Kankakee Community College
Environmental Scan
for Strategic Planning
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Part I. BACKGROUND, INTRODUCTION, AND EXECUTIVE SUMMARY

A. Background

In 2012, Kankakee Community College (KCC) embarked upon an effort to develop a new strategic plan for the college. The strategic planning process KCC is pursuing is intentionally inclusive, and actively engages diverse stakeholders in the community – as well as internal college personnel and students – to provide input to plan priorities and development.

KCC’s strategic planning process is guided by a dual focus upon supporting student success and advancing community prosperity. The framework for KCC’s strategic planning process revolves around three primary elements, drawn from the American Association of Community College’s (AACC) 21st-Century Commission on the Future of Community Colleges 2012 report, Reclaiming the American Dream: Community Colleges and the Nation’s Future:

- Increasing students’ readiness to undertake college-level work;
- Improving completion rates, whether the completion is marked by attainment of an occupational certification(s) or a diploma; and
- Closing the skills gap in the community; that is, aligning graduates’ learning and credentials with industry and occupational demand.

Woven throughout all three of these elements are themes related to college advocacy, accountability, and policy and investment. Taken together, these areas of focus drive the strategic planning process, and will also serve as the organizing framework for KCC’s March 18-19, 2013 strategic planning retreat (as well as the development of the strategic plan itself).
A critical component of KCC’s strategic planning process is the development of this environmental scan, which will be used to inform planning retreat discussions, and, ultimately, development of the college’s strategic plan. The environmental scan is designed to provide:

- A sense of what internal college and external community stakeholders from a variety of sectors think and believe about KCC, as well as what they expect and would like to see from the college; and
- An economic and workforce data analysis that conveys a basic level of understanding concerning the business, education, and labor market climate in KCC’s service area.

In order to obtain the input of internal and external stakeholders, KCC conducted an online survey via SurveyMonkey. Stakeholder survey results are discussed in Part II of this environmental scan.

The economic and workforce data analysis portion of the scan, which was developed by the KCC Institutional Research team with support from Economic Modeling Specialists International (EMSI), is provided in Part III.

Observations about both the stakeholder survey responses and the economic and workforce data analysis are synthesized in Part I, Section C: Executive Summary.

**B. Introduction**

In a recognized article on environmental scanning, James L. Morrison notes that:

> “Successful management of colleges and universities depends upon the ability of the senior leaders to adapt to a rapidly changing external environment. Unfortunately, the lead time once enjoyed by decision makers to analyze and respond to these and other changes is decreasing. Traditional long-range planning models, with their inward focus and reliance on historical data, do not encourage decision makers to anticipate environmental changes and assess their impact on the organization. What is needed is a method that enables decision makers both to understand the external environment and the interconnections of its various sectors and to translate this understanding into the institution's planning and decision making processes. Environmental scanning is a method of accomplishing this.”

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Within the bounds of the overall project objectives and process, the funding available for any environmental scanning activity will largely determine the type, level, and intensity employed. Admittedly, the environmental scanning employed in this project is foundational in nature. Yet, it is an important beginning. Environmental scanning is not designed to be fully exhaustive or quantitative. Rather, it is meant to identify trends and thereby detect early signs of opportunities and threats that may influence the institution’s current and future plans.

The collection of quantitative data, via the economic and workforce data analysis, is no more or less important than the qualitative (some might say “anecdotal”) information collected via the stakeholder survey. Comprising the combined environmental scan, these two components complement each other, and serve as the foundation for collaborative development of possible scenarios and options for the future, so that productive strategic directions can be determined, plans formulated and implemented, results/outcomes identified, and re-analysis commenced. This process, as employed in this project, may be pictured as follows:

![Diagram of strategic planning process]

In the end, the best strategic planning processes identify seemingly isolated issues and events, group them into recognizable trends, identify the ones that are likely to be drivers of change, and result in a plan that deals effectively with those changes. Older strategic planning models tend to rely heavily upon historical trends and institutional assumptions that are likely to be outdated and no longer accurate. The most valuable environmental scans leverage valuable institutional knowledge and historical data, but also draw upon “real-time” stakeholder input and future-looking data and projections.
1. Relationship between the Strategic Planning Framework, Qualitative Stakeholder Survey Data, and Quantitative Economic Data

As noted above, KCC’s strategic planning framework and process is trained on supporting student success and enhancing community prosperity, with a particular focus on increasing college readiness, improving college completion, and addressing skill gaps. The quantitative economic and workforce data collected and the qualitative stakeholder survey questions analyzed connect to the strategic planning framework in a variety of ways, as can be seen below:

<table>
<thead>
<tr>
<th>Strategic Planning Framework Element</th>
<th>Economic and Workforce Data Report Chapters</th>
<th>Stakeholder Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve college readiness</td>
<td>Demographics, Educational Attainment</td>
<td>Questions 2, 9</td>
</tr>
<tr>
<td>Increase college completion rates</td>
<td>Workforce Trends, Educational Attainment</td>
<td>Questions 3, 4, 5, 9, 10</td>
</tr>
<tr>
<td>Close the skills gap</td>
<td>Workforce Trends, Educational Attainment, Commuter Patterns</td>
<td>Questions 3, 5, 6, 7, 8, 9, 10</td>
</tr>
</tbody>
</table>

It should be noted, of course, that there are certainly additional “overlaps” among the framework, the economic and workforce analysis, and the stakeholder survey. In the Executive Summary that follows, we attempt to identify emerging themes from the economic and workforce analysis and the stakeholder survey responses as they relate to the three strategic planning elements.

C. Executive Summary: Possible Themes and Connections

Again, the environmental scan is meant to elicit opinions and perspectives from a wide range of people internal and external to the KCC relative to “how the college is doing” and what the future environment might look like, especially insofar as the economy and job market are concerned. From those opinions and projections, we seek to identify emerging themes as they relate to the three primary strategic planning elements, and articulate potential connections among those themes.

As strategic directions are explored, it is up to planning participants to dig deeper into the available data and information – both the quantitative data and the input from the stakeholder survey – to identify and “small-test” various goals and strategies that might ultimately be developed in KCC’s strategic plan.
1. *Increasing College Readiness*

The economic and workforce data analysis suggests several trends that may have significant relevance to increasing college readiness. First, between 2012 and 2017, there is projected growth of 14% among the area’s overall Hispanic population. Growth is projected to be highest (an average of 48%) among Hispanic individuals aged 10-24 years. This significant growth, particularly in the pre-college and college-age populations, may create a need for more aggressive college readiness and “developmental” education efforts by secondary and post-secondary education institutions, particularly if the growing Hispanic population faces language barriers.

