-mail. This system notifies users when their service request is logged and when a technician has addressed the issue. The department manager uses this data to inform the annual departmental program plan.

Students also use Blackboard to take online classes and communicate with instructors. Instructors who teach traditional on-campus and hybrid classes also use Blackboard to communicate information related to their classes such as grades, handouts, interactive chat with other students and the instructor, and lecture materials.

All students and employees of the College are provided free e-mail. The College uses this system for two-way communication.

The IR office manages the primary data that is transformed into usable organizational information for the workforce. Examples of primary data include student surveys, employee surveys, and data from external sources (Economic Modeling Specialists, Inc.; ESRI; ISBE; Census Bureau). Each departmental unit has a mapped network drive that provides access to information by employees within a department. Information that needs to be shared across departmental lines is available on the Q-drive. This access is based upon a request by the department and the roles and rights that the user needs to execute their job functions. Employees are also provided access to organizational and department data on the Q-drive under "IR Quick Access." The IR Office holds open forums for College employees to review and discuss survey data as it becomes available. Additional key information for the workforce is made available through the ICC Intranet. The Intranet is segmented into 19 categories to link the workforce with information needed for decision-making, reporting, and management.

### 4.2a(3) Management of Organizational Knowledge

The collection and transfer of organizational knowledge with employees is facilitated through the ICC Intranet, e-mail, publication of minutes of Cabinet and Board of Trustees' meetings, policies and procedures, memorandums, and [www.icc.edu](http://www.icc.edu) for faculty and staff. The Strategic Forum and managers' retreats are vital to leadership development and knowledge transfer. Knowledge transfer also occurs during the meetings of the College's standing committees identified in Figure 5.1-1. The Teaching and Learning Center (TLC) and HR provide orientation for new employees and managers to facilitate knowledge transfer, and each department follows up with role specific training. Category 5.1b(1) describes the process for management of organizational knowledge with the TLC, Blueprint, AQIP, Six Sigma, and other cross-functional teams to disseminate training and knowledge. For instance, the TLC brings training opportunities to the College that focuses on best practices designed to support needs identified during the strategic planning process. Learning opportunities are also deployed that support the core competencies and enhance sustainability.

Bid opportunities for supplies, materials, services, and construction projects are posted in the newspaper, mailed, and/or faxed to partners and suppliers to facilitate knowledge of service needs. The assembly and transfer of relevant knowledge for use in the strategic planning process is built into the strategic planning process and is described in Section 2.1a(1).

### 4.2b Management of Information, Resources, and Technology

#### 4.2b(1) Reliable, Secure, and User-friendly Hardware and Software

A technology scan is completed as part of the annual external scan and internal assessment to advise the strategic planning process and is considered in the SWOT analysis. The technology scan provides an overview of past and future trends in all technology related areas. The assessment also includes results of technology-related questions from the CCSSE and SSI, data comparing enrollments by ICC course delivery system, and an internal survey on the use of technology in

the classroom completed by faculty each fall. The Technology Program Plan uses student and faculty survey data, as well as the monthly HELP Desk statistics, to assess reliability and user friendliness. The results and recommendations form the basis of the annual program plan developed by Technology Services.

All hardware and software purchases are managed through Technology Services to minimize the potential for conflicts between software and hardware. Furthermore, to ensure that users can understand and use the systems, there is documentation available online for all systems. The Technology Help Desk is available to provide individual assistance and the Teaching and Learning Center offers training in many of the features of the various systems.

Hardware life cycles vary based upon the type of equipment and needs of the user. Enterprise hardware is upgraded on a three-year life cycle although it is purchased with a five-year warranty. The three-year turnaround on hardware ensures that the College has access to the most current and environmentally friendly technologies. Hardware that is taken out of production is reused in the backup facility at ICC North or for systems that are less critical. Classroom equipment is kept up-to-date with technology classrooms on a three-year lifecycle. As equipment is removed from the classrooms, it is reused in open student areas or other computer labs that do not require high-end software. Infrastructure equipment such as routers and switches are continuously evaluated and replaced as needed to remain reliable and secure.

#### 4.2b(2) Continued Availability of Hardware and Software Systems During Emergencies

To guard against loss of data and information resulting from either a partial or complete site failure of the hardware, network, or software, a redundancy system has been put in place for all servers at each campus location. The primary information system, PeopleSoft, is backed up using a high availability disaster recovery (HADR) process that records transactions almost real time both on the primary East Peoria Campus system and a backup system at the Peoria North Campus. The HADR is designed to provide high availability against data loss caused by any event that would take the data center offline. The employee e-mail system has incremental snapshot data backups, and all other systems are automatically encrypted and backed up disk-to-disk across the College's private WAN to a remote data center. Key data for PeopleSoft are also transferred from disk to DVD for additional archiving on a monthly basis. This assures that the most recent full month of data are secure. Archived data are secured in a disaster proof safe. Lastly, the data center is backed up by a generator to ensure against the loss of electricity. During 2010, the data center will undergo a complete redesign to improve airflow and cooling for additional security in the event of a power loss.

#### 4.2b(3) Keeping Data, Information Availability Mechanisms, Software, and Hardware Systems Current

The demand for data from external and internal sources causes the College to examine the availability of software and hardware systems and to examine educational service needs and changes in technology in ICC's operating environment. External demands come from sources such as the Illinois Community College Board and other governing agencies. Internal demand is primarily driven by the needs and

requirements of the students and work systems. Annually, the Director of IR completes an external environmental scan and internal assessment that includes an overview of past and future trends in all technology related areas. The report covers many areas and is the starting point for the review and update of the Technology Program Plan. This report includes results of the technology related questions in the CCSSE and SSI, data comparing enrollments in ICC course delivery systems, and a survey of faculty on the use of technology in the classroom and online. Externally, the scan also includes survey results completed by EDUCAUSE, a non-profit organization with the mission “to advance higher education by promoting the intelligent use of information technology.” In 2009, the survey was completed by Information Technology (IT) professionals at 554 colleges and universities. The top 30 critical issues from four major categories (critical for institution’s strategic success, potential to become more significant, what senior IT leaders spend most time on, and expenditure of most human and/or financial resources) are identified. Information from these sources is shared with senior leaders, managers, and the Technology Advisory Committee for planning purposes.

In addition, requests for software and hardware upgrades presented to the Technology Advisory Committee from managers, program plans, and Six Sigma projects. Software and hardware vendors also make the College aware of upgrades, patches, and fixes. Also, throughout the year, the Enterprise Systems department that oversees all enterprise software receives numerous requests for enhancements or modifications to various systems used at the College. The department’s functional analysts, programmers, and the department manager evaluate all requests and prioritize them or remove them from the project list based upon specific criteria such as need for the changes, number of users affected, and costs. Projects that can be managed within departmental budgets are assigned a project owner. All other projects feed up through the Director of Technology Services for further evaluation, and recommendations are made to the Cabinet for review during the annual budget process.

A number of improvements have emerged from this process. For example, in 2001, PeopleSoft was added to upgrade the enterprise systems from a mainframe base to a PC format. This significantly improved management of data. Each year, PeopleSoft users are sent to training to improve skill sets. In 2006, TouchNet software was added to improve student registration allowing for on-line payment of tuition. In 2009, TouchNet Marketplace was added to bring the College into compliance with using credit/debit cards for payment of tuition and use in food services. ICC classes are now linked to several U.Pay and U.Store sites. In 2007, TimeLink was added to replace a paper system for logging time for hourly employees with an electronic management system. In 2008, a Manager for Enterprise Systems was added to manage applications such as PeopleSoft, TimeLink, Data Warehouse, Resource 25, Document Imaging, and TouchNet. In 2008, Resource 25 linked PeopleSoft to scheduling rooms online. In 2009, a data warehouse system from iStrategy was added and was brought onboard in 2010. In 2010, ImageNow from Perspective Software was added to assist in the verification of transcripts. In 2009, Blackboard, the on-line classroom program, was upgraded to the most current version.

## 5. WORKFORCE FOCUS

### 5.1 Workforce Engagement

#### 5.1a Workforce Enrichment

Workforce engagement begins with the right hire. The hiring process focuses on selecting candidates who embrace the core values and have the technical skills necessary to perform the job requirements. Upon employment, the new employee begins the orientation/onboarding process, which includes training on the mission, vision, core values, and service standards. This is followed by a department orientation which outlines the roles, job expectations, and department expectations. The continuous development of the workforce essential to the College’s success occurs through learning opportunities, formal training, and assignments. Annual performance reviews reinforce the employee’s understanding of the College’s mission, vision, core values. It is also a medium used to identify training and other development needs for the continued growth of the employee.

This ongoing enculturation of the workforce can be seen in how ICC does its work. While the main day-to-day focus is interacting with and teaching students, there are many interwoven, cross-functional, cross-level teams and committees working to carry out ICC’s mission, vision, and strategic priorities. ICC employees work together as a community to provide an exceptional educational experience while also working to ensure ICC’s ongoing viability and long-term sustainability. This approach allows each member of the workforce to advance their skills as individuals regardless of level or position, with support from the administration and unions.

#### 5.1a(1) Factors of Workforce Engagement and Satisfaction

In 2006, ICC began administering the PACE survey to assess the climate and measure levels of workforce satisfaction. Developed by the National Institute for Leadership and Institutional Effectiveness (NILIE), the PACE assesses employee satisfaction on 56 items within four climate factors: Institutional Structure, Supervisory Relationships, Student Focus, and Teamwork. The responses to the survey are aggregated to place the College within one of four organizational systems: collaborative, consultative, competitive, or coercive. The collaborative produces the highest level of productivity, job satisfaction, communication, and overall climate.

The data from the survey is disaggregated into employee groups: Management, Classified Staff, Faculty (Full-time and Adjunct) and Custodial/Maintenance/Skilled Trades (Carpenter’s Union), providing satisfaction data for each workforce group. The PACE also provides comparative climate data with a norm base of 45 community colleges across North America. In October 2009, the PACE survey was administered to 1,267 employees. Of those surveyed, 630 (49.7%) completed and returned the instrument for analysis.

Based on the Gallup organization’s research on employee engagement, questions have been identified on the PACE that closely align with eight of the 12 factors. Employees’ responses on questions such as “the extent to which my work outcomes are clarified to me” (Figure 7.4-1), “the extent to which I feel my job is relevant to this institution’s mission” (Figure 7.4-5), and “the extent to which my supervisor expresses confidence in my work” (Figure 7.4-2) provide insight into the engagement of the different employee groups.

The results of the PACE are analyzed by the strategic planning participants at the January Retreat (Figure 2.1-1) to identify opportunities to improve employee engagement and satisfaction. PACE results are shared with managers at the Strategic Forum and at meetings open to the College community and hosted by the IR Department to inform the planning at the division, department, and program level.

In FY10, the customized questions on the PACE survey were revised by the IR Department to add an additional measure of employee engagement. "The extent to which I try to exceed my supervisor's expectations" was added to seek the employee's perception of their own level of engagement. Since this was a new question, three years of data are not available.

**5.1a(2) Foster an Organizational Culture**

As indicated in 1.1b(1), senior leaders model open communication through such avenues as all-campus e-mails on timely topics of importance to the College, quarterly Coffee Breaks with the Cabinet held on all campuses, open gate reviews at each stage of a Six Sigma project, public meetings held to review surveys or research, and sharing of the Cabinet meeting minutes. Employees are encouraged to become engaged in one of the College's standing committees (Figure 5.1-1), Blueprint teams, AQIP teams, Six Sigma teams, or ad hoc committees. Committees and teams cross divisional lines so that stakeholders in the activities are engaged and bring their diverse perspectives and solutions to the work of the team. All standing committees report to a Cabinet member.

Each committee reviews, revises, and reports changes every two years. Members of the committees are appointed by the respective groups on an annual basis. Appointments to the committees typically occur in the spring semester for the fall of the following academic year with a few vacancies reserved for fall appointments. A complete listing of committees and members is available on-site. Additional communication structures such as ad hoc committees are used to address emerging issues.

The first step the College took in fostering high performance work was to generate data to measure performance. Data was made available to the institution, divisions, departments, and programs for the purpose of developing plans. Next, the IR office and Six Sigma office worked with departments to identify appropriate measures for their departments and programs. Additional training was provided through Six Sigma's Yellow Belt and Green Belt training. Employees were also given the opportunity to work on teams collecting data on the needs of students and stakeholders and using the data to identify improvements. Senior leaders focused the organization on its performance through discussions with managers at the Strategic Forum, dissemination of performance results, and weekly Cabinet meetings to review progress on the strategic plan.

The work of the Adjunct Faculty Advisory Committee provides an example of fostering organizational culture through a committee. This group consists of approximately 20 members including College administrators, teaching chairs, and adjunct faculty members. The purpose of the committee is to provide a communication process for issues concerning this group of College employees. Recently, the committee developed procedures for the enculturation of new adjunct

faculty. Specific performance activities to enhance teaching and other skills and engagement aligned with the mission, vision, and core values of the College were developed. The work of this team led both the Unit Definition Clarification and the Adjunct Advisory Committee to link enhancing their skills and performance to compensation.

*Figure 5.1-1 Joint College Advisory Committees 2009-2010*

Academic Outcomes Assessment*	General Education*
Academic Standards*	Honors Program*
Adjunct Faculty Advisory*	IBB/Contract Interpretation
AQIP Steering	Insurance Appeals*
Awards*	Insurance*
Calendar*	Intercultural Diversity*
Career and Technical Education*	Lecture/Arts Series*
Chautauqua	Mini-Grant Review
Classified Personnel Advisory	Organizational Learning*
Curriculum*	Strategic Forum
Endowed Chair*	Sustainability*
Executive Cabinet	Technology Advisory*
Faculty Forum Election	Traffic*
Faculty Forum Membership and Social	Unit Definition
Foundation Scholarships*	Wellness*
Gallion Award	

\* Standing Committees

The structures, membership, and the continuation of various committees are reviewed annually by senior leaders and managers to determine their continued need or to provide assurance they are encompassing all employee groups where appropriate. The opportunities for involvement on these teams and through these communication mechanisms have contributed to improving the employees' rating of teamwork and overall climate (Figures 7.6-1 and 7.6-2).

**5.1a(3) Performance Management System**

As indicated in Figure 2.2-2, managers work with their employees to align their individual performance plans with the work to be accomplished in the area's program plan. The College's goals and strategies first roll out to divisions, then to departments, programs, and individuals to ensure that all levels of the College are working in the same direction. Through this process, employees gain an understanding of how their work contributes to the vision and the goals of the College.

The evaluation instrument used for non-instructional staff includes a review of the prior year's plans as well as the establishment of new plans for the coming year. A self-evaluation is incorporated into these performance reviews and is used as a catalyst to create opportunities for managers and employees to collaborate and create individual performance improvement and training plans.

The performance review instrument for non-instructional staff also assesses an employee's performance against the College's Core Values. Beginning in 2007, the Core Values became a standard part of the first section of the performance appraisal instrument. Each core value has a set of criteria against which each employee rates themselves and is rated by their supervisor as part of the appraisal process. The employee's performance in each core value is rated against a four-tier rating scale (Unsatisfactory, Needs Improvement, Satisfactory, and Outstanding). The performance review instrument

also provides the employee an opportunity to identify career aspirations and allows the employee and manager to determine the necessary training or experience to help the employee grow toward those aspirations.

In the evaluation of non-tenured and first year faculty performance, associate deans complete three classroom observations in the first academic year. The faculty member completes a self-evaluation and the associate dean performs an annual evaluation after the second classroom observation. In the second and third year of the non-tenured faculty member's employment, two classroom observations are performed annually with more frequent observations if necessary or if requested by the faculty member. Student assessments of the faculty member are collected and reviewed with the faculty member in each subsequent semester of teaching prior to tenure.

Tenured faculty members receive a yearly evaluation based on the "Evaluation Criteria for Instruction." This process includes a self-evaluation by the faculty member, informal observations by the Associate Dean of non-classroom campus activities, and formal classroom observations once every three years. A written evaluation reviewing the faculty member's depth of subject knowledge, instructional improvement, and concern for the students is provided with specific suggestions concerning the improvement of instruction or for correcting deficiencies.

Through labor negotiations with the faculty for the contract beginning in 2002, a joint labor management Unit Definition Clarification Committee was established. Its purpose was to develop the standards by which full-time faculty can enhance their knowledge and teaching skills as demonstrated by specific activities. The achievement of certain levels results in rank and/or salary increases. This incentivizes the faculty to strive to improve their teaching and enhance student learning.

### **5.1b Workforce and Leader Development** **5.1b(1) Learning and Development System for Workforce and Leaders**

ICC's learning and development system organizes college-wide, department, and individual training needs to support and engage the workforce in achieving the College's strategic priorities. The TLC was established in 2000 to provide training to faculty to enhance the quality of instruction at the College (one of ICC's core competencies). In 2006, the Director of Organizational Learning was hired to oversee the Teaching and Learning Center and to develop training to meet the technology needs for faculty. In November 2006, the College identified the need to expand the training provided by the TLC to include training on best practices in teaching and develop more structured programs to train faculty on active learning and student engagement. In 2008, its responsibilities were expanded to include professional development for all employees.

Each year, the TLC develops a calendar of events to support the strategic plan, program plans, and employee performance plans. Additional training is secured to meet regulatory requirements such as OSHA. The Director of Organizational Learning is involved in the strategic planning process and works closely with the Cabinet and managers to determine the training and development needed by the

workforce. Beginning in FY10, the program plans for all programs and services at the College include an identification of the skills that need to be developed in order to carry out the plans. This provides the TLC with specific information on which to plan programming. The Director of Organizational Learning and the Associate Dean coordinate the meetings of the Organizational Learning Committee, comprised of faculty, administrators, and classified staff, to identify learning opportunities for the College that are aligned with the program plans.

Once these needs are prioritized, the Director of Organizational Learning creates an appropriate curriculum and determines the most effective methods to deploy this training. The training opportunities are communicated to the workforce via e-mail, the TLC calendar, and eNews. The attendees of the training sessions provided through the TLC are requested to provide feedback on each session they attend through online or paper surveys provided at the training. This feedback is reviewed by the Director of Organizational Learning to determine what changes, if any, are needed for the training sessions.

Professional development is supported through a variety of approaches including the use of Blackboard, online and classroom instruction, training modules, presentations at each monthly Strategic Forum, committee participation, and managers' retreats. Coaching, mentoring, assignment of work for developmental purposes, and cross-training are techniques used to develop leaders and the workforce. In addition, the College supports the use of prepackaged courses, workshops, offsite training, webinars, conferences, and memberships in professional associations to enhance skills.

Training and development extends beyond the Teaching and Learning Center to departments, which are responsible for facilitating the development for their employees. For example, employees in the custodial, maintenance, and skilled trades areas are provided the opportunity to acquire different skills through the Learn-a-Skill program. This program offers internal apprenticeships that focus on cross-training between departments.