Projections also show a large population increase among residents aged 55-79 years (an increase of 3,346 individuals). Given that more individuals are remaining in the workforce past the “traditional” retirement age of 65, and that, increasingly, mature workers are returning to college to train for “second careers,” KCC may need to consider and respond to the particular college readiness and support needs of older workers and students.

In terms of secondary education and credential attainment, in a 2012 snapshot, 52% of area residents over the age of 25 had attained high school diplomas or less. From 2007 to 2017, residents’ attainment of a 9th to 12th grade education is projected to increase by 91%. This suggests more residents will advance to high school, but may not attain a high school diploma. In fact, while males’ high school diploma attainment is projected to increase by 6% between 2007 and 2017, females’ high school diploma attainment is projected to decrease by 5% over this time period. High school diploma attainment among White Non-Hispanic females in particular is projected to decrease by 8%. These projected decreases in diploma attainment among females most certainly point to the need for student retention and support strategies at the high school level; enhanced high school drop-out outreach and GED enrollment strategies; and customized college readiness strategies, including “developmental” education, at the high school and college levels to assist at-risk high school students transition successfully to post-secondary education and training.

Responses to the stakeholder survey echo the need for KCC and its partners in the K-12 education system to work collaboratively to enhance college readiness and related student supports. Improving students’ development of basic and applied skills appears to be a need, as does improving the effectiveness and expeditiousness of “developmental” and “bridge” education. Expanding high school/college dual enrollment opportunities can help create secondary-to-post-secondary linkages and improve college readiness. And at both the secondary and post-secondary levels, enriched analysis and use of student data may help educators more easily and quickly diagnose and respond to trends in barriers to college readiness.
2. Improving College Completion Rates

The economic and workforce data analysis highlights some alarming projected trends related to residents’ attainment of associate’s and bachelor’s degrees. In a 2012 snapshot, 24% of area residents over the age of 25 had completed some college, while only 8% had attained associate’s degrees and 10% had attained bachelor’s degrees. Looking forward, all residents’ attainment of associate’s degrees is projected to decrease by 5% between 2007 and 2017; attainment of bachelor’s degrees over the same period is projected to decrease by 2%. For particular segments of the overall population, projected decreases in associate’s degree attainment are particularly concerning:

- All females: 14% decrease
- Black Non-Hispanic females: 22% decrease
- Black Non-Hispanic males: 57% decrease
- White Hispanic females: 94% decrease

Given these projections, KCC planners will need to devote considerable attention to increasing college completion rates, particularly among those populations projected to experience the largest decreases in attainment of associate’s degrees. And in thinking about college completion, attention should be paid not only to degree attainment but also to students’ attainment of relevant, industry-recognized certifications. Stakeholder survey respondents provided input around a number of priorities and strategies related to college completion challenges. These include improving and better coordinating student support services, such as advising and mentoring, and increasing completion by continuing to improve access, flexibility, and scheduling. Clarifying and streamlining coherent educational and career pathways, which should include the articulation of “stackable” credentials, can also enhance college completion. This effort may entail accelerating programs to lessen time to credential. Strategies to “fast-track” “developmental” education can also help students move more quickly to credit-bearing courses within their certificate and degree programs. KCC can use student data to identify achievement gap trends among a variety of student populations and design responsive solutions. Finally, collaborating with four-year colleges and universities to enhance transfer and articulation to bachelor’s degree programs can help build a stronger educational pipeline and increase bachelor’s degree attainment rates.

3. Closing the Skills Gap

The economic and workforce data analysis provides intelligence related to growing and declining industry sectors and occupations within KCC’s region, and also offers information related to where KCC is either over-producing or under-producing workforce supply (i.e., program completers) relative to market demand. As such, the analysis can help KCC planners understanding where they are successfully meeting workforce skill needs, and where they need to focus their efforts to close gaps between workers’ skills and industry and employer demand. This may mean re-tooling existing certificate and degree programs, developing new programs, or even eliminating programs that are not relevant to regional economic and workforce needs.
The economic analysis indicates that the three industries projected to lose the most jobs between 2007 and 2017 include agriculture/forestry/fishing/hunting, manufacturing, and construction. The four industries projected to gain the most additional jobs during the 2007-2017 timeframe include healthcare and social assistance, finance and insurance, government, and accommodation and food services.

At the occupational level, business and financial operations, health care support, and personal care and service occupations are the three occupations projected to gain the most additional jobs between 2007 and 2017. Production/extraction, production, and management occupations are the three occupations forecast to lose the most jobs during that period of time.

In terms of occupational projections related specifically to KCC’s existing credit programs, the three occupations projected to gain the most additional jobs between 2007 and 2017 are registered nurses, nursing assistants/aides, and middle school teachers. Between 2007 and 2017, the two occupations associated with KCC’s existing credit programs projected to lose the most jobs include automotive mechanics and construction engineering technicians.

Overall, by 2017, projections show 15,080 jobs associated with KCC’s credit programs. Of those, there will be 961 new jobs associated with only 21 of KCC’s credit programs. Furthermore, projections show a loss of 492 jobs in 18 of KCC’s credit programs. This suggests by 2017, KCC may have educated students in 18 credit programs where jobs are actually projected to decrease in Kankakee and Iroquois counties.

To dissect this potential demand/supply mismatch further, it is helpful to review where it appears that KCC is either over-producing or under-producing workers (completers) by occupation. The top three occupations for which KCC is producing workers in excess of demand are registered nurses, licensed practical nurses, and nursing assistants/aides. Note that while these healthcare-related occupations are generally growth occupations in KCC’s area, the college is currently training more workers in these occupations than the market can absorb – which can force graduates to have to leave the area to obtain employment. In terms of worker supply under-production, the top three occupations for which KCC is not graduating sufficient numbers of completers are real estate, business support services and retailing, and business operations and support specialists.

While participants in KCC’s strategic planning effort are strongly encouraged to review economic and workforce analysis data related to growing and declining industries and occupations and educational program gaps and surpluses in further detail, this initial glimpse provides a foundation for exploring several strategies for closing skills gaps that were raised in stakeholder survey responses. Clearly, KCC should continue and enhance industry sector-based employer engagement; this effort should be strategic and scaled, convening multiple employers within individual industry sectors, rather than transactional or “piecemeal” in nature. Employers should inform KCC’s efforts to align certificate and degree programs to the region’s critical industries and occupations, and should help KCC better align its “supply chain” to actual demand, ameliorating existing educational output gaps and surpluses. Taking a pathways approach, which outlines clear educational, credential attainment, and occupational progression for careers in targeted industries, will benefit both area employers and KCC students and
graduates. Throughout this work, KCC must focus on identified high-priority workforce challenges, such as recruiting and developing skilled technical workers and highly-educated/credentialed workers, as well as upgrading the skills of existing workers.

In addition to enhancing engagement and alignment with regional industries and employers, closing skills gaps will require a variety of student- and learning-focused strategies, as suggested by stakeholder survey respondents. Targeted skill development is needed in the areas of basic skills (e.g., reading, math, English), applied math and science skills, computer application skills, and industry-specific skills training. Contextual learning opportunities, such as apprenticeships and internships, combine theoretical instruction with hands-on, applied learning, and are a demonstrated strategy for addressing skill gaps and developing workers with in-demand skills and competencies. KCC may also need to consider accelerating its certificate and degree programs in order to be more responsive to employers’ immediate and projected skill needs; such flexibility would position the college to more nimbly respond to economic and workforce trends as they evolve over time.
Part II. SUMMARY OF STAKEHOLDER SURVEY RESULTS

A. Introduction

In this section, we seek to provide a synopsis of responses to the stakeholder survey, rather than a detailed interpretive analysis. The goal here is not to draw absolute conclusions – which would be misguided given the diversity of survey respondents and their perspectives and opinions, as well as the qualitative, intentionally “un-scientific” nature of the survey – but rather to offer observations to inform strategic planning retreat discussions and ultimate plan development.

Readers can review all detailed survey response data and graphics in Appendix A and Appendix B.

B. Overall Survey Response

KCC invited approximately 5,000 individuals to complete the survey, and 753 invitees completed the survey, leading to a response rate of approximately 15%. The survey was sent to a diverse group of internal invitees, including KCC faculty, administrators, staff, students, and graduates. External survey invitees included employers in a variety of industry sectors, elected officials, primary and secondary (K-12) educators, other post-secondary institutions, and additional community partners.
KCC received the largest number of survey responses from the following five groups:

- Primary and secondary education: 32%
- KCC graduate/former student: 11%
- Full-time KCC staff: 9%
- Area employer/industry representative (not healthcare-related): 8%
- “Other”: 5%
KCC received the fewest number of survey responses from the following five groups:

- KCC Trustee or Foundation Board Member: 0.5%
- Non-KCC post-secondary educational institution: 1%
- Current part-time KCC student: 2%
- Part-time KCC staff: 3%
- Elected official or government/public sector representative: 3%

All told, responses from internal college stakeholders made up 43% of the total survey response, and responses from external community stakeholders made up 57% of the total response. The level of response from external stakeholders (particularly the K-12 education system) is notable, as is the relative balance between internal and external responses.

C. Perceptions of KCC

Survey respondents were asked to select a description corresponding to their primary perception of KCC. The majority of survey respondents selected “a local, hometown community college” (50%) or “access, convenience, and opportunity for all” (37%). Significantly fewer respondents identified KCC as a provider of quality and excellence in education (9%), a community leader (1%), or an innovator (no responses).

Responses to this question may suggest an opportunity for KCC to further explore, expand, and diversify its leadership roles in the community.

D. Potential Institutional Strengths and Areas for Focus/Improvement

Several survey questions sought respondents’ input on KCC’s performance in a variety of specific areas, and also asked respondents to identify where KCC is performing most strongly today, and where it needs to focus attention in order to be considered a “leading institution.” A combined analysis of responses to these various questions suggests potential institutional strengths as well as potential institutional weaknesses or opportunities.

Several data points presented here fall in the “middle range” (e.g., 40-60%), rather than clearly at either end of the spectrum, making it somewhat difficult to easily categorize potential strengths and weaknesses/opportunities. In the case of responses to other survey questions, respondents indicated that areas in which KCC is currently performing well are the same as those areas on which it should focus attention in the future. Accordingly, it is important to again stress that this is merely one “look” at potential institutional strengths and needs, and thus should be validated by KCC stakeholders within the larger context of the full environmental scan and throughout the planning process.
1. **Strengths**

In response to the following questions, respondents were asked to indicate their level of agreement with a variety of statements, from “strongly agree” to “strongly disagree.” “Do not know” responses are not included in this summary discussion.

a. **Educational Quality and Value**

In general, respondents indicated that KCC effectively provides a quality education: 62% of respondents felt that KCC’s performance in this area is either “strong” or “very strong,” while 28% rated performance here as “adequate.” In response to another, related question, 79% of respondents either strongly agreed or agreed that KCC classroom instruction is effective and of high quality.

![Pie chart showing how respondents rated KCC's performance in delivering a quality education.]

Similarly, in terms of the value of a KCC education – academic quality plus the cost of attendance – 70% of respondents indicated that KCC offers “very high value” or “high value.” Twenty-three percent (23%) of respondents rated KCC’s value as “adequate.”
b. **Provision of Professional Development**
Fifty-nine percent (59%) of respondents either strongly agreed or agreed that KCC provides appropriate professional development opportunities, while 29% of respondents were neutral on this question or disagreed or strongly disagreed.

c. **Use of Technology in Education**
Sixty-three percent (63%) of respondents indicated that KCC effectively uses online and technology-enable curricula, while 22% of respondents were neutral on this question or disagreed or strongly disagreed.

Survey respondents were also asked to rank the top three areas in which KCC excels today. The five most highly-ranked areas are presented below.

d. **Ensuring Access:**
Providing services (e.g., open admission, flexible scheduling, online education) to ensure access to all students and workers.

e. **Career and Technical Education:**
Providing quality technical/occupational programs that prepare students for in-demand jobs and careers in the community.
f. **Effectively Preparing Students to Attain Degrees:**
   Providing quality academic programs that prepare students for associate’s degrees, bachelor’s degrees, and beyond.

g. **K-12 Education System Partnerships:**
   Partnering effectively with the primary and secondary education system to help prepare students to transition to college.

h. **Partnerships with Other Post-Secondary Education Institutions:**
   Partnering effectively with four-year colleges and universities to support students’ transfer to baccalaureate programs.