In 2009, a New Managers' Orientation was deployed by the College. The training modules were developed by senior leaders and managers at the 2008 Managers' Retreat. One module, the Managers' Expectations In Fostering a Positive Work Climate, provides training on ethics and ethical practices as it relates to the core values of integrity and responsibility. The module reviews the Board policy on ethics and provides the new manager with resources related to ethical behavior and expectations. The training is deployed through the TLC.

### **5.1b(2) Learning and Development System for the Workforce**

The learning and development needs, including those that are self-identified and those identified by supervisors and managers, are identified through the employee performance plans and the program plans. These needs are communicated to the assigned Cabinet member and the Associate Dean for Instructional Innovation and Learning Resources by the responsible manager. They are incorporated into action plans, monitored through the employee performance plans/appraisals, and evaluated as part of the program plans for each department. The Director then utilizes the process outlined in 5.1b(1) for the deployment and integration of training to address these needs.

To support the employees' self-identified learning and development needs, all employees are offered tuition waivers for any class taken at ICC and a tuition reimbursement program, which provides reimbursement for classes taken at other colleges. This tuition waiver program was recently enhanced for adjunct faculty to increase the number of classes they could take free of charge at ICC.

### 5.1b(3) Evaluate Effectiveness and Efficiency of Learning and Development System

Each year, the TLC's Director of Organizational Learning coordinates an evaluation of the programs presented through the feedback surveys received from participants. Feedback surveys are gathered following the August and January Celebration of Learning, the Celebrations of Service, and transcript mailing. Feedback surveys are reviewed a minimum of four times within an academic year.

The Associate Dean for Instructional Innovation and Learning Resources, Organizational Learning Committee (OLC), and the Director of Organizational Learning assist in the survey analysis. The Vice President of Academic Affairs and Student Development is also a member of the OLC. Survey results are shared with deans and associate deans. The results of the analysis guide the development of programs deployed during the year and to continually improve the Celebrations. The process of evaluating workshops was modified to require the administration of a survey at the conclusion of each Celebration immediately followed by an analysis, sharing of the results, and making improvements for the next Celebration. At the end of each semester, a transcript and survey is sent to each person who completed programs and events. Survey results are analyzed to design and redesign future programs and events. The results are also shared with the departments and divisions for planning purposes. The Associate Dean for Instructional Innovation and Learning Resources also provides the Director of Organizational Learning the training needs and requirements that have been identified in the construction of the division, department, and program plans throughout the College. This process assures that professional development and training activities are aligned with the strategies of the College.

### 5.1b(4) Manage Effective Career Progression

The Cabinet uses formal discussions at planned meetings to conduct succession planning for managers, administrators, and other leadership positions. The senior leaders, through informal observations, participation at monthly Strategic Forums, and during other activities, observe the personal and professional skills and leadership traits for individuals who have the potential for advancement within the College. Individuals under consideration may be assigned special projects, lead cross-functional teams, and participate in other planning activities where skills can be further developed and assessed. In the event that a position becomes available, an individual under consideration may be placed into the position as an interim or temporary assignment. Continuing education and professional development are also supported by the College to further advance skill levels.

The College utilizes its Six Sigma Black Belt positions to provide training and development for its potential leaders. The Cabinet identifies those employees who exhibit leadership potential and invites employees to serve in these roles for a minimum of two years. Black Belts receive four weeks of intensive training through Caterpillar, a

Fortune 500 company. The Black Belt positions provide the training ground for learning the key processes of the College and give the Cabinet the opportunity to see how these individuals manage teams in improving processes and solving complex problems. After completing their two-year commitment as Black Belts, individuals in these positions are prepared to assume new leadership roles within the College.

### 5.1c Assessment of Workforce Engagement

#### 5.1c(1) Assessment of Workforce Engagement and Satisfaction

As described in 5.1a(1), workforce engagement is assessed through eight items on the PACE survey that closely align with the Gallup Q 12. One additional item was added to the customized questions to obtain each employee's perception of how hard they work to exceed their supervisor's expectations. The 56 items on the PACE also provide the College with an understanding of workforce satisfaction on items the research has shown contribute to a collaborative work environment.

The data collected via this survey is disaggregated into its employee groups. The College gauges the trends over three years (both overall and by employee group), reviews its own progress, and compares its scores to the mean scores of other colleges. This allows the College to assess the level of engagement and satisfaction for each workgroup and to identify opportunities for improvement that will lead to engagement and a positive work climate.

#### 5.1c(2) Workforce Engagement Assessment Findings

After analyzing the PACE survey results, the lower scored items on the PACE survey, non-beneficial trends, and the comparison against the mean of other participating colleges assist the College in determining the priorities for the various workforce groups. The survey findings are considered as part of the SWOT analysis conducted during the strategic planning process (Figure 2.1-1, Step 1). Opportunities for improvement are incorporated into the strategic plan and appropriate action plans are developed.

### 5.2 Workforce Environment

#### 5.2a Workforce Capability and Capacity

##### 5.2a(1) Assessing Capability and Capacity Needs

College staffing and the organizational structure are considered during the strategic planning and budget creation processes to determine the appropriate staffing level for the next fiscal year.

Annually, through the budgeting process, the College determines workforce needs in all of the specific areas and then that data is aggregated for the overall organization. At the May Cabinet Retreat, staffing requests are reviewed to meet enrollment projections and support implementation of the strategic plan. The Director of Organizational Learning also reviews with the Cabinet the plans that have been developed to address the knowledge and skill development needs identified in the strategic plans and program plans.

Job descriptions identify the duties required of positions as well as the minimum and preferred requirements, i.e., years of experience, education, licensure, etc. Workforce capacity can be dealt with through the classification system of restructuring jobs to encompass newly identified requirements or to meet shifting needs. Capability needs are assessed when new courses are proposed by the Curricu-

um Committee and approved by the IBHE. Credentials or licenses required by the position are identified and incorporated into job descriptions. Specific skill sets are included in the job description to assure that the best qualified person is being recruited for a position.

As vacancies arise, workforce capability is reviewed by the supervising manager and the Human Resources department. During this assessment, consideration is given to the accuracy of the job description, current best practices in the particular discipline, or the need for cross-functional job support. Capability is also assessed within the performance evaluation process through the completion of projects or tasks and the receipt of complaints or charges.

Each semester, course delivery requirements are monitored and the number of full-time and adjunct faculty is adjusted to effectively meet changing capacity requirements of the College. Other tasks required to continue College operations are also staffed at the appropriate levels using a complement of full- and part-time employees.

### 5.2a(2) Recruit, Hire, Place and Retain Workforce Ensuring Diverse Ideas, Cultures, and Thinking

When a vacancy occurs, the hiring manager and human resources employment coordinator consider the full range of competencies for a position including technical skills, abilities, knowledge, values, and attitudes, as well as soft skills and the credential/licensure requirements for the job. Changes in skills are revised in the job description, as necessary. These additional requirements are included in the advertisement/recruitment activities. This information is disseminated in postings internally, in newspaper and trade publication advertising, general and job-specific job board advertising, and on the College web site. Interview questions that incorporate these skills are developed by the manager with the assistance of Human Resources and approved by the Executive Director of Human Resources.

A rating scale is developed to ensure that each candidate who passes the screening process is rated by the interview team to determine which candidates will be interviewed. The interview team is comprised of a diverse selection of employees from both in and outside the hiring department and must have a minimum of one member over age 40, one minority member, and members of both genders. Members of this team must have completed a diverse hiring training class in order to be eligible to participate on the team.

The interview team utilizes a structured interview approach to include behaviorally anchored interview questions. Upon completion of the interviews, the interview team provides recommendations to the chair of the hiring committee who forwards the recommendations to the employment coordinator for further consideration, including skills testing (keyboarding speed, software knowledge), verification of credentials, prior employment and/or training, a criminal background check, and drug test. Upon successful completion of these steps, a final recommendation for employment is generated by the Executive Director of Human Resources to the President for approval by the Board.

The Executive Director of Human Resources and the Executive Director of Diversity work very closely in outreach activities in the

community to recruit diverse applicant pools. Both the Executive Director of Diversity and Executive Director of Human Resources are involved in activities with various minority organizations throughout the community, establishing relationships with diverse populations. With the recruitment, retention, and success of African-American male students being a strategic initiative (Figure 2.1-3), one of the tactics is to recruit more African-American male teachers to act as role models and to attract more African-American students. As an example, in 2009, the Executive Director of Human Resources and the Executive Director of Diversity began meeting with the Caterpillar African American Network to encourage applicants to apply for adjunct faculty positions.

### 5.2a(3) Manage and Organize the Workforce

The College relies on a core group of full-time faculty and staff augmented by adjunct faculty, part-time, and temporary employees. This approach provides the College the ability to rapidly respond to changing workforce capacity and capability needs. As a result, workforce reductions are minimized by the way positions are staffed. For example, in the fall of 2009, 56% of the credit hours were taught by full-time faculty. At the same time, the number of sections taught by full-time faculty was 45.34%. This organizational structure allows the full-time faculty to manage classes with larger numbers of students. Therefore, adjunct faculty can be more rapidly deployed to teach sections within a curriculum to address unusually high enrollments or to meet the requirements of students who need sections taught at remote locations or at unusual times.

The College, through sound financial management, has positioned itself to deal with changes by establishing an excellent fund balance and financial rating. This affords the time and resources to make smoother transitions. The College's core competencies and market share within the geographic boundaries, along with the ongoing training, ensures continuity of services.

The workforce structure and organization is adjusted based on both short- and long-term needs identified through the annual external scan and internal assessment, SWOT analysis, and completion of the strategic planning process.

### 5.2a(4) Prepare Workforce for Changing Capability and Capacity Needs

In anticipation of declining enrollments and the potential for workforce reductions or turnover (voluntary or involuntary), many departments require cross-training of its employees, documentation of work processes, and knowledge transfer to increase an employee's opportunity for movement to another position. Faculty members may advance their careers and position themselves for transfer opportunities through continuing education and by adding additional areas of certification.

### 5.2b Workforce Climate

#### 5.2b(1) Ensure and Improve Workplace Health, Safety and Security

To support a safe and healthy workforce, the College reviews trends in its workplace accidents and its security incidents. Performance measures and improvement goals are determined during the annual program evaluation process. The Risk Management and Campus

Safety and Security departmental goals are established by analyzing data from the SSI and other risk management information. Additional information is available on-site. For example, in 2008, the Campus Safety and Security department created a survey to collect customer satisfaction in opposite years of the SSI administration to provide information that will allow the department to be more responsive to customer needs. OSHA logs are reviewed for trends in types of workplace accidents and each incident causing an injury is investigated and corrected.

In 2008, after a review of potential safety issues relative to campus violence and shootings, the College's Campus Safety and Security Department implemented a major change in the security force to a combined sworn police and security positions. This staffing restructure provides an additional level of safety and protection for students and the Illinois Central College community. During August 2008, three current employees who had previously served and retired as police officers were appointed as sworn police officers for Illinois Central College. In 2009, a selection process was developed and implemented; two new police officers have been hired and have successfully completed Police Officer Training.

The department produces and annually updates the Emergency Response Guide and Crisis Communication Plan which is disseminated to all staff. As a result of the annual review and analysis of the external environment, the 2008 version of the Emergency Response Guide included additional information and guidance for active shooter incidents.

The Safety and Security staff is trained as first responders for medical emergencies. This training is provided by the American Heart Association with recertification occurring every two years. The training includes the proper use of the ten AED units located in strategic locations on all three campuses. In addition to this training, all officers receive "Use of Force" training on the lawful and proper use of the asp and pepper spray. Armed officers are sworn police officers who meet range qualifications and meet the Illinois Law Enforcement Training Standard.

Two officers have been trained and certified in Rape Aggression Defense for females. Dissemination of this training for female students and staff was initiated in the fall of 2008. All safety and security supervisors receive training in the Campus Crime Reporting required by the Clery Act, which tracks and reports crime in 21 areas.

### 5.2b(2) Support Workforce Through Policies, Services and Benefits

ICC provides a full range of comprehensive benefits to maintain and enhance the mental and physical well-being of its employees. These include health insurance programs, incentivized wellness programs, job safety and security programs, as well as intervention services through an employee assistance program. A comprehensive risk and benefits management SWOT analysis is conducted annually and the findings are reviewed and submitted by the Vice President for Administration and Finance. Risk and benefits management, health services, safety and compliance, and customer service standards are guided through the mission statement and department goals. In 2009, ICC in concert with the Health Care Committee comprised of representatives

from each of the employee groups, through an RFP process, engaged a nationally recognized consultant to evaluate the current health care benefits, provide external comparison, and make recommendations for plan design and to work with the College in the selection of benefit providers.

The Health Services department provides hepatitis B vaccines for faculty and students in ICC's medical programs. In addition, they provide many other health services and testing at low or no cost to employees and students (i.e., diabetes, anemia, urinalysis, TB, blood pressure). The Safety and Insurance Manager works with department managers and employees to assure a safe work environment that meets OSHA standards and also performs ergonomic assessments of office work stations to reduce/eliminate work-related strains. Material safety data sheets are available at all work sites and training on a wide variety of safety work-related issues is provided online and accessible for all employees including such areas as Hazard Communication, Bloodborne Pathogens, Excavation Safety, Fall Protection, Lock Out Tag Out, and Confined Space Entry.

## 6. PROCESS MANAGEMENT

### 6.1 Work Systems

#### 6.1a Work Systems Design

##### 6.1a(1) Work Systems and Core Competencies

The Cabinet, which oversees each of the College's work systems, was established in 2001 when President Erwin joined the College. Since that time, the work systems have been redesigned by the President with the input of Cabinet to meet the changing needs of the College and to support the core competencies. Based on the SWOT analysis, the Cabinet considers actions that need to be taken to strengthen existing competencies or develop new ones. As the Strategic Planning Process unfolds and the cabinet reviews resource allocation (Figure 2.1-1, Step 7), work systems may be redesigned and work assigned to a different Cabinet member based on the following factors: expertise of Cabinet member, work system with related processes, Cabinet workload distribution, and Cabinet relationships with pertinent suppliers and the community. For example, in FY04, it was determined that ICC's recruitment process should be incorporated into the marketing work system to ensure that recruitment efforts are focused on target markets. As a result, when nontraditional students were identified as a target market, recruiters organized a special event to help this market segment understand how the College could help these students achieve new goals. In response to community needs, a diversity work system was added in FY04 and the position of Director of Diversity was added to the Cabinet. In FY09, because financial aid was closely related to student accounting and required financial expertise, financial aid was moved from the Student Service work system to Finance and Accounting. Changes to work systems are communicated to all managers through the Strategic Forum and to the workforce through all-college e-mails. Work systems are reviewed at least annually as part of the strategic planning process but are modified, as needed by the President, at any time throughout the year.

Three circumstances cause ICC to evaluate whether processes should be delivered internally or externally: 1) escalating cost to execute the process internally, 2) the need to acquire a special expertise, and 3) the level of customer satisfaction with service. When

one of these circumstances occurs, the senior leader responsible for the process analyzes the options and makes a recommendation to the Cabinet. For example, background checks, drug testing, and security staff testing are conducted by outside sources with the required resources and expertise. In FY09, an outside construction company was used to convert a gymnasium to a classroom at the North campus because they had the expertise and skills needed and internal human resources were not available to complete the job in the required time frame. In addition, ICC partners with others to enhance student and stakeholder value. In FY04, ICC partnered with Caterpillar to provide ongoing training and consultation on Six Sigma, and ICC continues to draw upon Caterpillar’s expertise to refine and improve its Six Sigma deployment.

**6.1a(2) Work Systems and Processes and Core Competencies**

ICC’s work systems are designed to deliver value to students and stakeholders and contribute to student success. ICC’s key processes are those that are critical to protecting and safeguarding ICC’s core competencies—quality instruction, variety of programs/courses, and affordability. Figure 6.1-2 lists the key work processes and the requirements for each process. The Six Sigma steering committee provides leadership for process review. Six Sigma Black Belts work with process owners to update process maps and measures for the key work processes.

**6.1b Key Work Processes**

**6.1b(1) Impact of Key Work Processes**

The key work processes are listed in Figure 6.1-2. Curriculum design, advisement, course scheduling, instruction, and learning outcomes assessment provide relevant curriculum, appropriate placement in courses, quality, convenient delivery, and an assessment, if necessary, to adjust instruction to meet the ongoing and changing needs of students. These elements promote learning and success for the students. Financial aid and application/enrollment help students enroll and secure financial aid to make education affordable. Hiring, workforce orientation/development, and performance appraisals are critical to delivery of quality instruction. The budgeting process ensures financial resources are available and managed effectively to support the work of the College. The hiring and orientation/development processes are key to selecting and retaining employees (described in Category 5.1a(1)) and contribute to organizational success and sustainability.

Employers want an agile workforce that contributes to the sustainability of the company, improves their competitive position, and fosters innovation. Key processes meet employer needs by providing them with a trained workforce and opportunities for workforce development that will meet these needs. For example, in 2008, employers expressed a desire for the integration of ‘green’ program initiatives in specific programs. ICC’s key processes were critical for developing programs for building operators, installers, and inspectors. In 2009, certificate and associate degree programs were offered for the first time.

The community-at-large wants classes that support leisure and personal skills development in a flexible environment. Key work processes such as curriculum design, scheduling, and hiring provide the competency to meet these needs.

**6.1b(2) Key Work Process Requirements**

Key work process requirements are determined using multiple sources, which include institutional data sources, research and literature reviews, and student voicing (Figure 6.1-1). Process owners and Six Sigma teams use these tools to establish student and stakeholder requirements for process design or to validate them during process improvement. Six Sigma methodology (Figure 6.1-3) provides a data-driven, fact-based method for designing and improving processes, and making decisions. Through Six Sigma training, employees learn how to design processes that meet customer needs to determine whether the process is meeting the design requirements.

*Figure 6.1-1 Student and Stakeholder Voicing Sources*

DATA SOURCE	EXAMPLES
Institutional Data	SSI, CCSSE, enrollment, and complaint data
Research and Literature Reviews	Published literature, best practices, industry trends, interviews with industry experts
Student/Stakeholder Voicing	Interviews, focus groups, targeted student surveys

Process improvement teams identify the attributes of the product or service sought by the customer, and these are translated into specific, precise, and measurable expectations. Whenever appropriate, the data is disaggregated by student segment. If a measurement system does not exist for a key process measure, one of the team’s improvements will be to develop this system so that performance of the process can be monitored with respect to student and stakeholder requirements.

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

Student and stakeholder requirements of key work processes may also be identified during the program plan process or when the process is mapped. The department or program manager, who may or may not be assisted by Six Sigma or IR staff, steps through an analysis process to identify key performance measures. Included in this analysis is an assessment of student and stakeholder needs as identified from institutional data, departmental surveys, staff knowledge, and complaint data. Again, if a measurement system does not exist for a key measure, an improvement is included in the program plan for the coming year to develop the measurement system. Continuous improvement initiatives are supported by the application of Six Sigma teams, AQIP teams, program plan analysis, improvement initiatives, and a growing number of Lincoln examiners. All of these activities teach and reinforce an environment of continuous improvement at the College.