2. **Areas for Focus**

In response to the following questions, respondents were asked to indicate their level of agreement with a variety of statements, from “strongly agree” to “strongly disagree.” “Do not know” responses are not included in this summary discussion.

a. **Student Engagement**
   Fifty-five percent (55%) of respondents were neutral, disagreed, or strongly disagreed that students are actively engaged in campus activities, while only 30% strongly agreed or agreed that students are engaged in this manner.

b. **Faculty and Staff Engagement in Decision-Making**
   While 44% of respondents strongly agreed or agreed that KCC faculty and staff are engaged in programmatic and operational decision-making, 32% were neutral or disagreed or strongly disagreed with this statement, suggesting a potential need.

c. **College Support Services**
   While 58% of survey respondents felt that KCC’s support services, such as advising and coaching, are effective in meeting student needs, 33% were neutral or disagreed or strongly disagreed. This is raised here as a potential need given the importance of support services in college completion and credential attainment.

d. **Job Placement**
   Forty-three percent (43%) of respondents were neutral or disagreed or strongly disagreed that KCC effectively places students in good jobs, while only 21% agreed or strongly agreed with this statement.
e. **Effective Use of Student Data**

While 42% of respondents strongly agreed or agreed that KCC effectively uses student data to inform institutional decision-making, program design, and continuous improvement, 29% were neutral or disagreed or strongly disagreed with this statement, suggesting a potential need.

Survey respondents were also asked to rank the top three areas KCC must address within the next five years. The five most highly-ranked areas are presented below.

f. **Enhancing Access:**

Improving services (e.g., open admission, flexible scheduling, online education) to ensure better access to all students and workers.

g. **Expanding Partnerships with the K-12 Education System:**

Improving partnerships with the primary and secondary education system to better prepare students to transition to college.

h. **Improving Credential Attainment:**

Increasing the number of students that receive credentials (e.g., degrees and certificates).

i. **Focusing on Academic Quality:**

Improving/maintaining the quality of existing academic programs and curricula.

j. **Improving “Developmental” Education:**

Improving educational programs and coursework (e.g., GED preparation, mathematics, reading) to prepare students for college-level study and work.

E. **A Targeted Look at Employer/Industry Engagement and Workforce/Talent Development Needs**

This section synthesizes survey respondents’ input related to KCC’s efforts to engage with employers and industries; KCC’s performance in developing candidates for positions in the local employment market; and projected regional workforce needs and skill development priorities.
1. **Employer and Industry Engagement**

Respondents were asked to assess how effectively KCC works with area employers and industry representatives to design responsive college education and training programs:

- Extremely effectively: 8%
- Effectively: 37%
- Somewhat effectively: 16%
- Not effectively: 3%
- Do not know: 37%

While a near-majority of responses indicated that KCC is working with a positive level of effectiveness in this area, it still appears that there is an opportunity to enhance employer outreach and engagement and program and curriculum alignment. That 37% of respondents indicated that they “do not know” about KCC’s efforts in this area may also suggest an opportunity for KCC to pursue a more proactive and visible role in supporting talent pipeline development for targeted industry sectors in the region.

2. **Student/Worker Training for Area Jobs**

Forty-two percent (42%) of survey respondents indicated that they or their companies or organizations have hired a KCC student or graduate. Respondents were asked to indicate the degree to which they agreed that KCC hires were well-trained by KCC for the jobs for which they were hired:
It’s very positive that 73% of respondents feel that KCC is effectively developing students for available jobs. At the same time, however, additional survey data, discussed previously, indicates that KCC could improve its efforts to place students in jobs in demand in the regional economy.

3. **Anticipated Workforce Challenges**

Survey respondents were asked to rank the most critical workforce challenges they anticipate KCC’s region to face over the next three to five years. Those challenges are ranked here in descending order (most critical challenges listed first):

- Recruiting skilled technical workers
- Upgrading the skills of existing workers
- Recruiting highly-educated/credentialed workers
- Retaining workers
- Recruiting entry-level workers
- Other (please describe):
4. Priority Workforce Skill Needs

Survey respondents were asked to rank the most essential skill sets that KCC should provide to students relative to tomorrow’s high-growth jobs. Those skills are ranked here in descending order (most critical needs listed first):

a. Basic skills (math, English, writing)
b. Applied math and science skills
c. Computer application skills
d. Industry-specific training
e. Business skills (financial, management, administrative)
f. Soft skills (communication, teamwork, project management)

F. Highlights from Responses to Open-Ended Survey Questions

The KCC stakeholder survey included two fully open-ended, narrative-response questions:

- What programs or services would you like to see KCC offer or improve?
- What “forward-thinking” innovations should KCC consider?

This discussion summarizes some of the most common responses to these two questions.

1. Expand and Align KCC Programs and Curricula to Regional Industry and Workforce Demand

Many respondents stressed the importance of expanding and aligning KCC programs and curricula to regional industry and workforce demand. Enhancing job shadowing, service learning, and internship opportunities with area employers is desired. This may include expanding articulation agreements for industry-driven pre-apprenticeship and Registered Apprenticeship programs in target industries. In addition, employers noted that KCC’s occupational programs are not always flexible as they would prefer with regard to workforce demand.

2. Enhance and Better Coordinate College Support Services across Departments

Respondents indicated that college support services should be enhanced and better-coordinated across departments. More intensive counseling, advising, mentoring, and tutoring were advocated to ensure student retention, success, and completion. Several respondents noted the need for a more proactive focus on (and support for) ensuring college completion and credential (certificate or degree) attainment. Expanding career counseling and job placement supports were also frequently-noted.
3. **Expand Offerings that Enhance Accessibility and Convenience for Students**

Expanding offerings that enhance accessibility and convenience for students, such as online and hybrid courses and scheduling that better accommodates students (rather than instructors), was recommended.

4. **Better Prepare and “Prime” High School Students for Post-Secondary Educational Expectations and Demands**

There were a significant number of responses related to better preparing and “priming” high school students for post-secondary educational expectations and demands. Expanding dual-credit/articulation agreements between high school/college courses for area students was a strong recommendation.

5. **Improve “Developmental”/“Remedial” Education**

“Developmental” education is a significant need, one that KCC and the K-12 system should more fully take up collaboratively. Many respondents noted that high school graduates arrive at KCC unprepared to undertake college level work, and need significant “remediation.”

6. **Enhance Collaboration and Articulation with Four-Year Education Institutions**

Several respondents noted the need to enhance collaboration (and articulation) with four-year education institutions in order to facilitate students’ transfer from KCC to four-year institutions and help build the region’s talent pipeline via students’ advanced credential attainment.