*Figure 6.1-2 Key Work Processes, and Key Requirements*

KEY WORK PROCESSES (CORE COMPETENCY)	KEY REQUIREMENTS	KEY MEASURES/FIGURES
Curriculum Design (CV, QE)	Designed to achieve outcomes	Percent of Career and Technical students obtaining employment, Figure 7.1-9 Student prepared for transfer, Figure 7.1-10
Scheduling of Course Offerings (CV)	Schedule offers variety and times to meet student needs	Student satisfaction with variety and courses, Figure 7.2-4 Student satisfaction with extent to which classes scheduled at convenient times, Figure 7.2-1
Instruction (QE)	Quality of instruction	Student course success, Figure 7.1-1 Satisfaction with Quality of instruction, Figure 7.2-2
Learning Outcomes Assessment (QE)	Instruction adapts to student needs based on assessment	Student course success, Figure 7.1-1, 7.1-2
Advisement (QE)	Knowledgeable and concerned advisors, appropriate placement in classes	Student satisfaction of advisor helping to set goals, Figure 7.5-4 Student satisfaction of advisor concern for students, Figure 7.5-4 Student satisfaction of advisor knowledge of program requirements, Figure 7.5-4
Application and Enrollment (AE)	Ease of enrollment/ registration	Student satisfaction of helpfulness of registration personnel, Figure 7.5-5 Student able to register with few conflicts, Figure 7.5-5 Registration policies/procedures clear, Figure 7.5-5
Financial Aid (AE)	Ease of financial aid process	Adequate financial aid available, Figure 7.5-6 Timely announcement of aid award, Figure 7.5-6 Financial aid counselor helpful, Figure 7.5-6 Days to award, Figure 7.5-7
Hiring (AE, QE)	Timeliness; diversity	Days to hire, Figure 7.4-12 Faculty/Staff Diversity, Figure 7.4-14
Orientation and Development (AE, QE)	Opportunities to grow professionally, increased skill level, teamwork	Satisfaction with advancement opportunities, Figure 7.4-13 Satisfaction with training opportunities, Figure 7.4-8 Satisfaction with work outcome clarity, Figure 7.4-1 Satisfaction with supervisor help, Figure 7.4-3
Performance Appraisal (AE, QE)	Clear expectations, fair assessment of performance, employee commitment to performance	The extent to which I receive timely feedback for my work, Figure 7.5-10 The extent to which I receive appropriate feedback for my work, Figure 7.5-11
Budgeting (AE)	Cost containment	Unit cost, Figure 7.3-1 Fund Balance, Figure 7.3-3

Recognizing that many students are not prepared for college-level classes, the College has developed additional developmental classes to meet the needs of students and more clearly define the sequence of courses to facilitate navigation of the developmental curriculum for students, faculty, and advisors. For example, in FY07, English instructors revised the sequence for English Reading curricula. In FY09, a foundational-level study skills course was added and in FY10, a foundational level computer course was added. Because learning styles of students differ, courses at ICC are offered in many different modes, including traditional in-person mode, online, and hybrid mode that combines both in-person and online learning. Advisors work individually with students to identify specific learning needs, styles, and capabilities and guide students to the alternatives that will provide the best match.

Following the administration of the CCSSE, IR staff in conjunction with the TLC staff, sponsor faculty and staff workshops to review the results of the survey and share best practices on how to better engage students. Student feedback from the CCSSE is also used by Blueprint teams, and student engagement is a specific strategy of a team focused on student learning. Student responses guided the formation and implementation of action plans designed to improve

student engagement. For example, in response to CCSSE feedback, the Blueprint team identified the need for changes to student orientation to increase student knowledge about tools and resources and increase their ability to become more engaged in their personal success.

*Figure 6.1-3 Process Design*

DMADV	DMAIC	OUTCOME
Define	Define	Needs and requirements of students/ stakeholders identified
Measure	Measure	Critical data identified and mechanisms established to measure
Analyze	Analyze	Data is analyzed to determine critical customer requirements or root causes
Design	Improve	New process developed or improvement ideas generated
Verify	Control	New process performance is verified or process is tracked for improved performance

## 6.1c Emergency Readiness

In 2009, the Board adopted the National Incident Management System (NIMS) as its program to ensure preparedness to address work systems failure, disasters, and emergencies. In 2010, the College developed the Emergency Operations Plan (EOP), which is compliant with NIMS and the Incident Command System (ICS) to provide interoperability among federal, state, and local governments. The objectives of this plan are to assure the safety of the College's community, minimize disruptions to campus and educational services, provide full and complete communication support throughout the event, provide emergency response services to restore the campus to normal operations, and to protect the facilities and resources of the College. In the event of an emergency, the President or the next designee identified in the EOP, implements the plan. Communications cascade up and down throughout the system. A copy of the plan is available on-site. To assess the effectiveness of the process, the Emergency Management Team (EMT) meets at the conclusion of the event to debrief. In addition, College administrators and representatives of the tasked local emergency response agencies meet and review all aspects of any response from the previous year, analyze current best practices, review NIMS policy and procedural changes, and make recommendations to improve the plan.

Emergency site management plans were developed in FY05 using an online prescription service for all four campuses. In FY09, using best practices and templates as a guide, the campus police chief updated the plans to adequately address all hazards. These plans are reviewed for improvements by the Peoria City Emergency Service and Disaster Agency (ESDA) and the Tazewell County ESDA. In FY09, the ESDA agencies were given electronic 'read only' access so the plans could be reviewed at any time and improvement recommendations made by the ESDA.

In FY08, the College added three sworn and armed officers to the safety and security staff to be better prepared for disasters and emergencies. Another two sworn officers were added in FY09 as a result of increasing enrollments. Sworn officers are armed and must pass an annual test to demonstrate they meet the criteria of the Illinois law enforcement training and standards board.

Campus Safety and Security annually updates and distributes an 'Emergency Response Guide' to the College workforce outlining procedures for a wide variety of emergencies (i.e., armed suspect, bomb threat, tornado), which details the processes for the College community in the event of a disaster. Public address systems are operational at both the East Peoria and North campuses so that emergency information can be immediately broadcast to anyone on campus. The public address system is tested quarterly. The ICC web site also serves as a mechanism to readily communicate emergency information.

Campus safety officers, food services staff, child care staff, and head coaches receive emergency training, which may include First Aid, CPR, and AED (Automated External Defibrillator) training. Training is coordinated by their respective departments and conducted when hired or when the next training opportunity arises. Employees receive updates as needed to remain current. In FY10, ICC began to offer CPR classes on-site to make it easier for staff described above to remain current and to include employees from other departments to

increase the number of employees on campus trained to respond in the event of an emergency. In FY09, 60 employees in other departments were trained. Campus safety officers are also trained in Hazardous Material Handling techniques. Safety officers participate in mock drills with the East Peoria Police department to coordinate response to an armed suspect. The campus safety chief coordinates plans with the Illinois Department of Public Health for pandemic flu.

The analysis used for the creation of the EOP considered how the College and area agencies could work together to prevent, protect against, respond to, recover from, and mitigate the effects of hazards and catastrophic events that might occur involving one or more campuses, instructional site, and the WoodView Commons student housing. The hazard analysis assessment reviewed 31 hazard types; the likelihood of occurrence; the estimated impact on student, staff, and stakeholder health and safety; and the estimated impact on College property. The hazards were segmented into three categories: natural, technological, and security. Seven hazards were identified in the natural category with various types of storms identified as highly likely and a flu pandemic likely. Nineteen areas were included in the technological category with 15 of these hazards considered likely to occur. Five areas were identified in security with civil disorder identified as the leading security problem. Fifteen of these hazards were considered to have significant impact on College property. This analysis led to the development of detailed procedures to manage each event. The College is currently in the early stages of addressing pandemics and infectious disease outbreaks.

In the spring of 2010, to be more proactive in emergency preparedness considering both prevention and management, the Dean of Student Services created the *Safety Through Communication Team* to develop procedures and training for behavioral intervention. The mission of this team is to 1) balance the needs of the individual with the needs of the campus community; 2) provide a method for dealing with disruptive behaviors that negatively affect the ICC community and may involve mental health and/or safety issues; and 3) initiate appropriate interventions prior to a specific negative campus event and without the need for punitive measures. The core team includes management staff and a faculty representative. Ad hoc members will be called to participate if there is an existing relationship with a student(s) or individual(s) involved in an issue brought to the attention of the team.

Continuity of work systems and disaster recovery with respect to information technology is ensured through information system redundancy and back-up processes. (Category 4.2b contains further details.)

## 6.2 Work Processes

### 6.2a Work Process Design

The need for new work processes or modification of existing processes emerges in several ways. As outlined in 6.1a(1), new key work processes may be identified in the strategic planning process. The need to redesign a work process may emerge from program planning, AQIP teams, Six Sigma projects, or a change in technology. Work process design and innovation is facilitated through Six Sigma, which began in 2004 with the training and deployment of two full-time Black Belts. The first Black Belts used the DMAIC process (Figure 6.1-3) to improve existing processes. Recognizing that some

processes needed more extensive redesign, a Black Belt was sent to DMADV training in 2007 to gain skills in designing new processes that meet the needs and requirements of students and stakeholders. Black Belts use this knowledge when working on the design of new processes or when radical changes are needed to existing processes. The DMADV process (Figure 6.1-3) relies on a team's ability to understand the student, stakeholder, and business needs, and to determine if the needs are being met. It is critical that the team not focus on solutions until these needs and requirements are identified, measured, and analyzed. This ensures that the process is designed to drive organizational performance as well as meet student and stakeholder needs. When a team is formed, it includes employees involved in the process, technology staff, faculty, and students, if appropriate. This ensures all linkages and sequencing among services and programs are considered in the process design.

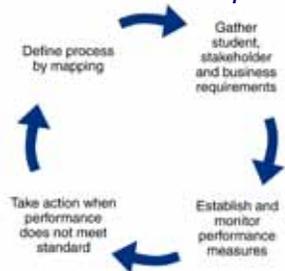
Once the key requirements are identified, in-process and outcome indicators and targets are established that focus on productivity, quality, cycle time, agility, and cost reductions. Alternative process designs are evaluated to identify the design that delivers optimal performance levels and meets all of the student, stakeholder, and business requirements. The design is then tested, analyzed, and verified as ready for deployment. Improvements are shared through gate reviews at which stakeholders and other key workforce or suppliers are invited to provide feedback on the proposed improvements. The public gate review further ensures full consideration of cross-functional departmental knowledge in process design or improvement. After the improve gate review, the process owner takes responsibility for managing and monitoring the process to ensure continued performance and to identify emerging needs for improvement or redesign.

In 2009, process design and innovation was further integrated into the organization by involving process owners and key stakeholders in the mapping of each of the 11 key processes. Each process was mapped and documented, performance measures identified, and mechanisms for collecting and tracking performance data established. This ensures that processes are designed to meet student and stakeholder requirements and that they are being monitored and controlled.

**6.2b Work Process Management**

Work processes are managed by process owners as seen in Figure 6.2-1. When a process is not performing within prescribed limits, a process owner may use Six Sigma tools to isolate root causes and identify improvements if the process is contained in their department. If the process is cross-functional, a Six Sigma project is chartered and a team formed to use the DMAIC process to identify opportunities for improvement.

*Figure 6.2-1 Process Owner Responsibilities*



**6.2b(1) Implementation of Work Processes**

Process owners are responsible for implementing the work processes listed in Figure 6.1-2 to meet design requirements. After a cross-functional team, using the DMAIC or DMADV methodology identifies improvements, an official hand-off meeting defines the process owner's responsibility for ensuring that the process continues to meet design requirements. Depending upon the measures that have been established for each process, the process owner gathers input from students, stakeholders, suppliers, partners, and collaborators using the tools outlined in Figure 6.1-1 to ensure the process continues to function within the prescribed upper and lower process limits. If the process is not meeting performance standards, the process owner is responsible for taking action either within the department or with the help of a Six Sigma team.

Data is gathered during and at the end of the process cycle. Leading and lagging indicators (in-process measures) are identified by process owners and help them assess whether the process is on track to meet performance expectations, which are measured by lagging indicators (outcome measures). When leading indicators fall short of expectations, process owners act to make improvements that will increase process performance and positively affect lagging indicators. Lagging indicators identified as key processes are listed in Figure 6.1-2. Leading indicators are tracked and monitored within the department.

When a process has been redesigned or has been improved, the process owner and Six Sigma staff closely monitor the process measures for three cycles to ensure the process is in control and the changes have been effective. If the process is out of control, steps of the DMAIC or DMADV process are repeated until the process is in control. Process measures are tracked in a project database that is maintained by Six Sigma staff and are reported by the Master Black Belt to the Six Sigma steering team at its monthly meeting. A report on all process measures and outcomes from Six Sigma projects is shared with the Cabinet in June. Beginning in 2010, Six Sigma staff formed a process owner group to meet at least annually to help process owners better manage, monitor, and improve their processes.

At the conclusion of the control phase, process measures are tracked by process owners within departments who are responsible for using the DMAIC process within their department or requesting a Six Sigma team to help if the process measures fall outside of the prescribed limits. Results are reported in the department program plan at the end of the year. Performance measures are tracked and reported in either the Six Sigma database, program plans, or both to ensure that the organizational performance and success are optimized and to ensure continued performance excellence with early identification of process performance shortfalls.

**6.2b(2) Process Variability and Maintenance**

Process owners monitor in-process measures to prevent variability in the implementation of processes and to respond in a timely manner if the process deviates from the established parameters. Outcome results are used by department staff to continue to improve their work processes. Outcome results are reported to the Six Sigma Master Black Belt, who can also generate a calendar of expected outcomes to ensure that process measures are tracked and reported on a timely basis. This ensures that processes, which are not performing at the

established standards, are identified as early as possible so that improvement opportunities can be identified and acted upon.

In 2009, a database was developed to track and monitor performance results from key processes. The database provides a time effective method to track improvements in progress, projects that have been completed, and ongoing performance measures to ensure process reliability.

Overall rework and costs due to errors are minimized using Value Stream Mapping at the start of each Six Sigma project. As a key step during the define stage of a project, it is used to identify in-process steps that result in repetitive tasks, excessive time, unacceptable defect rates, and inefficient or backwards process flow, all of which contribute to costly errors and rework. The team redesigns the process to eliminate unnecessary or unproductive tasks and to make the process more efficient.

### 6.2c Work Process Improvement

In order to maximize student success, improve programs, and achieve the College's objectives, the Six Sigma steering team, each May, analyzes the College's strategy to identify strategic areas of improvement. These are the business processes or functional areas that are critical to accomplishing the strategy. Six Sigma projects are then prioritized based on whether the potential project aligns with one of these strategic areas and whether or not a significant gap in performance exists. In FY09, class scheduling, advisement, application/enrollment, financial services, student/stakeholder needs assessment, and student retention were identified as strategic areas for improvement.

Throughout the year, the Six Sigma steering team monitors project selection to make sure that the majority of the projects being selected focus on these areas for improvement. Projects are assigned to Six Sigma teams if they require process improvement or process design. Process improvement needs also surface in the program planning process (described in 4.1a(3)) as managers review process performance and identify opportunities for improvement. Improvement efforts use the DMAIC process as the primary method by which the College improves existing processes (see Figure. 6.1-3).

Process mapping occurs during the define stage of a DMAIC project to identify any changes in the actual process. Performance measures are reviewed to determine if they are still appropriate and to identify the opportunities for improvement. For example, the *Providing Financial Assistance* process has a number of identified in-process measures for the time required for each process step to award financial aid. A dashboard reports the average time for each step in real time. This allows the process owner to know before the process is complete if the final outcome will meet the student requirements. Bottlenecks can be identified early and steps taken to correct the problem to ensure that the process performs at optimal levels. In FY09, the financial aid measures indicated that the process was no longer functioning within the control parameters. Steps were immediately taken to intervene so that quality service could be provided to students. The process map was reviewed and the process redesigned to address the root causes of the problem.

Process owners have been trained in the DMAIC process (Figure 6.1-3) through Yellow and Green Belt training, managers' retreats, and Strategic Forum sessions. Process owners take responsibility for managing their processes. All improvement efforts follow the DMAIC methodology, but are led in a variety of ways. Some improvements are small in scope and can be addressed by the department manager. In FY09, the program plan database was modified to include DMAIC steps to assist managers when the improvement is addressed within the department. Improvements that require minimal cross-functional involvement may be led by a departmental Green Belt. When an issue is College-wide or involves many departments, a Six Sigma team is assigned.

In 2009, to ensure annual evaluation of process performance and sustainability, the Six Sigma Master Black Belt instigated annual meetings with process owners who have responsibility for key work processes and with process owners who have improvements in progress to refine process maps, clarify student and stakeholder requirements, identify performance measures, and review progress on improvements.

As the Six Sigma team works through each phase of the DMAIC process, public gate reviews are held to share what is learned with the stakeholders of the process and other organizational units of the College. This provides others in the College an opportunity to increase their understanding of the organization and to identify opportunities to replicate what has been learned.

As part of the annual program review, the Six Sigma department reviews its performance measures and determines how the College's process improvement process can be improved for the coming year. For example, at the end of FY09, it was determined that the improvement process could be enhanced with better engagement of process owners to ensure completion of improvement initiatives and process monitoring. Six Sigma staff met with process owners individually throughout the year to review improvement and processes. A joint process owner meeting was held in spring of FY10 so process owners could share knowledge and best practices.

## 7. RESULTS

### 7.1 Student Learning Outcomes

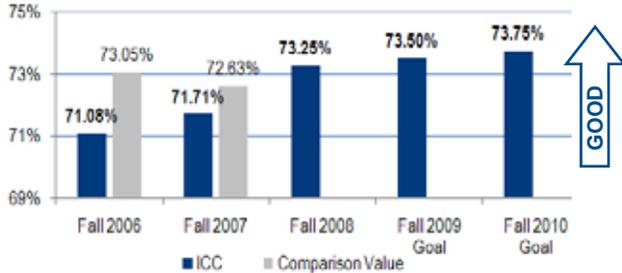
#### 7.1a Student Learning Results

ICC is committed to its vision of providing students with an exceptional educational experience that fosters success. Community college students are not a homogenous group. They come to college with different goals. Some intend to take a course or two while other students intend to pursue a degree. With the knowledge that many of ICC's entering freshmen are not well prepared for college, ICC focuses first on course success to provide the foundation for further learning and encourage retention from semester to semester.

As there is limited comparison data available for higher education, ICC joined the 210 colleges that participate in the National Community College Benchmark Project (NCCBP) in order to share data on a pre-defined 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.

**Course Success Rate:** Student course success represents the percentage of students receiving an A, B, C, or S grade in the course. Figure 7.1-1 displays a beneficial trend in the overall course success rate. The College has established goals for Fall 2009 and Fall 2010 based on historical data, trend analysis, and placement test results for entering students.

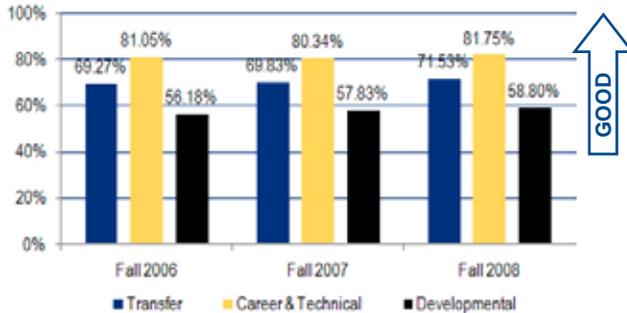
**Figure 7.1-1 Course Success Rate for All Students**



Source: Student Grade File; Enrollments by Course Section (S3)  
Comparison Value: NCCBP, Form 12

**Course Success of Student Segments:** Figure 7.1-2 indicates a beneficial trend for the three student segments. Comparison data for the course success rates for transfer, developmental, and career and technical students is not available through NCCBP.

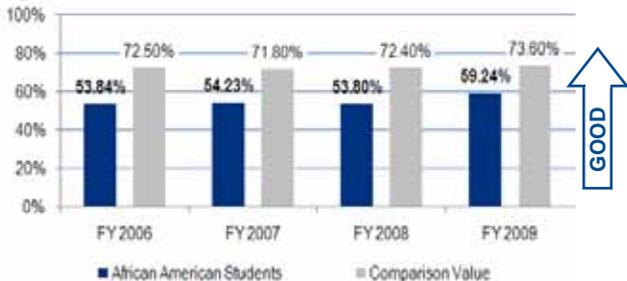
**Figure 7.1-2 Course Success Rates by Student Segment**



Source: Student Grade File; Enrollments by Course Section (S3)

**Course Success of African-American Students:** In the strategic plan, the College has identified African-American students as a target market. Course success rates for African-American students has increased from FY06 to FY09, and these students are closing the gap in performance with the overall student body (Figure 7.1-3).

**Figure 7.1-3 Annual African American Student Course Success**



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

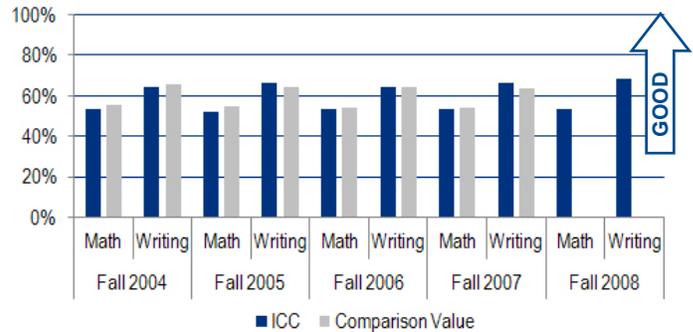
**Course Success by Delivery Mode:** ICC offers students the opportunity to learn through multiple delivery modes. Figure 7.1-4 shows an increase in student course success rates with all instructional modes.

**Figure 7.1-4 Course Success Rates by Instructional Mode**

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

**Course Success in Developmental Courses:** A Blueprint action team has been focused on developing a sequence of learning experiences for underprepared students entering college. As a consequence, their action plan monitors the course success rates of students in developmental math and English courses to determine if improvements result in increased success. Figure 7.1-5 shows that some improvement is evident in these courses over the five-year period despite the fact that increased numbers of unprepared students are entering college.

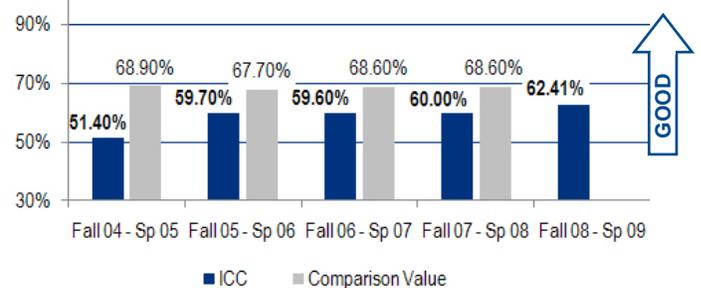
**Figure 7.1-5 Developmental Course Success**



Source: Student Grade File; Enrollments by Course Section (S3)  
Comparison Value: NCCBP, Form 8

**Student Retention:** Student retention is measured in two ways. The first is the percent of students enrolled in the fall semester who enroll again in the following spring semester (Figure 7.1-6 fall-to-spring retention). A beneficial trend is noted from 2005 through 2009.

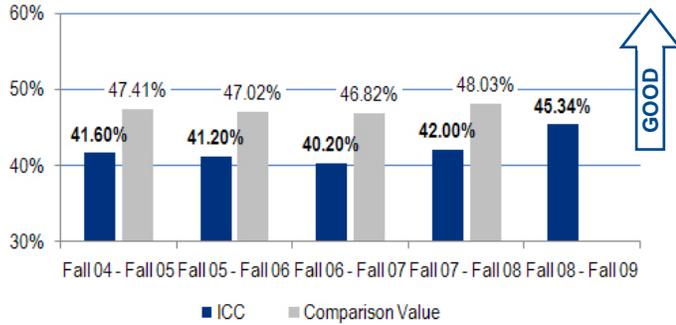
**Figure 7.1-6 Fall-to-Spring Retention**



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

The second measure—fall-to-fall retention—shows improvement from Fall 2005 to Fall 2009 (Figure 7.1-7). The College has focused on developing a sequence of foundational courses for underprepared students, improving student engagement, and developing ways to provide more timely feedback to students on their progress in courses.

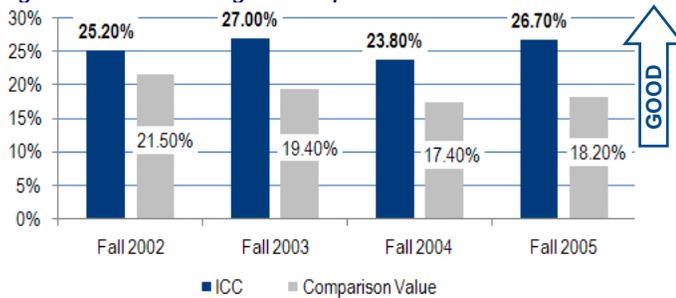
**Figure 7.1-7 Fall-to-Fall Retention**



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

**Degree Completion:** To measure degree completion, NCCBP's definition uses a cohort of full-time students who begin their education in a single fall semester and complete their degree within 150% of program length, generally three years for an associate degree. For example, the Fall 2005 cohort would be expected to complete their degree by Fall 2008. ICC's degree completion rate of 26.70% exceeds the NCCBP comparison group with an 18.20% (Figure 7.1-8). For the Fall 2005 cohort, the results placed ICC in the top 25% of colleges on the NCCBP.

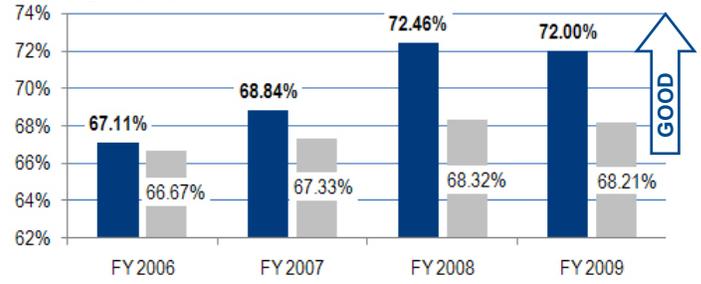
**Figure 7.1-8 Cohort Degree Completion Rates**



Source: IPEDS Graduation Rate Survey  
Comparison Group: NCCBP Form 2

**Employment:** Career and Technical Education programs prepare students for the workforce. On the Career and Technical Education Program Follow-Up Survey administered to career and technical education students six months after degree completion, students report whether they have obtained employment in a field related to their program of study (Figure 7.1-9). An increased percentage of students obtaining employment in a related field is noted from FY06 to FY09. Each year, ICC's performance has exceeded the comparison group. Additionally, 29% of Career and Technical Education program graduates indicated they were pursuing further education.

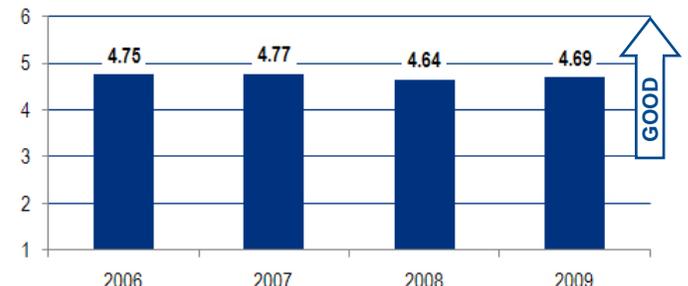
**Figure 7.1-9 Percent of Career and Technical Graduates Obtaining Employment in a Related Field**



Source: Career & Technical Education Program Follow-Up Survey  
Comparison Value: NCCBP Form 10

**Transfer:** The ICC Transfer Student Follow-up Survey (Figure 7.1-10) provides an opportunity to obtain information about the college experience from students who have recently transferred to four-year universities. Efforts to improve student preparation for transfer have included improving academic advisement and improving student engagement.

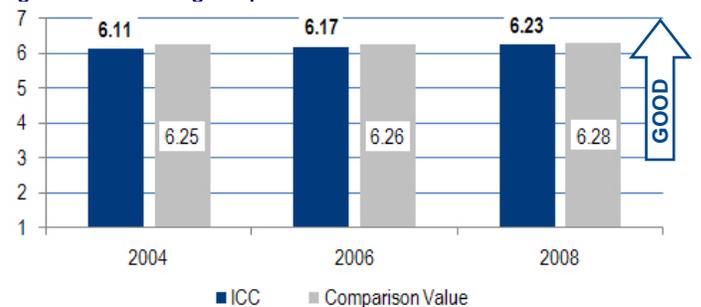
**Figure 7.1-10 ICC Experience Contributed to My Transfer Success**



Source: ICC Transfer Student Follow-up Survey (2006, 2007, 2008, 2009)

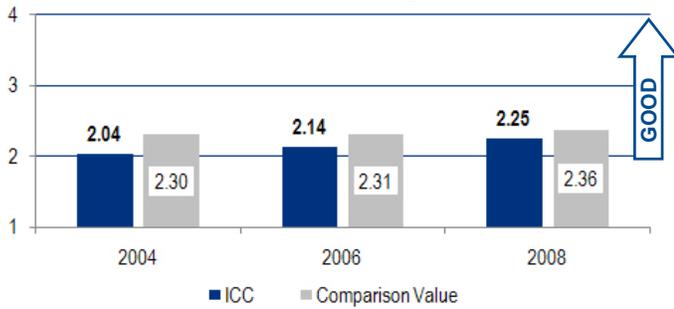
**Accomplishing ICC's Mission:** ICC's mission is reflective of a purpose that is broader than skill development. The two metrics in Figures 7.1-11 and 7.1-12 reflect the College's desire to measure if minds are being changed through learning. Beneficial trends are noted for both metrics.

**Figure 7.1-11 College Experience Fostered Intellectual Growth**



Source: Noel Levitz Student Satisfaction Inventory, Item 70 (Fall 2004, 2006, 2008)  
Comparison Value: SSI National Mean

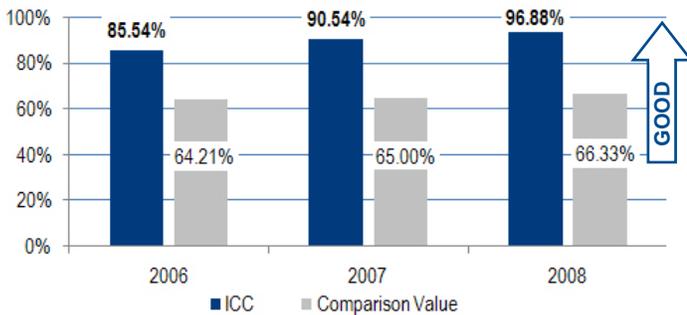
Figure 7.1-12 College Experience Contributed to Understanding People of Other Racial and Ethnic Backgrounds



Source: CCSSE Institutional Report, Question 12k (Spring 2004, 2006, 2008)  
Comparison Group: CCSSE Cohort Mean

**Leavers and Non-Completers:** It is important to ICC that students are able to attain their educational goals while attending the College whether or not that goal is the completion of a degree or certificate. Students who left the College without completing a program of study indicate they were able to attain their educational goals while at the College (Figure 7.1-13). In 2008, 96.88% of responding leavers and non-completers reported attaining their educational goal. These results placed ICC in the top 10% of reporting institutions on the NCCBP.

Figure 7.1-13 Percent of Leavers and Non-Completers Reporting Educational Goal Attainment



Source: Nonreturning Student Survey and Transfer Student Survey (2006, 2007, 2008)  
Comparison Value: NCCBP, Form 6

7.2 Customer-Focused Outcomes

7.2a Student- and Stakeholder-Focused Results

7.2a(1) Student- and Stakeholder-Focused Satisfaction, Dissatisfaction

The Student Satisfaction Inventory is used by the College to identify among 80 different factors those items of importance to students and the level of satisfaction students have with each of these items. Students rate each item for importance and satisfaction on a scale of 1 to 7 with 7 being the highest rating. Items with high importance and high satisfaction are identified as strengths. Items with high importance and low satisfaction are identified as challenges. Figure P.1-4 identifies the top five areas of importance for transfer, career and technical, and developmental students. It should be noted that ICC chooses to disaggregate data for these three groups of students, however, Noel Levitz, the publisher of the SSI, does not have comparison data available for these groups.

Classes scheduled at convenient times. Overall, the item with the highest importance rating is "classes are scheduled at times that are convenient for me." Figure 7.2-1A shows the satisfaction levels of all students compared to the national mean. Figure 7.2-1B represents the satisfaction levels of those student groups for which this item is in the top five requirements.

Figure 7.2-1A Student Satisfaction with Classes Scheduled at Convenient Times

	2004	2006	2008
ICC	5.36	5.41	5.44
National Mean	5.34	5.35	5.39

Figure 7.2-1B shows that transfer student satisfaction has increased from 2004 to 2008. Developmental students were identified as a distinct student segment in 2008 and data was disaggregated for this group for the first time.

Figure 7.2-1B Satisfaction of Transfer and Developmental Students with Classes Scheduled at Convenient Times



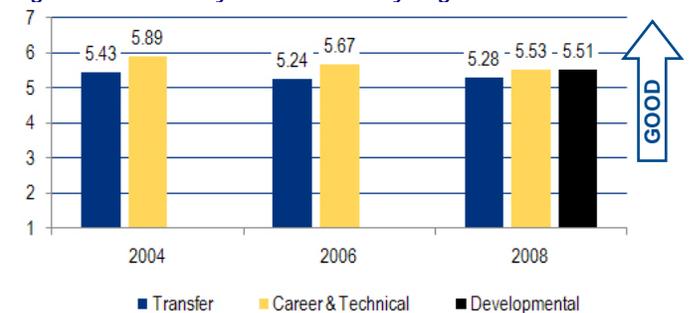
Source: Noel Levitz Student Satisfaction Inventory, Item 8 (Fall 2004, 2006, 2008) Student Segments: Transfer and Developmental

Quality of instruction in most classes is excellent. Quality instruction was ranked as one of the top five needs by each student segment. Figure 7.2-2A shows the satisfaction levels of all students compared to the national mean, while Figure 7.2-2B shows the results for each student segment identifying this as a need.

Figure 7.2-2A Student Satisfaction with the Quality of Instruction

	2004	2006	2008
ICC	5.50	5.33	5.39
National Mean	5.29	5.31	5.57

Figure 7.2-2B Quality of Instruction by Segment



Source: Noel Levitz Student Satisfaction Inventory, Item 18 (Fall 2004, 2006, 2008)

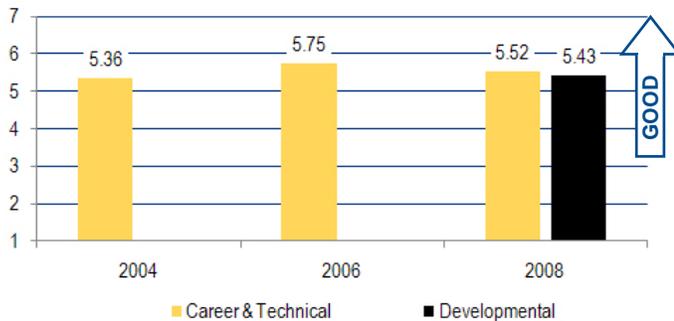
**Registration with few conflicts.** Figure 7.2-3A shows the satisfaction levels of all students compared to the national mean for "I am able to register for classes I need with few conflicts." A beneficial trend is noted and scores exceed the national mean.

*Figure 7.2-3A Student Satisfaction with Able to Register With Few Conflicts*

	2004	2006	2008
ICC	5.32	5.37	5.40
National Mean	5.29	5.31	5.39

Figure 7.2-3B shows that career and technical and developmental students identified registering with few conflicts as a need. Developmental students were identified as a distinct student segment in 2008, and data was disaggregated for this group for the first time.

*Figure 7.2-3B Register Few Conflicts by Segment*



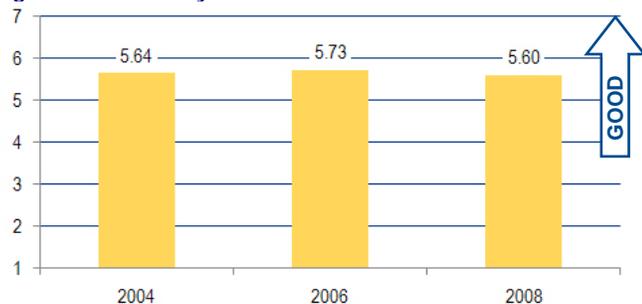
Source: Noel Levitz Student Satisfaction Inventory, Item 15 (Fall 2004, 2006, 2008)  
Student Segments: Career & Technical and Developmental

**Variety of courses.** The satisfaction levels of all students with the variety of courses are shown in Figure 7.2-4A with comparison values, while satisfaction for career and technical students, who identified this as one of their top five needs, is shown in Figure 7.2-4B. A beneficial trend is noted overall with all scores exceeding the national mean.