7. **Provide Support and Incentives for a Collaborative, Cross-Disciplinary Teaching Model**

Respondents cited a need for a collaborative, cross-disciplinary teaching model that integrates and aligns “silod” areas of study.

8. **Position KCC as a Prominent and Effective Community Leader and Convener**

Respondents noted the need for KCC to function more prominently as a community leader and convener, particularly around educational articulation and workforce preparation issues.
9. **Foster More Regular Discussion and Collaboration between College Administrators and Faculty to Advance Educational Innovation**

KCC faculty expressed a desire for more regular dialogue and collaboration with college administrators in order to develop and garner support for the implementation of innovative new ideas and approaches.

10. **Invest in KCC’s Facilities, Infrastructure, and Appearance**

Based upon survey responses, it appears that additional investment in KCC’s facilities, infrastructure, and appearance is desired.
Part III.  ECONOMIC AND WORKFORCE DATA REPORT

Kankakee Community College

2013 Environmental Scan
Economic and Workforce Data Report

Prepared by the Kankakee Community College Office of Institutional Research in collaboration with Economic Modeling Specialists International
On behalf of the Office of Institutional Research, I would like to recognize and thank the following contributors to this data report:

Hamilton Galloway, EMSI Senior Consultant
Rick Maher, President and CEO, Maher & Maher
Monica Quinlan, Coordinator, KCC Office of Institutional Research
Elizabeth Becvar, Administrative Assistant, KCC Office of Institutional Research
Ellen Skelly, Publications Coordinator, KCC Marketing Department
Kris Condon, Professor in Corporate and Continuing Education and the Business Division
Dr. Bert Jacobson, KCC Dean of Environmental and Institutional Sustainability and Chair of the Strategic Planning Oversight Committee
All members of the FY 2013 Strategic Planning Oversight Committee

--Dr. Vicki Magee, Director, KCC Office of Institutional Research
A. Introduction

Staff members of Kankakee Community College’s Office of Institutional Research (IR) collaborated with Hamilton Galloway of Economic Modeling Specialists International (EMSI) to prepare this report. Galloway is an EMSI economist and senior consultant working with Rick Maher’s firm, Maher & Maher, which was hired to facilitate activities related to the college’s 2013 Environmental Scan and 2013-2017 Strategic Plan. Galloway directed KCC’s development of this report. Methodologies used to create this report are from models created by EMSI, which has a national and international reputation as a leading source for predictive analytic reports. Such reports are used to inform planning among workforce development boards, economic development groups, educational institutions, government entities, and business enterprises.

Please consider the following:

- **Scope.** This report provides projections about demographics and workforce trends in Kankakee and Iroquois counties from 2007-2017 unless otherwise indicated.

- **One measure among many.** Multiple data perspectives are captured in this analysis at both high levels and detailed levels. Inasmuch, sufficient, objective data are presented in the report to begin prioritizing needs and strategies. Once the college reviews all the data collected and identifies strategic planning priorities, further data reports may be needed. Please do not use this report as a sole source to inform strategic planning. Incorporation of tacit knowledge of the service area, as well as the needs of KCC students and local business, are encouraged.

- **About inconsistencies.** Because probability studies are not based on an absolute science, there are some slight inconsistencies in this report. This is not uncommon; inconsistencies should be viewed as a result of varying statistical formulas and not as errors. EMSI model results are specifically designed to be either conservative or on par with state-level and sub-state projections as modeled by the Illinois Department of Employment Security.

- **Two value add-ons.** This report includes two value add-ons: (1) to maximize readers’ ability to interpret findings and consider possible implications, there are 26 figures in this report, each followed by a brief recap of the results, as well as possible implications of the findings; and (2) two summaries—the first with possible implications related to finding; another with data highlights. Content in the two summaries are provided as a starting point for strategic planning.

For more information, please contact
Dr. Bert Jacobson, Chair of the KCC Strategic Planning Oversight Committee
bjacobson@kcc.edu (815) 802-8242

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2 KCC used the Economic Modeling Specialists International (EMSI; [http://www.economicmodeling.com/](http://www.economicmodeling.com/)) database, in part, to create this report. EMSI provides economic impact reports showing various factors on the economy and workforce.

Kankakee Community College
2013 Environmental Scan:

**B. Possible Implications**

The college might set outreach, recruitment, and/or completion goals related to:

1. The projected increases in the number of White Hispanic residents (Fig. 1, 2, 4)
2. The projected decrease in all residents’ attainment of associate degrees (Fig. 6)
3. The projected decrease in females’ attainment of associate degrees (Fig. 7)
4. The projected decrease in Black Non-Hispanic males’ attainment of associate degrees (Fig. 8)
5. The projected decrease in Black Non-Hispanic females’ attainment of associate degrees (Fig. 8)
6. The projected decrease in White Hispanic females’ attainment of associate degrees (Fig. 8)

The college might assess local need for workforce increases and decreases in these areas:

7. The projected increase in jobs in business and financial operations\(^5\) (Fig. 9, 10, 11, 12)
8. The projected decrease in agriculture, construction, and manufacturing jobs (Fig. 11)
9. The projected completer gaps\(^6\) in real estate jobs, business, and child care jobs (Fig. 21)
10. The projected completer surpluses\(^7\) in healthcare jobs (Fig. 22)
11. The projected increases and decreases in jobs associated with KCC’s credit programs (Fig. 15)

The college might convene select community stakeholders to review findings related to:

12. The projected decrease in residents with high school diplomas (Fig. 7)
13. The projected decrease in residents with bachelor’s degree (Fig. 6)
14. The projected increase in residents in age group 55-79 years (Fig. 4)
15. The projected loss to the local economy of $840,462,000 from those working in, but living outside of, Kankakee/Iroquois counties (Fig. 23)

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\(^4\) See the 27 Figures for other possible implications.
\(^5\) Some, not all, of financial operations jobs require a bachelor’s degree.
\(^6\) Includes gaps based on Kankakee Community College and Olivet Nazarene University completers.
\(^7\) Ibid.
Kankakee Community College  
Environmental Scan:

C. Selected Data Highlights

[Note: Results below include industry\(^8\) and occupation\(^9\) projections.]