*Figure 7.2-4A Student Satisfaction with Variety of Courses*

	2004	2006	2008
ICC	5.71	5.75	5.79
National Mean	5.47	5.49	5.55

*Figure 7.2-4B Variety of Courses*



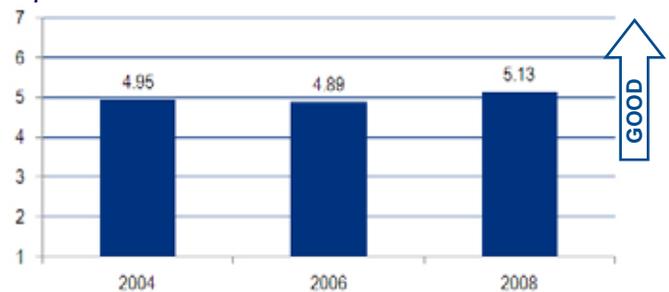
Source: Noel Levitz Student Satisfaction Inventory, Item 69 (Fall 2004, 2006, 2008)  
Student Segment: Career & Technical

**Advisor knowledgeable about transfer requirements.** Transfer students ranked this item among their top five requirements (Figure 7.2-5B). Satisfaction scores for all students is shown in Figure 7.2-5A with a comparison value. A beneficial trend is noted with the 2008 scores exceeding the national mean.

*Figure 7.2-5A Satisfaction with Advisor Knowledgeable about Transfer Requirements*

	2004	2006	2008
ICC	4.98	5.05	5.20
National Mean	4.99	5.06	5.10

*Figure 7.2-5B Advisor Knowledgeable about Transfer Requirements*



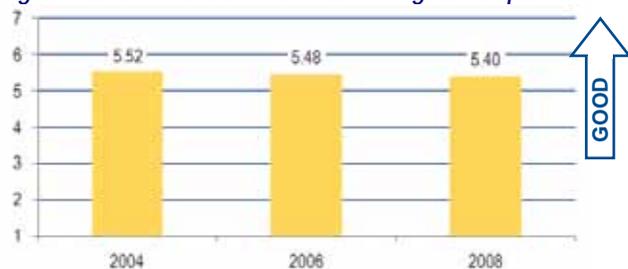
Source: Noel Levitz Student Satisfaction Inventory, Item 40 (Fall 2004, 2006, 2008)  
Student Segment: Transfer

**Program requirements are clear and reasonable.** The career and technical student group was the only segment which included this as one of their top five needs in 2008 (Figure 7.2-6B). The mean score for all students is shown in Figure 7.2-6A along with the national mean.

*Figure 7.2-6A Student Satisfaction with Program Requirements are Clear and Reasonable*

	2004	2006	2008
ICC	5.36	5.35	5.32
National Mean	5.43	5.45	5.49

*Figure 7.2-6B Clear and Reasonable Program Requirements*



Source: Noel Levitz Student Satisfaction Inventory, Item 66 (Fall 2004, 2006, 2008)  
Student Segment: Career & Technical

**Affordable costs.** On the SSI, students identify affordability as a primary factor in selecting ICC for their college education. Consequently, ICC's ability to keep tuition affordable provides ICC a competitive edge in the higher education market place. At \$82 per credit hour in 2010, no institution in the area can compete with ICC on affordability. Among NCCBP community colleges, ICC's percentile ranking for tuition in FY06, FY07, and FY08 was 3%, 3% and 6%, respectively. In other words, in FY08, 94% of the NCCBP participating colleges had tuition rates above ICC's rate.

Advisor knowledgeable about program requirements. Overall this item was identified among the top five items for importance (Figure 7.2-7A). A beneficial trend is noted for all students with the 2008 score exceeding the national mean. More specifically, transfer and developmental students identified this item among their top five needs and requirements (Figure 7.2-7B). Developmental student data were disaggregated in 2008 for the first time.

Figure 7.2-7A Student Satisfaction with Advisor Knowledgeable About Program Requirements

	2004	2006	2008
ICC	5.27	5.34	5.44
National Mean	5.28	5.35	5.36

Figure 7.2-7B Advisor Knowledgeable about Program Requirements

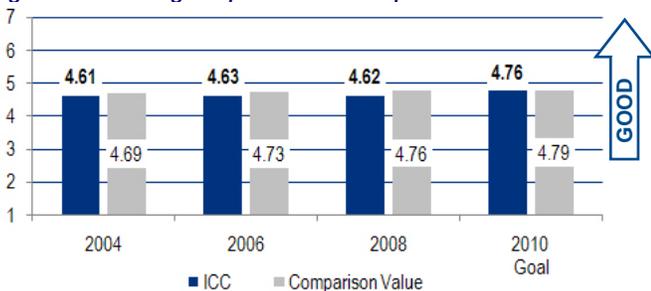


Source: Noel Levitz Student Satisfaction Inventory, Item 32 (Fall 2004, 2006, 2008) Student Segments: Transfer and Developmental

Student overall experience. The College has worked to establish a culture in which each employee understands how they contribute to each student's success. Consequently, the strategic plan includes summative metrics that rate the students' overall experience at ICC. These include: *So far, how has your college experience met your expectations? Rate your overall satisfaction with your experience thus far. All in all, if you had to do it over, would you enroll here again?*

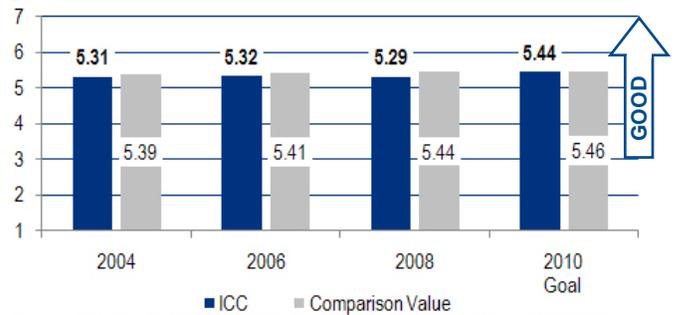
Since the SSI is administered bi-annually, the strategic plan includes a target for the fall 2010 administration. Efforts to achieve the target have focused on improving advisement and financial aid services, two areas ranked high in importance to students. In addition, one Blueprint team has focused on developing a systematic way to collect real time data on front-line service areas. Positive trends are noted for each item from 2004 to 2008.

Figure 7.2-8 College Experience Met Expectations Thus Far



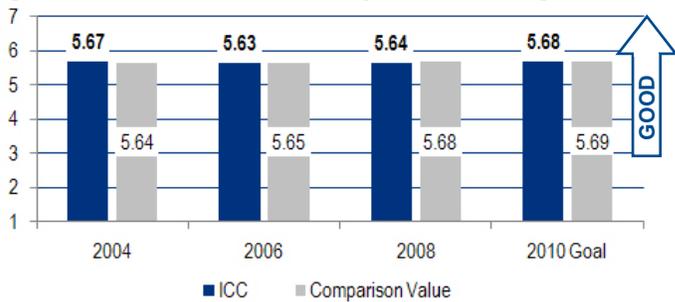
Source: Noel Levitz Student Satisfaction Inventory, Summary Items (Fall 2004, 2006, 2008) Comparison Value: SSI National Mean

Figure 7.2-9 Overall Satisfaction with Your Experience Thus Far



Source: Noel Levitz Student Satisfaction Inventory, Summary Items (Fall 2004, 2006, 2008) Comparison Value: SSI National Mean

Figure 7.2-10 Had to do over, would you enroll here again?



Source: Noel Levitz Student Satisfaction Inventory, Summary Items (Fall 2004, 2006, 2008) Comparison Value: SSI National Mean

Nine Service Excellence Items. There are nine items that comprise the "Service Excellence" scale on the SSI. Figure 7.2-11 indicates a beneficial trend for six of the nine items. In fall 2008, the College met or exceeded the national mean score on three of the items.

Figure 7.2-11 Service Excellence Scale

Service Excellence Items	2004		2006		2008	
	ICC	National Mean	ICC	National Mean	ICC	National Mean
The personnel involved in registration are helpful.	5.17	5.27	5.21	5.29	5.35	5.34
People on this campus respect and are supportive of each other.	5.09	5.16	5.13	5.19	5.11	5.24
Library staff are helpful and approachable.	5.17	5.38	5.29	5.41	5.34	5.48
The campus staff are caring and helpful.	5.22	5.30	5.24	5.34	5.40	5.40
I generally know what is happening on campus.	4.83	4.78	4.72	4.84	4.77	4.90
Administrators are approachable to students.	5.03	5.12	4.98	5.17	5.11	5.22
Bookstore staff are helpful.	5.49	5.40	5.62	5.45	5.63	5.50
I seldom get the "run-around" when seeking information on this campus.	4.96	4.99	5.04	5.03	5.07	5.08
Channels for expressing student complaints are readily available.	4.72	4.77	4.77	4.83	4.66	4.88

Source: Noel Levitz Student Satisfaction Inventory, Summary Items (Fall 2004, 2006, 2008) Comparison Value: SSI National Mean

**7.2a(2) Current Levels and Trends in Key Measures for Building Relationships and Engagement**

Student engagement is measured through the Community College Survey of Student Engagement, which measures the time and energy students invest in meaningful educational practices. The five benchmarks of effective educational practice in community colleges are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Educational research has shown these to be important in high-quality educational practice.

CCSSE uses a three-year cohort of participating colleges to compute the benchmark scores. The 2008 CCSSE Cohort is comprised of a total of 343,378 students from 558 institutions. All benchmark scores are standardized so that the mean for all participating institutions on each benchmark is 50 with a standard deviation of 25.

ICC uses CCSSE to measure student engagement. The table in Figure 7.2-12 provides levels and comparative data for ICC for each of the last three administrations. The Institutional report provided by CCSSE indicates that by surpassing the benchmark on Active and Collaborative Learning by .8, ICC scores higher than nearly 60% of the colleges in the 2008 CCSSE cohort.

**Figure 7.2-12 CCSSE Comparison Values**

BENCHMARK	2004	2006	2008	CCSSE MEAN
Active and Collaborative Learning	45.2	47.2	50.8	50.0
Student Effort	46.3	46.1	48.0	50.0
Academic Challenge	45.2	46.5	48.6	50.0
Student-Faculty Interaction	45.1	47.5	49.8	50.0
Support For Learners	46.4	46.4	48.2	50.0

**Foundation Revenues by Source.** The ICC Educational Foundation provides a measure of stakeholder engagement. The investment in the Foundation by employers and individuals in the community helps the College maintain its core value of affordability. Figure 7.2-13 shows the total contributions made by the community and employees for the past three years.

**Figure 7.2-13 Foundation Revenues by Source**

	FY 2007	FY 2008	FY 2009
Employee Contributions	\$63,975	\$70,000	\$75,100
Community Contributions	\$673,702	\$1,121,001	\$1,101,102
Major Gifts	\$80,000	\$84,500	\$148,150

Source: ICC Educational Foundation

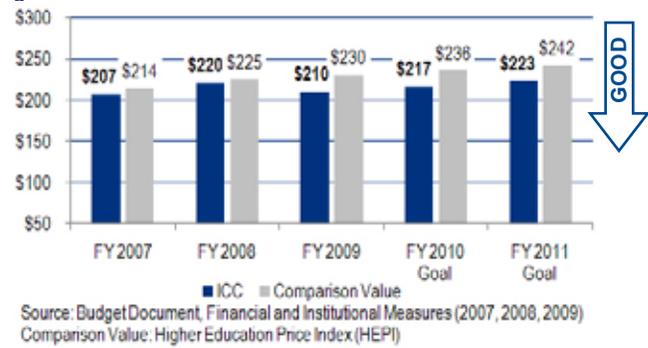
**7.3 Budgetary, Financial, and Market Outcomes**

**7.3a Budgetary, Financial, and Market Results**

**7.3a(1) Budget and Financial Performance**

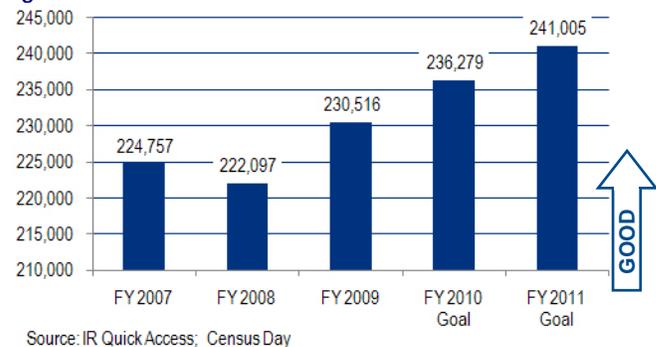
**Unit Cost:** One of the strategic goals of the College is to contain the growth in unit cost. As state support has been on the decline, the College must contain the growth in unit cost in order to maintain affordability. Unit cost is calculated by dividing total general fund expenditures by the credit hours generated in that year. Goals for 2010 and 2011 have been set to contain the growth to a 3% annual increase. The intent is to keep the annual increase below the Higher Education Price Index (HEPI), a national index that measures inflation rate for higher education and is based on costs for eight categories of goods and services on which higher education spends money.

**Figure 7.3-1 Unit Cost**



**Credit Hours:** Credit hour generation is one of the metrics associated with the strategic plan (Figure 2.1-3). While the College focuses on credit hour generation as an indicator of its outreach efforts, credit hours generate tuition, one of the primary revenue streams for the College. The credit hour projections (Figure 7.3-2) for FY10 and FY11 are based on the College's outreach efforts and the current economic situation. A poor economy contributes to the growth of credit hours as unemployed individuals return to school and more traditional students seek a lower cost education.

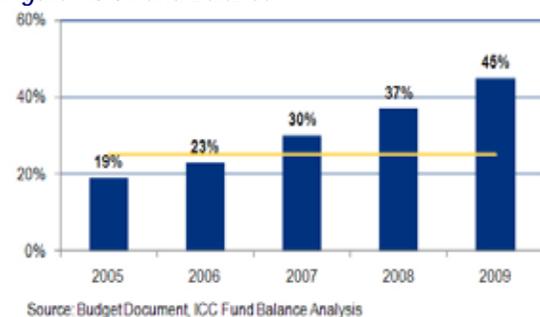
**Figure 7.3-2 Credit Hours**



**Fund Balance:** Fund balance (Figure 7.3-3) is used as an indicator of the fiscal health of the organization. Effective management of fund balance provides reserves to support an unanticipated shortfall in funding and provides resources for strategic investments.

Fund balance is also used as one of the indicators to determine credit rating. A higher credit rating provides the College the opportunity to issue bonds at a lower interest rate. The intent is to maintain a minimum fund balance-to-operating cost ratio at 25% (yellow line).

**Figure 7.3-3 Fund Balance**

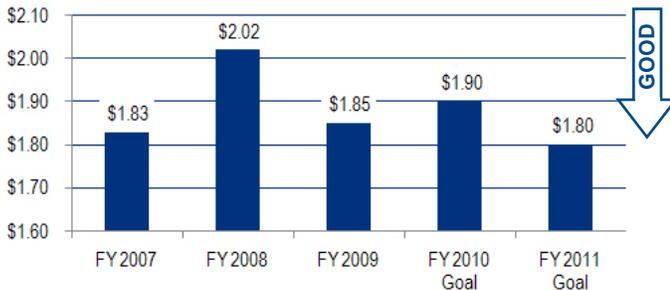


**Credit Rating:** The College requests a bond rating in conjunction with the issuance of bonds to ensure optimum pricing and to receive external and objective validation from the rating agencies. The Moody Investment Services AA3 rating has been reaffirmed each year since 2005. This is one of the highest ratings that a college can achieve. In the past year, the College has issued \$30 million in bonds for major renovation and construction projects. The Standard and Poor's rating of AA+ was added in 2009 for added bonding assurance. Both ratings reflect the institution's positive financial operations with very strong reserves, coupled with good financial management practices, and inherent operational flexibility provided by an ability to raise tuition and lower debt burden.

**Utility Cost:** The College has adopted a sustainability policy that emphasizes the institution's commitment to the community by reducing waste and inefficiency that have a negative impact on the environment. In FY09, ICC incorporated utility cost per square foot as a measure within the strategic plan (Figure 7.3-4).

In FY03, ICC secured the ICC North campus. As the utility costs on the North campus were higher than desired, actions have been taken to improve energy efficiency as each building is renovated and brought on line for classes. The College has set goals to reduce these costs in FY10 to \$1.90 and FY11 to \$1.80 per square foot. Although the FY10 goal is an increase in cost per square foot, the goal recognizes that fluctuations in seasonal temperatures will influence the College's ability to contain energy costs. Facility renovation, improvements, and new construction are designed and constructed with LEED® standards. With continued emphasis on cost containment, the expenditures on energy should continue to decline.

**Figure 7.3-4 Utility Cost per Square Foot**



Source: Budget Document, Value Chart, (Fiscal Years 2007, 2008, 2009)

**Foundation Assets and Scholarships:** The endowment established by the ICC Educational Foundation has been growing with each year (Figure 7.3-5). In FY09, the assets of the Foundation experienced a slight decline in value due to the economy but have recovered nicely and are exceeding \$10 million in FY10.

**Figure 7.3-5 Foundation Endowments**



The ICC Educational Foundation's fundraising efforts provide an additional stream of revenue to the College (Figure 7.2-13). The employees and community provide critical annual support in excess of a million dollars. In FY08, the Foundation received significant support from the Mayor of Peoria who developed a scholarship fund to pay the tuition of any student living within the city limits.

One of the Blueprint for the Future action plans established a target in FY09 of raising \$1 million in new grant funding. The ability to generate new grant revenues is somewhat dependent upon the amount of funding available, the number of grants for which the community college is eligible to apply, and the timing of awards.

**Figure 7.3-6 New Grants Revenue**

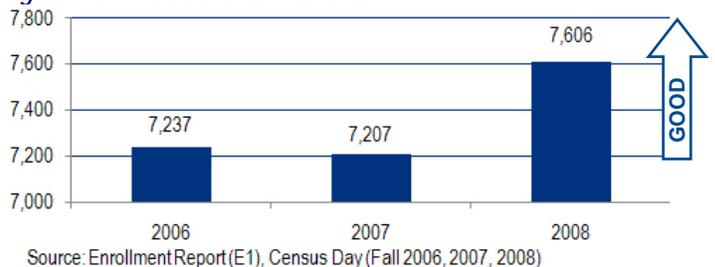
YEAR	NEW GRANT REVENUE
2007	\$225,968
2008	\$1,716,295
2009	\$969,393

**7.3.a(2) Market Performance, Share, and Growth**

ICC has state-mandated geographic boundaries that limit the size of the market. Online classes may be offered without regard to geographic boundaries, but other markets beyond district boundaries may be entered through an agreement developed with the college serving that area.

**Traditional Market:** Figure 7.3-7 depicts the growth in enrollments among the traditional student segment. ICC's market penetration among graduating seniors who enroll at ICC the following fall has increased from 31.31% in fall 2005 to at 32.44% in Fall 2009 (trend data available on-site). In Fall 2007 (the most recent comparison data), the median for the participating colleges was 19.84%. NCCBP rankings placed ICC in the top 11% of the participating colleges for high school market penetration.

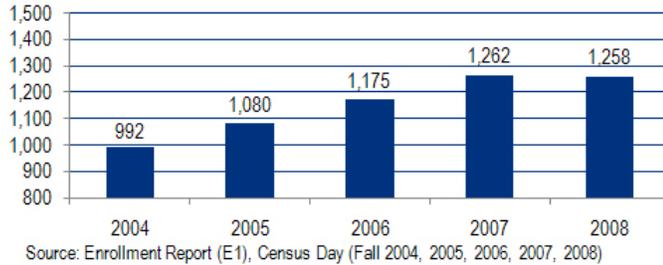
**Figure 7.3-7 Traditional Enrollments**



Source: Enrollment Report (E1), Census Day (Fall 2006, 2007, 2008)

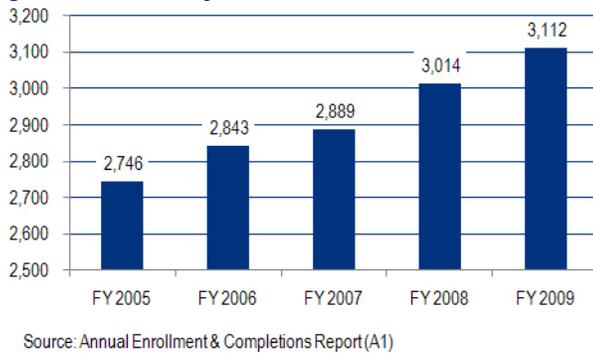
**African American Market:** One of the outreach strategies in the Blueprint for the Future focuses on building African American enrollments at the College (Figure 7.3-8). The College established a Diversity Department in FY05 to develop relationships in the community and services at the College to attract African-American students, the community's largest minority population.

**Figure 7.3-8A African-American Enrollments**



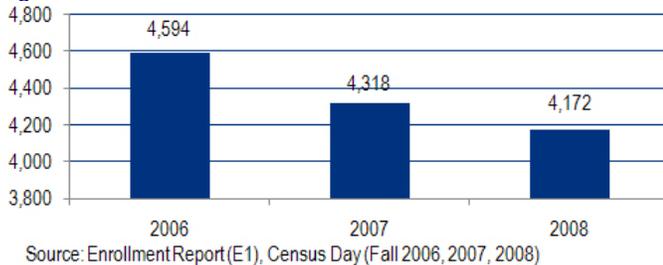
Recognizing the value of a diverse learning environment, minority enrollments are reported as one of the Institutional Indicators of Effectiveness. The results in Figure 7.3-8B show that ICC experienced a steady increase in minority enrollments from FY05 to FY09.

**Figure 7.3-8B Minority Enrollments**



**Nontraditional Market:** For several years, ICC has experienced a decline in the number of nontraditional students attending college (Figure 7.3-9). As a result, the College incorporated a strategy in the FY10 Blueprint for the Future to address the needs of this population. In addition to the efforts of this team, the economy is expected to play a contributing role in building the nontraditional enrollments through the end of this fiscal year.

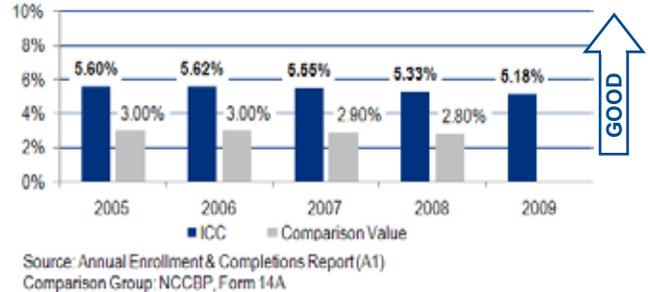
**Figure 7.3-9 Nontraditional Enrollments**



**Dual Credit:** Through a partnership with area high schools, ICC offers high school students the opportunity to take courses for college credit and meet requirements for their high school diploma. Figure 7.6-9 shows significant growth in dual credit enrollments from Fall 2006 to Fall 2008.

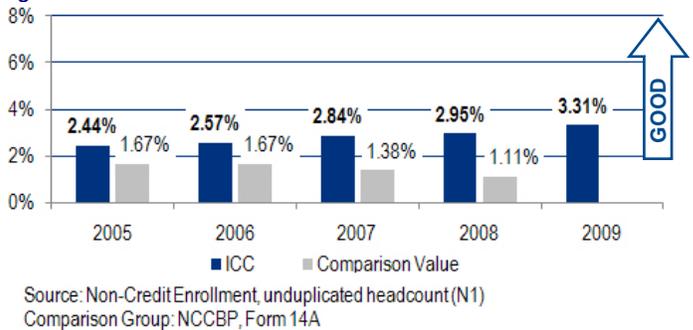
**Credit Market Penetration:** In FY09, ICC provided credit courses to 5.18% of its district's population (Figure 7.3-10). The median for the NCCBP participating colleges was 2.80% in FY08. According to the NCCBP, ICC ranked in the top 11% of reporting community colleges for market penetration with credit courses.

**Figure 7.3-10 Market Penetration for Credit Courses**



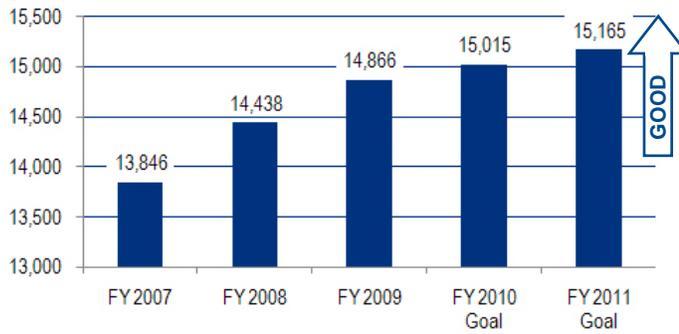
**Noncredit Market Penetration:** Noncredit enrollments typically come from nontraditional students and the business community. Blueprint teams have been working on increasing these enrollments through various marketing and process improvement efforts. A Six Sigma team developed new strategies to prioritize and organize contracts with area businesses to facilitate growth opportunities. Focus groups were held to obtain ideas for developing programs and to inform the community that the Adult Community Programs were being moved to the ICC North campus. In FY08, ICC provided noncredit classes to 2.95% of its district's population as compared to 1.11% for the median of the NCCBP participating colleges. Market penetration has increased from FY05 to FY09 (Figure 7.3-11). According to the NCCBP statistics for 2008, ICC was in the top 23% of all NCCBP colleges for noncredit market penetration.

**Figure 7.3-11 Market Penetration for Noncredit Classes**



The actual noncredit participation rates are reported in Figure 7.3-12. Projections for FY10 and FY11 are based on actions being taken to build noncredit participation and take into consideration the impact of a poor economy. As noncredit participation rates typically decline in a poor economy, these projections are considered aggressive.

Figure 7.3-12 Noncredit Participation Rate



Source: Corporate & Community Education Enrollment Records

7.4 Workforce-Focused Outcomes

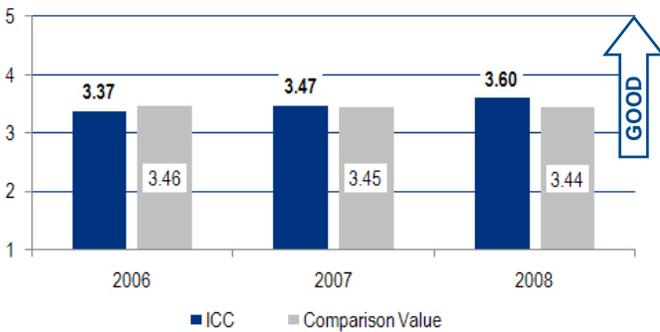
7.4a Workforce Results

7.4a(1) Workforce Engagement and Satisfaction

**Workforce Engagement:** The PACE survey is administered annually to assess the College climate and to provide data that will assist ICC in promoting more open and constructive communication.

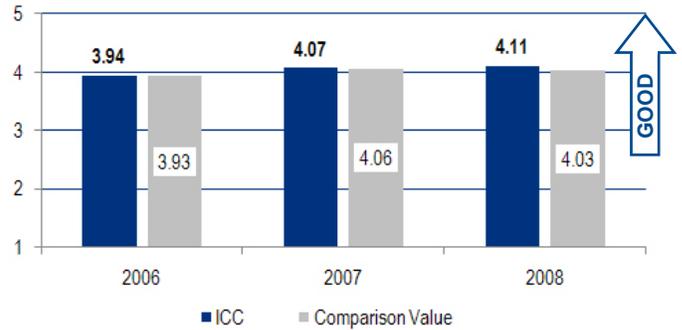
To measure employee engagement, the College has identified eight measures on the PACE that are aligned with the findings of the Gallup Organization on engagement (Figure P.1-3). All eight measures (Figures 7.4-1 through 7.4.8) show a favorable trend. With the exception of 7.4-6, a customized question with no comparison data available, ICC exceeds the PACE National Norm. Performance on Figure 7.4-2 and Figure 7.4-5 both exceed a rating of 4, which places the institution in the collaborative range, the desired range for institutions. Data for each of these measures is disaggregated by employee groups and is available on-site.

Figure 7.4-1 Extent to Which Work Outcomes are Clarified for Me



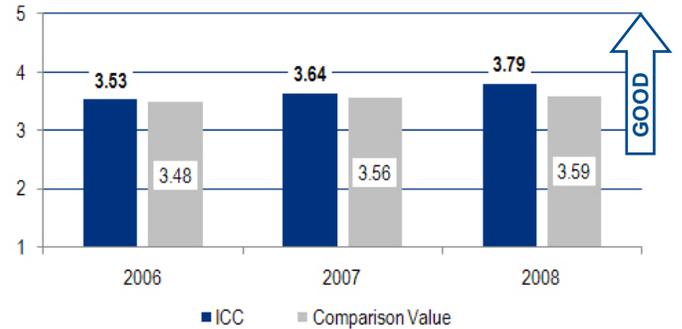
Source: PACE Survey Results, Item 30 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

Figure 7.4-2 Extent to Which My Supervisor Expresses Confidence in My Work



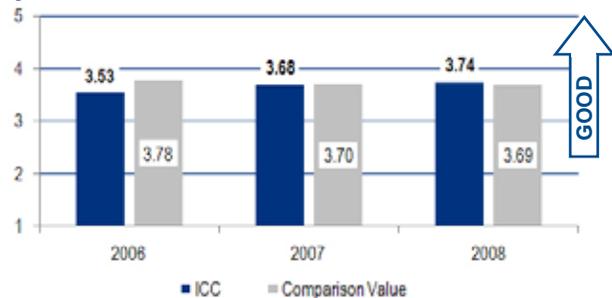
Source: PACE Survey Results, Item 2 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

Figure 7.4-3 Extent to Which My Supervisor Helps Me to Improve My Work



Source: PACE Survey Results, Item 34 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

Figure 7.4-4 Extent to Which My Supervisor Seriously Considers My Ideas



Source: PACE Survey Results, Item 27 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

Figure 7.4-5 Extent to Which I Feel My Job is Relevant to the Institution

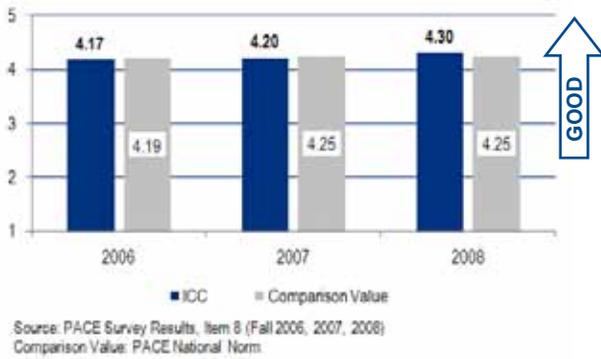


Figure 7.4-6 Extent to Which My Workgroups or Departments at ICC are Supportive of One Another

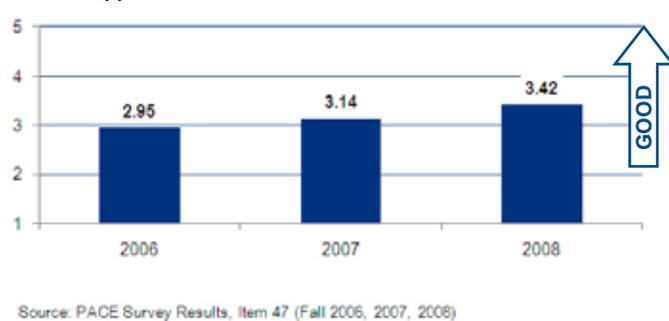


Figure 7.4-7 Extent to Which I Receive Timely Feedback for My Work

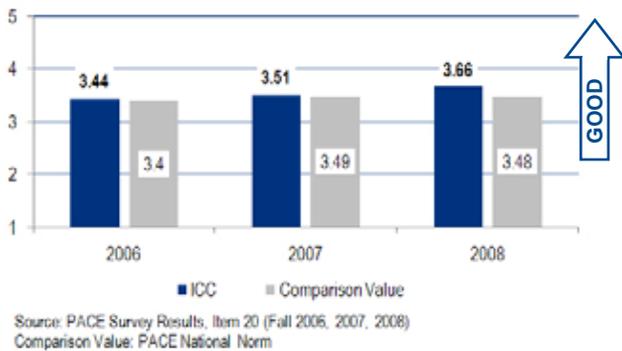
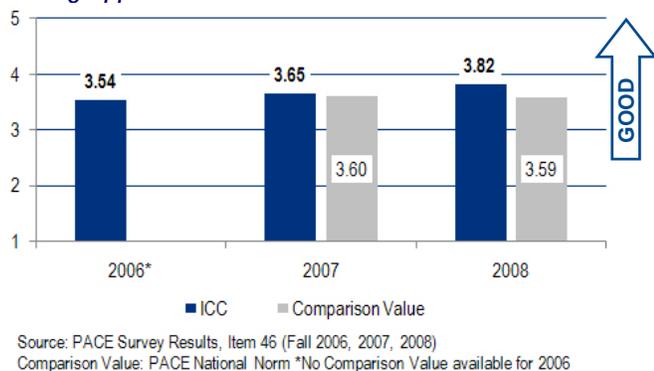
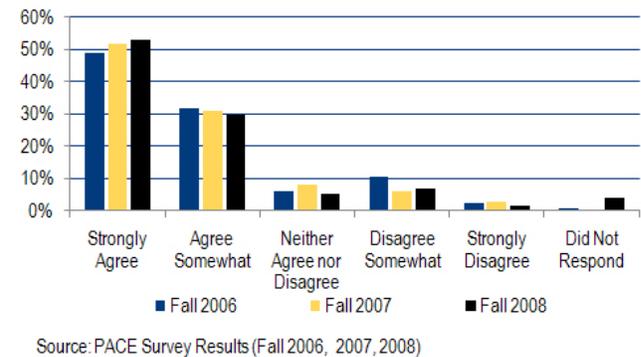


Figure 7.4-8 Extent to Which Professional Development and Training Opportunities are Available



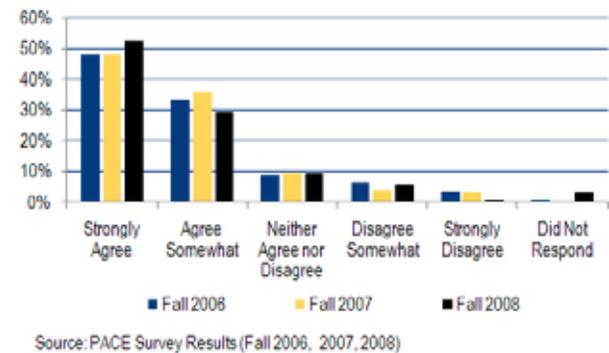
**Workforce Satisfaction:** To measure workforce satisfaction, employees were asked on the PACE to rate the item, "Overall, I am satisfied with my current employment at ICC." In Fall 2008, 90.2% of employees either strongly agreed or agreed somewhat with that statement (Figure 7.4-9).

Figure 7.4-9 "Overall, I am satisfied with my current employment at ICC"



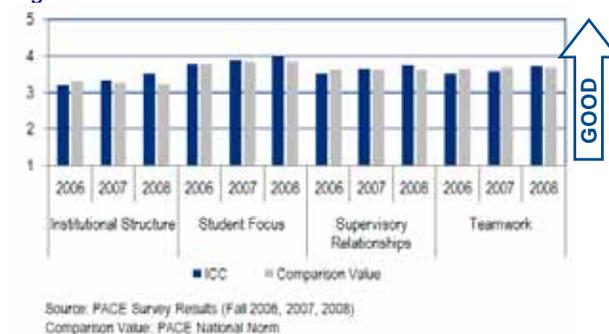
Secondly, employees were asked to report whether they would recommend ICC as a good place to work. In Fall 2008, 88.1% indicated that they strongly agreed or agreed somewhat (Figure 7.4-10).

Figure 7.4-10 "I would recommend ICC to others as a good place to work"



The PACE Climate survey is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. Employees rate on a scale of 1 to 5 the 56 items that comprise these structures. Figure 7.4-11 reports the results for each of the four climate factors. A positive trend is noted for each factor and the College's results exceed the PACE national norm. The overall climate results are reported in 7.6-2.

Figure 7.4-11 Trend Climate Factors



**7.4a(2) Workforce and Leader Development**

The PACE is also used to measure workforce satisfaction with the availability of professional development training opportunities. Figure 7.4-8 indicates a beneficial trend and ICC exceeds the PACE National Norm.

**7.4a(3) Workforce Capacity, Capability, Staffing Levels, and Skills Capacity**

In an effort to improve the time it takes to fill open positions, the Human Resources Department, in 2007, revised its procedures. Figure 7.4-12 indicates that since 2006, the College has reduced the time it takes to fill a management position by 66% and full-time faculty by 50%.

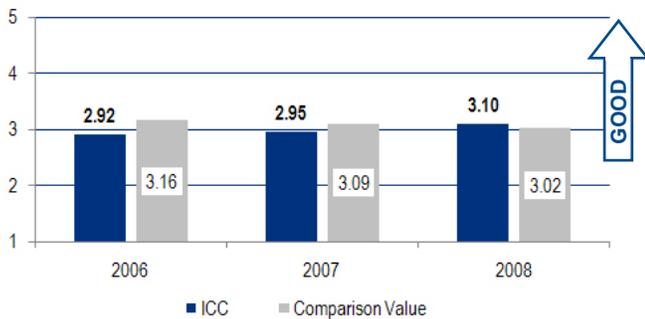
**Figure 7.4-12 Workforce Capacity: Days to Fill Positions**

YEAR	MANAGEMENT	CLASSIFIED	FT FACULTY	ADJUNCT FACULTY	CUSTODIAL/ MAINTENANCE/ SKILLED TRADES
2007	64	49	146	n/a	69
2008	97	83	124	n/a	48
2009	54	68	90	n/a	47

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

**Capability:** A measure used to assess workforce capability is the opportunity for advancement within the institution (Figure 7.4-13). A positive trend and comparison data suggest that employees recognize there is an opportunity for advancement.