1. **Projected demographic changes**
   - 14% increase Hispanic population, 2012-2017 (Fig. 1)
   - 51% increase Hispanic population age 10-14 years, 2007-2017 (Fig. 3)
   - 52% increase Hispanic population age 15-19 years, 2007-2017 (Fig. 3)
   - 42% increase Hispanic population age 22-24 years, 2007-2017 (Fig. 3)

2. **Projected educational attainment changes (2007-2017)**
   - 5% decrease All residents’ attainment of associate degrees (Fig. 6)
   - 2% decrease All residents’ attainment of bachelor’s degrees (Fig. 6)
   - 5% decrease Females’ attainment of high school diplomas (Fig. 7)
   - 14% decrease Females’ attainment of associate degrees (Fig. 7)
   - 57% decrease Black Non-Hispanic males’ attainment of associate degrees (Fig. 8)
   - 22% decrease Black Non-Hispanic females’ attainment of associate degrees (Fig. 8)
   - 94% decrease White Hispanic females’ attainment of associate degrees (Fig. 8)

3. **Three industries projected to gain the most additional jobs (2012-2017)**
   - Health Care and Social Assistance 993 additional jobs (Fig. 10)
   - Finance and Insurance 375 additional jobs (Fig. 10)
   - Accommodation & Food Services 226 additional jobs (Fig. 10)

4. **Three industries projected to lose the most jobs (2012-2017)**
   - Ag./Forestry/Fishing/Hunting 708 fewer jobs (Fig. 10)
   - Manufacturing 325 fewer jobs (Fig. 10)
   - Construction 149 fewer jobs (Fig. 10)

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\(^8\) **Definition of occupation**: A set of activities or tasks that employees are paid to perform. Employees that perform essentially the same tasks are in the same occupation, whether or not they work in the same industry. Some occupations are concentrated in a few particular industries; other occupations are found in many industries. **Definition of industry**: A group of establishments that produce similar products or provide similar services. For example, all establishments that manufacture automobiles are in the same industry. A given industry, or even a particular establishment in that industry, might have employees in dozens of occupations. The North American Industry Classification System (NAICS) groups similar establishments into industries. NAICS replaces the former Standard Industrial Classification (SIC) system.

From: [http://www.bls.gov/bls/glossary.htm#O](http://www.bls.gov/bls/glossary.htm#O)

\(^9\) Ibid.
5. Three industries projected to gain the most additional jobs (2007-2017)
   Health Care and Social Assistance 1,868 additional jobs (Fig. 11)
   Finance and Insurance 1,280 additional jobs (Fig. 11)
   Government 551 additional jobs (Fig. 12)

6. Three industries projected to lose the most jobs (2007-2017)
   Ag./Forestry/Fishing/Hunting 1,156 jobs lost (Fig. 11)
   Construction 950 jobs lost (Fig. 11)
   Manufacturing 811 jobs lost (Fig. 11)

7. Three occupations projected to gain the most additional jobs (2007-2017)
   Business/Financial Operations 724 additional jobs (Fig. 12)
   Health Care Support 614 additional jobs (Fig. 12)
   Personal Care and Service 593 additional jobs (Fig. 12)

8. Three occupations projected to lose the most jobs (2007-2017)
   Construction/Extraction 720 fewer jobs (Fig. 12)
   Production 551 fewer jobs (Fig. 12)
   Management 535 fewer jobs (Fig. 12)

9. Three occupations projected to gain the most jobs associated with KCC's credit programs (2007-2017)
   Registered nursing 179 additional jobs (Fig. 15)
   Nursing assistant/aid/etc. 137 additional jobs (Fig. 15)
   Middle school teachers 121 additional jobs (Fig. 15)

10. Three occupations projected to lose the most jobs associated with KCC's credit programs (2007-2017)
    Automotive/Auto. Mechanics, etc. 100 fewer jobs (Fig. 15)
    Construction Engineering Tech., etc. 96 fewer jobs (Fig. 15)

    By 2017, projections show 15,080 jobs associated with KCC's credit programs. Of those, there will be 961 new jobs¹⁰ associated with only 21 of KCC’s credit programs. Furthermore, projections show a loss of 492 jobs in 18 of KCC’s credit programs. This suggests by 2017, KCC may have educated students in 18 credit programs where jobs are projected to decrease in Kankakee and Iroquois counties. (Fig. 15)

12. Three projected completer gaps by occupation¹¹ (for jobs requiring high school or more, including certificates and associate degrees; Job Zones 2 and 3)
    Real estate 77 completer gaps each year (Fig. 22)
    Bus. support services & retailing 56 completer gaps each year (Fig. 22)
    Bus. operations/support specialists 39 completer gaps each year (Fig. 22)

¹⁰ In three of KCC’s credit programs there is no increase or decrease in the number of jobs from 2007-2017.
¹¹ Occupations requiring a high school diploma or more, including a certificate or associate degree
13. **Three projected completer surpluses** by occupation (for jobs requiring high school or more, including certificates and associate degrees; Job Zones 2 and 3)

- Registered nursing: 222 completer surpluses each year (Fig. 24)
- LPN: 43 completer surpluses each year (Fig. 24)
- Nursing assistant: 27 completer surpluses each year (Fig. 24)

14. **Economic loss from those working in, but living outside of, Kankakee/Iroquois counties**

The total projected loss to the local economy is $840,462,000. The calculation for this amount added two categories: (1) the income of those who live outside Kankakee and Iroquois counties but work in the two counties ($342,389,000 loss); and (2) property income earned from owners who live outside of the two counties (loss of $498,073,000). (Fig. 23)

**D. Demographics**

Paraphrased:\[13\]: Government policymakers and planners use population projections to project future demand for food, water, energy, and services, and to more fully understand future demographic characteristics. Population projections can alert policymakers to major trends that may affect economic development and help policymakers craft policies that can be adapted for various projection scenarios.

The accuracy of population projections has been attracting more attention, driven by concerns about the possible long-term effects of aging, HIV/AIDS, and other demographic trends. The National Research Council of the U.S. National Academy of Sciences convened a panel of experts in 1998 to examine the assumptions, accuracy, and uncertainty related to the most widely used population projections and to recommend ways to improve these projections. After extensive review, the panel concluded in July 2000 that current world population projections to the year 2050 are based on sound scientific evidence and provide plausible forecasts of demographic trends.

\[12\] Ibid.

Note: Figure 1 includes all racial groups in Kankakee and Iroquois counties. In preparing this report, the high percent changes shown for residents with two or more races (rows 2 and 3) was observed. This is most likely due to changes in the data collection forms.