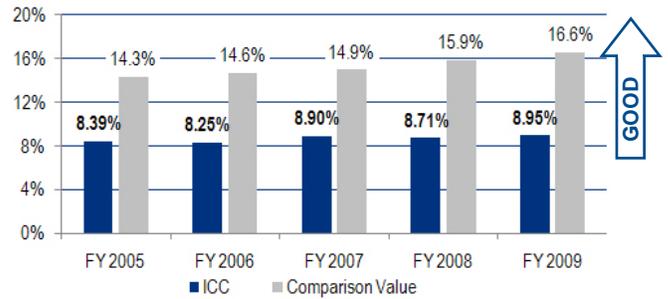
**Figure 7.4-13 The Extent to Which I Have the Opportunity for Advancement**



Source: PACE Survey Results, Item 38 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

**Diversity:** As part of its commitment to diversity, the College is working to diversify its employee base to reflect the diversity of the student body. Figure 7.4-14 shows that the College's percentage of minority employees is increasing.

**Figure 7.4-14 Minority Employment Compared with Minority Student Enrollment**



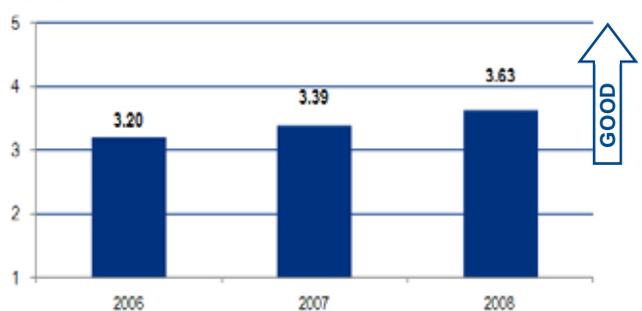
Source: Faculty and Staff Salary Report (C1)  
Comparison Group: ICC Minority Student Enrollment

**7.4a(4) Workforce Climate, Health, Safety, and Security**

**Climate:** The overall results from the 2008 PACE climate survey are indicative of a healthy campus climate (Figure 7.6-2). The mean climate rating of 3.75 places ICC in upper part of the consultative range. Increases in the overall score are noted annually and exceed the PACE national norm for Fall 2007 and Fall 2008. As the overall climate was an area targeted within the strategic plan, goals were established for Fall 2009 and Fall 2010 administrations based on historical trends and the strategies being implemented to improve teamwork and human resource processes.

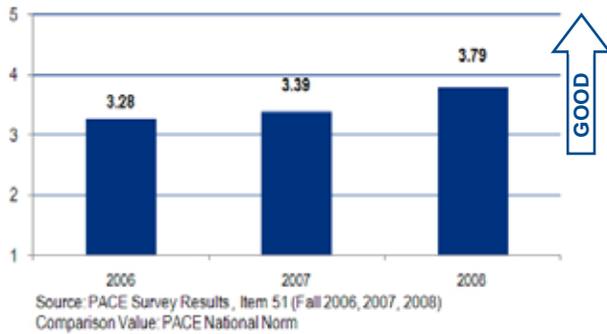
Figures 7.4-15 and 7.4-16 provide results that help the College determine if core values are guiding employees' actions and if supervisors were educating employees on the College's goals. These measures were added to the PACE as institutional specific questions. As a result, comparison data is not available. A favorable trend is noted for both measures.

**Figure 7.4-15 The Extent to Which Core Values Guide Employee's Actions**



Source: PACE Survey Results, Item 50 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

Figure 7.4-16 To Extent to Which My Supervisor Helps Me Understand ICC's Goals



**Wellness:** The Wellness Works program is designed to improve the quality of life for employees and their families by empowering employees to take a pro-active role in modifying lifestyles and behaviors. Through active participation, employees adopt healthy lifestyles reducing costs associated with health care. For the College, it helps to minimize premium costs and loss of work. Figure 7.4-17 indicates that the rate of participation has been steady over the past four years with 32.2% of the current College employees participating.

Figure 7.4-17 Participation in Wellness Works

PARTICIPANTS	2005	2006	2007	2008	2009
Full-time Employees	310	312	305	277	286
Part-time Employees	81	82	103	100	119
Total	391	394	408	388	405

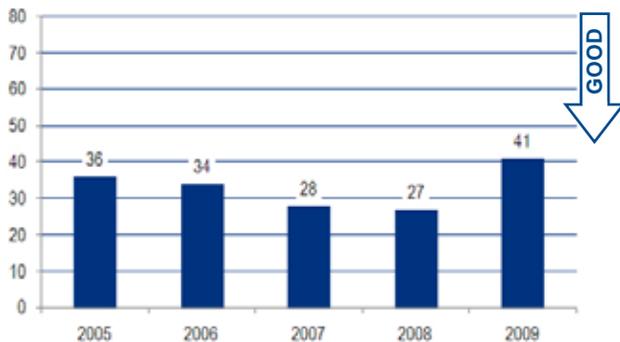
Each year, the College offers its employees blood screening for indicators of heart disease as well as diabetes. Figure 7.4-18 shows that more employees are taking advantage of the blood work screening each year.

Figure 7.4-18 Annual Blood Screening

	2005	2006	2007	2008	2009
Participants	271	291	329	459	459

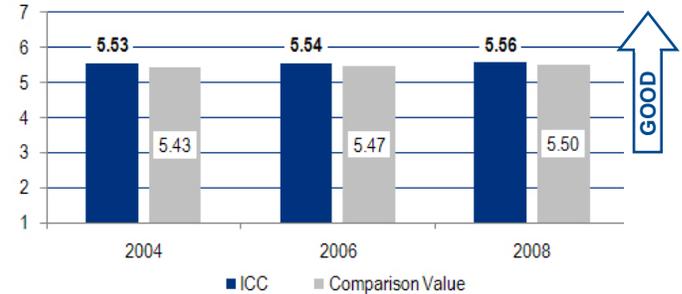
**Safety:** Workforce safety is tracked by using OSHA standards (Figure 7.4-19). Through the use of one-on-one and on-line training, lunch-learns, posting on the ICC website, and working with the Maintenance and Facilities Departments, the Safety and Insurance Manager has increased employees' awareness of safety in the workplace.

Figure 7.4-19 OSHA Recordable Accidents



**Security:** Although a measure of campus safety is not currently obtained from the workforce, the students report on the SSI that they feel the campus is safe and secure (Figure 7.4-20).

Figure 7.4-20 Student Satisfaction with Campus Safe and Secure for All Students



7.5 Process Effectiveness Outcomes

7.5a Process Effectiveness Results

7.5a(1) Operational Performance of Work Systems

Achievement of ICC's mission is accomplished through the work systems. Operational performance of the work systems is measured using the institutional indicators (Figure 4.1-1). Results are located throughout the document as noted in Figure 4.1-1. The College has beneficial trends for most indicators and is performing above the comparison for some indicators where comparison data is used. These results suggest that the work systems are performing well and help the College achieve its mission.

**Emergency Preparedness:** Staff training is provided in several key areas to ensure the ability to act quickly in the event of an emergency. This includes First Aid, CPR, AED, and Hazardous Material Handling training as discussed in Section 6.1c and reported in Figure 7.5-1. Campus Safety and Security and Child Care staff are required to be trained by outside agencies. The College has encouraged others in specific departments to be trained in emergency preparedness and then has opened the training to the College community. In addition to those identified for training, 29 additional employees chose to take the training.

Figure 7.5-1 Emergency Preparedness Training

DEPARTMENT	TRAINING COMPETENCIES	NUMBER OF STAFF	NUMBER TRAINED	PERCENT TRAINED
Campus Safety and Security	First Aid, CPR, AED, Hazardous Material Handling	43	43	100%
Food Services	CPR, AED	33	20	67%
Child Care	Infant and Child CPR, AED	12	12	100%
Athletic Head Coaches	Adult CPR, AED	9	9	100%

7.5a(2) Operational Performance of Key Processes

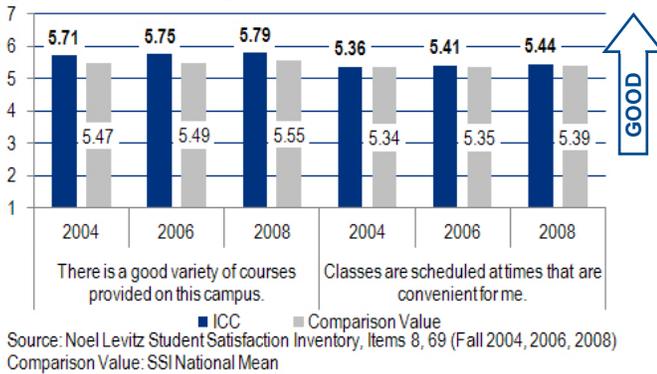
The key work processes and key measures are identified in Figure 6.1-2. These key work processes support the three core competencies of quality education, variety of courses, and affordability. Key work process results, location of the data, segmentation, and a summary of the results are outlined in Figure 6.1-2. When student needs do not differ by student segment, the data is given for the aggregate.

**Curriculum Design:** ICC's curriculum is designed to prepare students for transfer and/or entrance into a career field. A beneficial trend is evident for career and technical students (Figure 7.1-9) as measured by the percent of career and technical graduates obtaining employment in a related field and the College's performance exceeds the median for the NCCBP colleges.

The ICC Transfer Student Follow-up Survey measures the extent to which transfer students are satisfied with the extent to which ICC prepared them for transfer (Figure 7.1-10). The efforts of the Blueprint team working to improve student advisement and a sequence of coursework for underprepared students is intended to improve student satisfaction with preparation for transfer.

**Scheduling of Course Offerings:** The ability to offer a wide variety of programs and courses is one of ICC's core competencies. In order for students to access these programs and courses, they must be scheduled at times convenient to the students. Course variety and convenient times are rated on the SSI as very important to students, beneficial trends are seen for both measures (Figure 7.5-2) and ICC exceeds the SSI national mean.

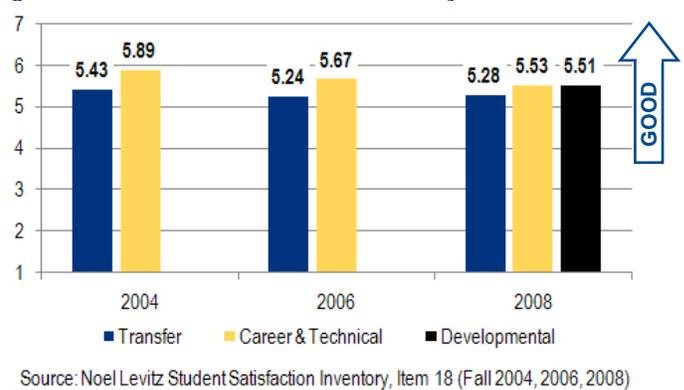
Figure 7.5-2 Scheduling



**Instruction:** The quality of instruction is key to student learning. Effectiveness of instruction is measured with student course success and student satisfaction with quality of instruction (Figure 7.5-3). Course success rates show a beneficial trend for the College as a whole (Figure 7.1-1) as well as for the individual student segments (Figure 7.1-2).

Student satisfaction with the quality of instruction is segmented by student group. Developmental students were first segmented as a group on the SSI in 2008 so no trend data is available.

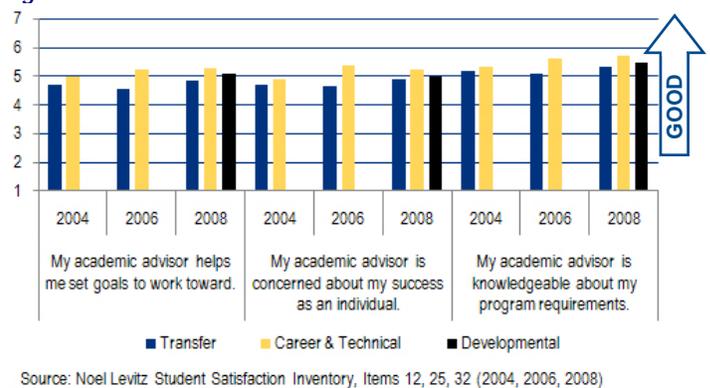
Figure 7.5-3 Student Satisfaction with Quality of Instruction



**Learning Outcomes Assessment:** Learning outcomes are assessed by faculty in order to improve instruction and student success. Consequently, course success is used as the measure. Figures 7.1-1 and 7.1-2 display the data and it is discussed in Section 7.1a.

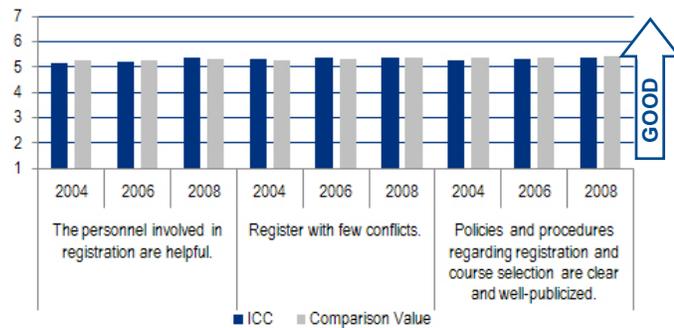
**Advisement:** Three metrics on the SSI have been identified to measure student satisfaction with advisement. Data is disaggregated by student segment and reported in Figure 7.5-4. There are favorable trends for both transfer and career and technical students for all three metrics.

Figure 7.5-4 Advisement



**Application and Enrollment:** As an open admissions college, all applicants with a high school diploma or GED are admitted. The enrollment process occurs each semester when students sign up for classes. Three metrics on the SSI have been identified to measure student satisfaction with enrollment (referred to as registration on the SSI). The data in Figure 7.5-5 indicates steady improvement since 2004 in the level of student satisfaction. ICC exceeded the SSI national mean for helpfulness of staff and registering with few conflicts. Data is not disaggregated by student segments as the process is the same for all groups and the needs do not differ by student segment.

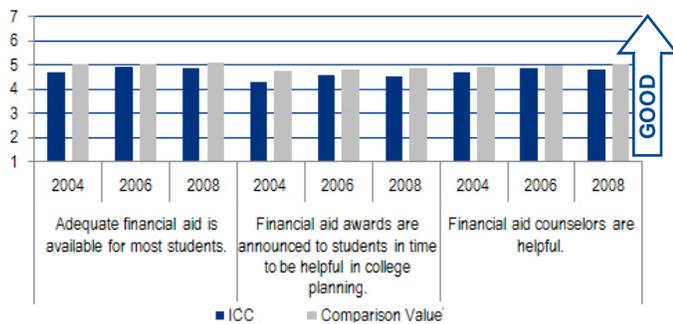
Figure 7.5-5 Application and Enrollment



Source: Noel Levitz Student Satisfaction Inventory, Items 5, 15, 35 (Fall 2004, 2006, 2008)  
Comparison Value: SSI National Mean

**Financial Aid:** Cost is rated by students as one of the reasons they select ICC for their college education. In Fall 2009, 37.8% of ICC students received financial assistance, with the percentage rising to 55% of students when loans are included. Student satisfaction with the adequacy of financial assistance is a key measure of performance for the financial aid process, but is often governed by external factors such as availability of federal and state funds. In addition, two other metrics on the SSI have been identified to measure student satisfaction with financial aid. As reported in Figure 7.5-6, there are beneficial trends for all three SSI measures. Financial aid data is not disaggregated for student segments.

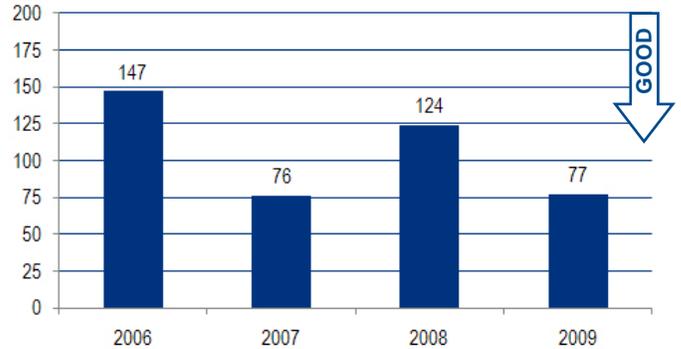
Figure 7.5-6 Financial Aid



Source: Noel Levitz Student Satisfaction Inventory, Items 7, 13, 20 (Fall 2004, 2006, 2008)  
Comparison Value: SSI National Mean

Another key performance measure for financial aid is the number of days to award. This is defined as the number of days from when the first ISIR (Institutional Student Information Record) is received to the day award notification is made to the student. The ISIR provides the information needed by the College to process the financial award for the student. As reported in Figure 7.5-7, a beneficial trend indicates that the College continues to make improvements on this performance measure. Continued improvement in financial aid processes is critical, as it is directly related to the core competency of affordability.

Figure 7.5-7 Days to Award Financial Aid

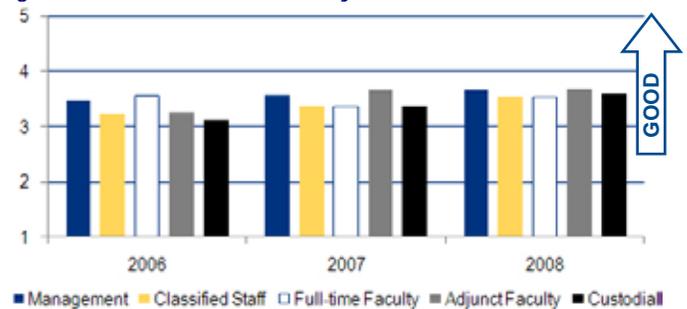


Source: Financial Aid Office Dashboard Reports (2006, 2007, 2008, 2009)

**Hiring:** Human Resources is charged with assuring that the College is adequately staffed to meet program requirements, accreditation standards, and statutes governing the certification and qualifications of staff. The timeliness of hiring, which is reported in Figure 7.4-12 is a key performance metric for this process. Beneficial trends (a reduction in days to hire) were seen for three of the four workforce segments. Diversity among faculty and staff is another key measure of performance and is reported in Figure 7.4-14.

**Orientation and Development:** People are the College's most important resource. The quality of instruction and service delivery depend upon helping all employees understand and meet the expectations associated with their position at the College. Opportunities for professional growth and the development of skills are critical to the health and sustainability of an institution. Four metrics on the PACE (Personal Assessment of Climate) have been identified to measure employee satisfaction with orientation and development in the areas of feedback, job support, training and career progression. Satisfaction with advancement and training opportunities is discussed and reported in Figures 7.4-8. Two other metrics from the PACE survey, which are used to measure process performance for orientation and development include work outcome clarity and help from the employee's supervisor. In 2008, ICC employees rated satisfaction with work outcome clarity at 3.76, while the comparison score was 3.50. Results are disaggregated by workforce segments in Figure 7.5-8.

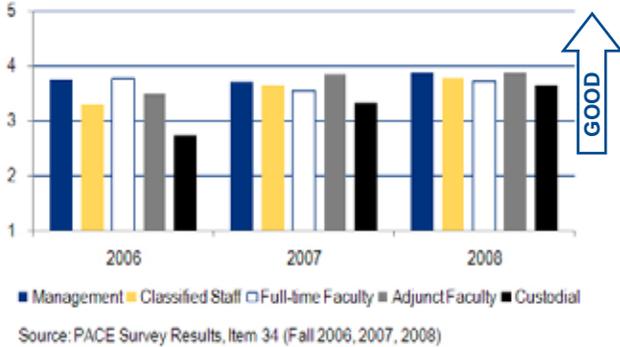
Figure 7.5-8 Work Outcome Clarity



Source: PACE Survey Results, Item 30 (Fall 2006, 2007, 2008)

In 2008, ICC employees rated the extent to which supervisors help employees improve their work at 3.85, while the comparison group rated the same item at 3.63. Results are disaggregated by workforce segments as reported in Figure 7.5-9.

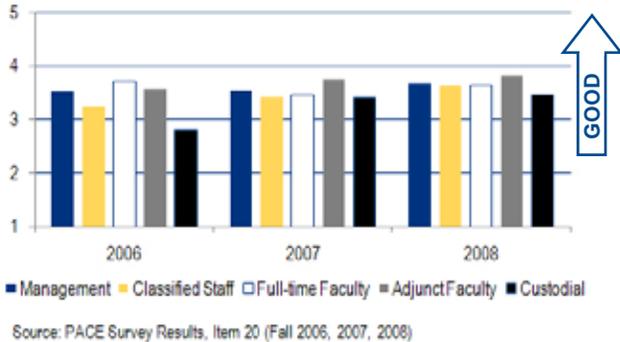
**Figure 7.5-9 Supervisor Helps Improve My Work**



**Performance Appraisal**

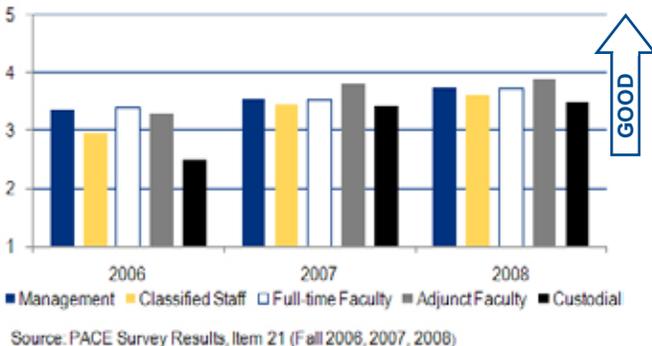
Employee satisfaction with performance appraisal is measured on the PACE with two elements related to timely and appropriate feedback as seen in Figures 7.5-10 and 7.5-11. Results are disaggregated by workforce segments as reported in Figure 7.5-10, with beneficial trends for all five workforce segments. Figure 7.4-7 shows the overall rating for timely feedback.

**Figure 7.5-10 Timely Feedback**



Results are disaggregated by workforce segments as reported in Figure 7.5-11, with beneficial trends for all five workforce segments.

**Figure 7.5-11 Appropriate Feedback**



**Budgeting:** Overall performance of the budgeting process is measured by unit cost, as reported in Figure 7.3-1 and fund balances as reported in Figure 7.3-3. Budgeting is a critical process to ICC, given the fact that students rate affordability as the second most important reason they attend ICC and the College has a core competency of affordability. An evaluation of unit cost allows the College to examine revenue and expenditures relative to funding sources to ensure budgeting decisions are made to best serve students and safeguard the core competency of affordability. Healthy fund balances are an indicator that the College has budgeted well and is in a position to respond to unanticipated circumstances. The fund balance has risen steadily and is a key indicator of positive performance of the budgeting process.

**7.6 Leadership Outcomes**

**7.6a Leadership and Social Responsibility Results**

**7.6a(1) Accomplishment of Organizational Strategy and Action Plans**

The targets established for the strategic plan are listed in Figure 2.1-3.

**Credit hours:** Figure 7.3-2 shows an increase in credit hours generated from FY07 to FY09. Figure 7.3-10 shows market penetration for credit hours. In FY08, these results placed ICC in the top 11% of colleges in the NCCBP for market penetration.

**Noncredit participation rates:** Figure 7.3-12 shows that noncredit participation rates have increased from FY07 to FY09. Market penetration for noncredit classes (Figure 7.3-11) in 2008 placed ICC in the top 23% of colleges in the NCCBP.

**Course success rates:** Figure 7.1-1 shows that course success rates have increased from Fall 2006 to Fall 2008. No comparison data is yet available for Fall 2008 but ICC was closing the gap between its performance and the comparison group in Fall 2007.

**Student satisfaction with their college experience:** Figures 7.2-8, 7.2-9, and 7.2-10 display ICC's performance on three metrics measuring student satisfaction with their college experience. Performance remains stable but does not yet exceed the comparison group. Strategies to improve satisfaction focus on advisement and financial aid, two processes of importance to students. In addition, a Blueprint team is developing ways to systematically collect real time data on service in order to inform ongoing improvement to services.

**Teamwork:** ICC has improved its employees' rating of teamwork from Fall 2006 to Fall 2008 and exceeded the PACE national norm (Figure 7.6-1). As this is a strategic goal for the College, projections have been established based on historical trend data and identified strategies for improvement.

Figure 7.6-1 Employee Rating of Teamwork



Source: PACE Survey Results (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

**Overall climate:** ICC has improved its employees' perception of the climate from Fall 2006 to Fall 2008 and exceeded the PACE national norm (Figure 7.6-2). Projections for this strategic objective are based on historical trend data and strategies are identified for improvement.

Figure 7.6-2 Employee Overall Climate Rating



Source: PACE Survey Results (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

**Unit cost:** Figure 7.3-1 shows that the College has been able to keep the growth in unit cost below the HEPI for each of the years from FY07 to FY09.

Results on action plan metrics are as follows:

Many of the results for the action plan metrics identified in Figure 2.1-3 have been reported in earlier sections and can be found as follows: African American enrollment (Figure 7.3-8), non-traditional enrollments (7.3-9), developmental English and math course success rates (Figure 7.1-5), student engagement (Figure 7.2-11), student satisfaction with advisement (Figure 7.5-4), days to award financial aid (Figure 7.5-7), utility costs per square foot (Figure 7.3-4), grants revenues (Figure 7.3-6), employee and community contributions; major gifts fundraising (Figure 7.2-13).

**Credit hours at ICC South:** In fall 2008, ICC opened ICC South, a new facility located in Pekin, Illinois. Since this is the second year for this new site, three years of information are not yet available. Credit hours in FY09, totaled 1,505. It is anticipated that the total credit hours for FY10 will exceed the target of 2,000 credit hours. Final counts will be available on-site.

**Referrals of students by employees:** One Blueprint team developed an action plan focused on leveraging the many employees at ICC to assist in recruiting students. The Marketing Department distributed "gold cards" to all employees with instructions on their use. When out

in the community, employees are often asked about classes or enrollment at ICC. By providing employees gold cards, employees could actively support enrollment growth by providing the individual asking questions with contact information for the recruiters and a link to the website. Employees were encouraged to write their name on the back of the card so they would receive credit for making the referral. The metric for this team was the number of referrals generated by employees. In the first year, 19 of the people who contacted ICC reported receiving a "gold card" from an employee of the College. Efforts to improve the process will be made in FY11.

**Corporate training enrollments:** Figure 7.6-3 shows the three-year trend for corporate training enrollments. Corporate training enrollments were influenced by the downturn in the economy. Historically, in difficult economic times, business and industry opts to delay or cancel professional development opportunities for employees.

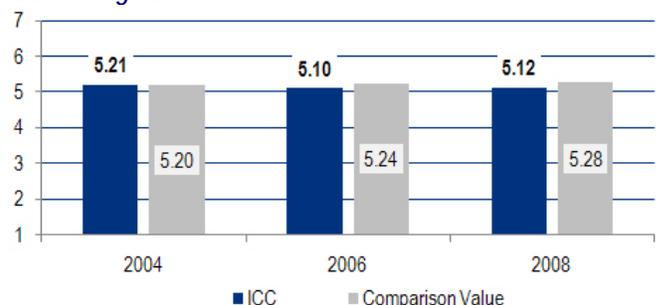
Figure 7.6-3 Corporate Training and Adult Community Program Enrollments

NONCREDIT ENROLLMENT	FY07	FY08	FY09
Corporate Training	9,517	10,544	10,335
Adult Community Programs	2,419	1,873	2,209

**Adult Community Programs Participation:** Figure 7.6-3 also shows the trend data for Adult Community Programs. Results for Adult Community Programs were influenced by two factors. First, a poor economy typically impacts discretionary dollars for noncredit learners. Secondly, programmatic changes occurred influencing the results. ICC has for many years offered noncredit workshops to lifelong learners. In Fall 2005, with the opening of ICC North, free classes were provided at this location for the north side neighborhood. No registration was required so enrollments were not in the official counts. As the free programs grew, noncredit enrollments (for which fees were charged) declined. In Summer 2008, these programs merged and most programs began charging fees. As a result, enrollments are now growing.

**Student satisfaction with timely feedback:** Student satisfaction with timely feedback on course progress was identified as a challenge in the Fall 2008 administration of the SSI. As a result, a Blueprint team was charged with improving feedback to students and the metric was tracked. Improvements made by this team will be verified in the Fall 2010 administration of the SSI, however, historical data is reported in Figure 7.6-4.

Figure 7.6-4 Student Satisfaction with Timely Feedback on Course Progress



Source: Noel Levitz Student Satisfaction Inventory, Item 46 (Fall 2004, 2006, 2008)  
Comparison Value: SSI National Mean

**Health Benefits Costs:** One of the strategic initiatives aimed at controlling costs focused on minimizing the increases in health benefit costs (Figure 7.6-5).

*Figure 7.6-5 Total Health Benefit Costs*

	FY07	FY08	FY09
ICC Total Costs	\$6,728,342	\$6,924,137	\$7,202,407

**7.6a(2) Governance and Fiscal Accountability**

Annual external audits of the College’s financial position are mandated by statute and required by all state and federal grants. The audit summary (Figure 7.6-6) indicates that the financial statements fairly represent the College’s financial position; there are no material weaknesses in internal controls; and all recommendations made through action plans have been adopted.

*Figure 7.6-6 Audit Results*

	FISCAL YEARS			
	2006	2007	2008	2009
Audit accounting principles conform to generally acceptable principles	A	A	A	A
ICCB state grants and Schedule of Enrollment Data compliance	B	B	B	B
Federal grants compliance with OMB circular A-133	C	C	C	C
Action plans issued as a result of the audit	D	D	D	D

- A = Audit findings state financial statements are presented fairly
- B = Audit findings state ICC in compliance with state requirements
- C = Audit findings state ICC in compliance with federal requirements
- D = Only minor findings noted each year and all have been resolved (Detail available on-site)

**7.6a(3) Regulatory, Safety, Accreditation, and Legal Compliance**

Figure 7.6-7 lists historical results and findings from more recent regulatory and compliance reviews.

*Figure 7.6-7 Accreditation and Regulatory Compliance*

	YEAR	DESCRIPTION
Accreditation	2002	HLC - full accreditation status with continual approval since 1972
Recognition	2009	ICCB recognition renewed
Dept. of Labor Site Visits	2000	All citations resolved*
	2005	All citations resolved*
Health Dept.	2009	Award of Excellence-No violations in 18 years
Operations	2006	1 Custodial/Maintenance Grievance
	2008	1 Custodial/Maintenance Grievance

\*Results available on-site.

The College reports to OSHA the number of work days missed due to accidents (Figure 7.6-8). When an accident occurs, a report is generated, the incident is investigated, any hazards removed, and, if necessary, procedures are changed or training is provided. There has been a significant decline in the number of days lost due to accidents in the workplace.

*Figure 7.6-8 OSHA Report Number of Lost Days of Work*

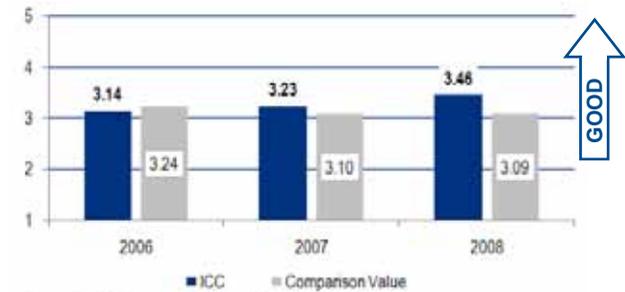
YEAR	LOST DAYS
2007	319
2008	153
2009	17

Source: Safety and Insurance Office Annual Report

**7.6a(4) Results for Key Measures of Ethical Behavior and Stakeholder Trust**

Figure 7.6-9 provides data from the PACE survey on how open and ethical communication is practiced at the College. The trend analysis shows steady improvement with the College exceeding the benchmark in both the Fall 2007 and 2008 administrations.

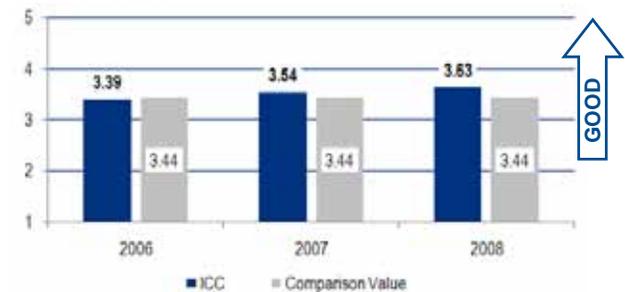
*Figure 7.6-9 Extent to Which Open and Ethical Communication is Practiced at this Institution*



Source: PACE Survey Results, Item 15 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

Figure 7.6-10 shows satisfaction of employees that unacceptable behavior is identified and communicated. The trend analysis shows steady improvement with the College exceeding the benchmark in the two most recent surveys.

*Figure 7.6-10 Unacceptable Behaviors are Identified and Communicated*

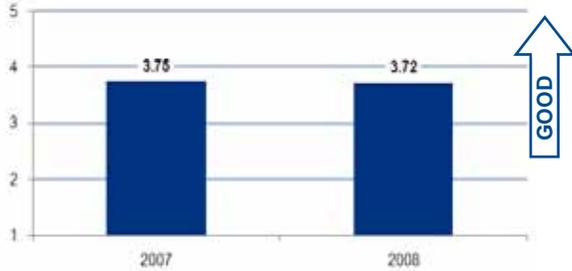


Source: PACE Survey Results, Item 13 (Fall 2006, 2007, 2008)  
Comparison Value: PACE National Norm

Two customized items have been added to the PACE inventory to assess whether staff feel comfortable reporting incidents. On the first item, “the extent to which I am able to report incidents of unethical or illegal behavior without retribution,” one year of data is available. The employee mean was 3.63 out of 5.

The second item, “the extent to which I am satisfied that I am able to report incidents of discrimination or harassment without retribution,” has two years of data available (Figure 7.6-11). The mean for employees has remained fairly stable. No comparison data is available. ICC will continue to obtain data on these measures with subsequent administrations.

**Figure 7.6-11 Reporting of Incidents of Discrimination or Harassment without Retribution**



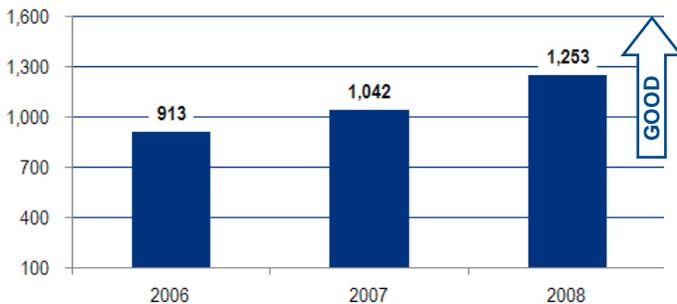
Source: PACE Survey Results, Item 53 (Fall 2006, 2007, 2008)

**7.6a(5) Fulfillment of Societal Responsibilities and Support of Key Communities**

The Executive Cabinet has identified its key communities as K-12 Education, United Way Programs, and the ICC Educational Foundation for students requiring financial assistance.

**K-12 Programming:** ICC provides dual credit classes in area high schools to provide students with a head start on college. Figure 7.6-12 indicates steady growth in dual credit over the past three years.

**7.6-12 Dual Credit Growth**



Source: Fall Enrollment Report, Census Day (Fall 2006, 2007, 2008)

ICC offers College for Kids, a two-week program offered twice per summer that provides youth entering 4<sup>th</sup> grade through 10<sup>th</sup> grade with learning opportunities in specialized, entertaining, and even unusual areas. Scholarships are provided for eligible students. Figure 7.6-13 indicates a favorable trend in enrollment growth.

**Figure 7.6-13 College for Kids**

FISCAL YEAR	DUPLICATED ENROLLMENT
FY 2009	1665
FY 2008	1607
FY 2007	1529

Since 1988, *the Academy at Illinois Central College* has operated the Truants’ Alternative and Optional Education Program (TAOEP) that serves the needs of grade 9-12 students with truancy, chronic truant/habitual truants, potential dropouts with attendance problems, and dropouts. The program is operated on behalf of the Regional Offices of Education for Tazewell, Peoria, Marshall, Putnam, and Woodford counties and is funded by a grant from the Illinois State Board of Education. Continued funding is based primarily upon completing performance-based requirements. These requirements are negotiated annually with mid-term progress reported in preparation for the next cycle of funding (Figure 7.6-14).

**Figure 7.6-14 TAOEP Midyear Program Performance**

YEAR	REMAIN IN SCHOOL	PASS TARGETED CLASSES	AVG. DAILY ATTENDANCE	PASS CLASSES TO GRADUATE	EARN HS DIPLOMA
2009	96%	75%	73%	50%	80%
2008	98%	70%	80%	87%	87.5%
2007	97%	67%	65%	83%	75%

**United Way:** Contributions from ICC employees to the United Way have steadily increased over the past three years (Figure 7.6-15). In addition, approximately 35 College employees from all employment categories annually volunteer for the United Way Day of Caring.

**Figure 7.6-15 Employee Contributions and Volunteer Support for the United Way**

YEAR	CONTRIBUTIONS	VOLUNTEERS
2007	\$16,785.00	25
2008	\$16,848.88	30
2009	\$17,825.68	35

**Foundation Support of Students:** ICC employees generously support the ICC Foundation. Employee contributions have increased from FY07 to FY09 (Figure 7.2-16). The number of College employees who donate to the Foundation has grown as well as the number of employees who donate 1% of their gross income to the Foundation (7.6-16).

**Figure 7.6-16 Donors to Employee Campaign, FY07-09**

	FY 2007	FY 2008	FY 2009
Number of Employee Donors	221	254	267
Number of Donors in 1% Club	107	112	127

Source: ICC Educational Foundation