**Figure 1. Projected overall population change (number, percent, and racial group) (2012-2017).**

<table>
<thead>
<tr>
<th>Racial Group</th>
<th>2012</th>
<th>2017</th>
<th># change</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or more races Non-Hispanic</td>
<td>2,094</td>
<td>4,114</td>
<td>2,020</td>
<td>96%</td>
</tr>
<tr>
<td>Two or more races Hispanic</td>
<td>374</td>
<td>492</td>
<td>118</td>
<td>32%</td>
</tr>
<tr>
<td>American Indian Hispanic</td>
<td>319</td>
<td>396</td>
<td>77</td>
<td>24%</td>
</tr>
<tr>
<td>Asian Hispanic</td>
<td>69</td>
<td>85</td>
<td>16</td>
<td>23%</td>
</tr>
<tr>
<td>White Hispanic(^\text{14})</td>
<td>11,442</td>
<td>12,993</td>
<td>1,551</td>
<td>14%</td>
</tr>
<tr>
<td>Black Hispanic</td>
<td>455</td>
<td>516</td>
<td>61</td>
<td>13%</td>
</tr>
<tr>
<td>Asian Non-Hispanic</td>
<td>1,252</td>
<td>1,400</td>
<td>148</td>
<td>12%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>17,552</td>
<td>17,805</td>
<td>253</td>
<td>1%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>110,204</td>
<td>108,283</td>
<td>(1,921)</td>
<td>(2%)</td>
</tr>
<tr>
<td>American Indian Non-Hispanic</td>
<td>242</td>
<td>229</td>
<td>(13)</td>
<td>(5%)</td>
</tr>
<tr>
<td>Hawaiian, Pacific, Isl. Hispanic</td>
<td>12</td>
<td>8</td>
<td>(4)</td>
<td>(33%)</td>
</tr>
<tr>
<td>Hawaiian, Pacific, Isl. Non-Hispanic</td>
<td>35</td>
<td>22</td>
<td>(13)</td>
<td>(37%)</td>
</tr>
<tr>
<td>Total</td>
<td>144,050</td>
<td>146,343</td>
<td>2,293</td>
<td>2%</td>
</tr>
</tbody>
</table>

Figure 1 tells us over the next five years:

- The population is projected to increase by 2% or 2,293 residents.
- The population of White Hispanics is projected to increase by 14% or 1,551 residents.
- The population of Black Hispanics is projected to increase by 13% or 61 residents.
- The population of Black Non-Hispanics is projected to increase by 1% or 253 residents.

Possible implication:

1. To learn more about the educational needs of the growing Hispanic population

Note: In order to more fully understand the demographics of the growing Hispanic population, Figures 2 and 3 further illustrate population changes among White Hispanic residents by age.

\(^\text{14}\) The Illinois Community College Board defines a White Hispanic as someone who identifies as racially white and of Hispanic descent.
Figure 2. Projected change in the number of White Hispanic residents by age (2007-2017).

Figure 2 tells us by 2017:

- Among White Hispanic residents, the population is projected to increase the most among individuals ages 10-24 years.
Figure 3. Projected percent increase among White Hispanic residents by age (2007-2017).

Figure 3 tells us from 2007-2017:

- In contrast to Figure 2 projections with the highest number of additional residents in the age group 10-24 years, Figure 3 shows the greatest percent increases (70% increase or more) are projected for residents in the age groups 50-85 years.

Possible implication for Figures 2 and 3:

1. To assess the educational and support needs of the growing Hispanic population
Figure 4. Projected population change among all residents by age (2012-2017).

Figure 4 tells us from 2012-2017:

- Projections show an increase among residents in the age group 55-79 years, an increase of 3,346 individuals.

- Projections show a decrease among residents in the age group 40-54 years, a decrease of 2,423 individuals.

Possible implication:

1. To consider creating an action plan to support the educational needs of residents in the age group 55-79 years
E. Educational Attainment of Adults Over the Age of 25 Years

The next section on Educational Attainment characterizes and describes the educational attainment of the regional population for adults 25 years old and above. Adult educational attainment is broken out by: (1) less than a high school degree; (2) 9th to 12th grade; (3) high school degree; (4) some college (see footnote on next page for definition of “some college”); (5) associate degree; (6) bachelor’s degree; and (7) graduate degree or higher. Furthermore, educational attainment levels of the adult populations are analyzed with a focus on associate and bachelor’s degree attainment in Kankakee and Iroquois counties by gender and race. This information is useful for determining the particular education needs of different ethnic segments of the population.

Note: Figures 5-8 show the educational attainment of the adult population over the age of 25 years. This information is useful for identifying potential target markets and population segments with significant education attainment deficiencies.
Figure 5. 2012 Snapshot: Educational attainment of residents over the age of 25 years. [Based on a headcount of 94,704 residents over the age of 25 years.]

Figure 5 tells us in 2012:

- 52% of residents had attained high school diplomas or less
- 24% of residents had some college\(^{15}\) education
- 10% of residents had attained bachelor’s degrees
- 8% of residents had attained associate degrees
- 6% of residents had attained graduate degrees

\(^{15}\) The “some college” category includes individuals who attended college but did not successfully obtain a degree and individuals who have received a post-secondary vocational award or professional certification but did not receive an associate or bachelor’s degree.
Figure 6. Projected percent change among all residents over the age of 25 years (graduate degrees not included) (2007-2017).

Figure 6 tells us from 2007-2017:

- Residents’ attainment of a 9th to 12th grade education is projected to increase by 91%. This suggests more residents will advance to high school, but may not attain a high school diploma.
- Residents’ attainment of some college is projected to increase by 9%.
- Residents’ attainment of associate degrees is projected to decrease by 5%.
- Residents’ attainment of bachelor’s degree is projected to decrease by 2%.

Possible implications:

1. To set a measurable recruitment goal to enroll more area residents in college
2. To set a measurable goal to increase area residents’ attainment of associate degrees

Note: More fully understanding the projected changes in educational attainment by gender may assist in educational outreach and planning. Figure 7 drills down educational attainment among residents over the age of 25 years by gender.

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16 Ibid.
Figure 7. Projected percent change among all residents over the age of 25 years (to associate degree) by gender (2007-2017).

<table>
<thead>
<tr>
<th></th>
<th>Less than 9th grade education</th>
<th>9th to 12th grade education</th>
<th>HS diploma</th>
<th>Some college</th>
<th>Associate degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>(57%)</td>
<td>88%</td>
<td>6%</td>
<td>3%</td>
<td>11%</td>
</tr>
<tr>
<td>Females</td>
<td>(52%)</td>
<td>96%</td>
<td>(5%)</td>
<td>15%</td>
<td>(14%)</td>
</tr>
</tbody>
</table>

Figure 7 tells us when comparing 2007 to 2017:

- The projected number of males with less than a 9th grade education will decrease by 57%; the number of females will decrease by 52%. The number of males and females with a 9th to 12th grade education will increase 88% and 96% respectively.

- The projected number of females’ attainment of high school diplomas will decrease by 5%.

- The projected number of males and females with some college will increase by 3% and 15% respectively.

- The projected attainment of associate degrees by females will decrease by 14% and increase by 11% among males.

Possible implications:

1. To create an action plan with area high schools to assist female students to complete high school diplomas and perhaps direct them to KCC programs for high-demand occupations

2. To create an action plan to assist more females to the GED program and/or to attain associate degrees

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17 Ibid.
Figure 8. Projected number/percent change in educational attainment of residents over age 25 years by predominant racial groups and gender (2007-2017).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1,692</td>
<td>1,887</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>451</td>
<td>86</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>118</td>
<td>236</td>
</tr>
<tr>
<td>9th to 12th grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>2,055</td>
<td>1,831</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>422</td>
<td>407</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>558</td>
<td>367</td>
</tr>
<tr>
<td>High school diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>79</td>
<td>1,224</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>846</td>
<td>7</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>72</td>
<td>251</td>
</tr>
<tr>
<td>Some college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>141</td>
<td>1,013</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>131</td>
<td>249</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>147</td>
<td>189</td>
</tr>
<tr>
<td>Associate degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>338</td>
<td>381</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>167</td>
<td>116</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>62</td>
<td>155</td>
</tr>
</tbody>
</table>

*Due to a change from 2 White Hispanic males in 2007 with an associate degree to 62 White Hispanic males with an associate degree in 2017.

Figure 8 tells us by 2017:
- Black Non-Hispanic males’ attainment of associate degrees will decrease by 57% (167 males).
- Black Non-Hispanic females’ attainment of associate degrees will decrease by 22% (116 females).
- White Hispanic females’ attainment of associate degrees will decrease by 94% (155 females).
- White Non-Hispanic females’ attainment of high school diplomas will decrease by 8% (1,224 females).

Possible implications:
1. To explore with areas stakeholders the need for an action plan to address the decrease of 1,224 White Non-Hispanic females’ attainment of high school diplomas and/or to help females attain a GED
2. To focus KCC’s efforts to support the completion of associate degrees among Black Non-Hispanic males, Black Non-Hispanic females, and White Hispanic females
F. Workforce Trends

While understanding employment trends and industry concentration is crucial for addressing mid- and long-term strategies, evaluating unemployment within industries provides a key picture of where workforce talent is currently displaced and assists with developing short-term solutions. Additionally, when combined with industry trends, the analysis can indicate where a skills mismatch may be occurring or provide further context to identify opportunities and/or training programs for transitioning workers.¹⁸

EMSI publishes unemployment estimates for every top-level industry category at the county level (in this case, Kankakee and Iroquois counties) by combining a number of available sources, such as published data from the U.S. Bureau of Labor Statistics (BLS) Local Area Unemployment Statistics (LAUS) and the BLS Characteristics of the Insured Unemployed (CIU). EMSI then uses a combination of statistical methods to determine unemployment rates for every 2-digit industry at the county level.

Traditional unemployment rates are published in the BLS's LAUS. These rates are percentages of people in the total workforce that are unemployed at the county level regardless of industry or occupation. The BLS also publishes CIU, which includes a breakout of the percentage of people unemployed by industry and occupation at the state level.

EMSI’s goal is to get from unemployment rates for the total workforce at the county level—and unemployment rates for industries and occupations at the state level—to unemployment rates for every industry and occupation at the county level. In addition, since LAUS only captures people on unemployment insurance, EMSI must provide an estimate of the total number of people unemployed.

In order to reach an estimate of the total number of unemployed people at the county level¹⁹, EMSI starts by applying the ratio that expresses how long it takes for workers to find another job to the number of people on covered unemployment (LAUS). State ratios of unemployment by industry and occupation are then used to break out unemployment by industry and occupation at the county level. Finally, EMSI adjusts unemployment by industry and occupation at the county level based on ratios developed for how many people will stay in the region looking for a job depending on the growth/decline in industries. A declining industry will have a greater number of people unemployed and a growth industry will have fewer people unemployed.

¹⁸ High unemployment rates in industries experiencing high growth/recovery rates could indicate a mismatch between the skills of the unemployed and the skill demands of employers. This in turn can pose an opportunity for KCC to develop training programs to upgrade the skills of the unemployed or coordinate training activities with employers to assist in upgrading the skills of the workforce.

¹⁹ Note: Unemployment insurance lasts for six months. After that time a person may still be unemployed. EMSI has developed ratios that express how long it takes for workers to find another job based on their industry (white collar workers have a tendency to find a new job more quickly). By applying these ratios to the number of people on covered unemployment, we get an estimate of the total number of people unemployed.
Figure 9. Projected increase in jobs by occupation not necessarily linked to KCC’s credit programs (2012-2017).

Figure 9 tell us by 2017:
- In the occupations listed in Figure 9, the most jobs are projected in personal financial advisors and loan officers, registered nursing, and business operations support specialists.
Figure 10. Projected number/percent change in jobs by industry\(^{20}\) (2012-2017).

<table>
<thead>
<tr>
<th>Industry</th>
<th>2012 Jobs</th>
<th>2017 Jobs</th>
<th># change</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Services (Private)</td>
<td>51</td>
<td>62</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Information</td>
<td>748</td>
<td>851</td>
<td>103</td>
<td>14%</td>
</tr>
<tr>
<td>Mgmt. of Companies &amp; Enterprises</td>
<td>210</td>
<td>240</td>
<td>30</td>
<td>14%</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>3,461</td>
<td>3,836</td>
<td>375</td>
<td>11%</td>
</tr>
<tr>
<td>Arts, Entertainment, and Recreation</td>
<td>1,003</td>
<td>1,100</td>
<td>97</td>
<td>10%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>10,381</td>
<td>11,374</td>
<td>993</td>
<td>10%</td>
</tr>
<tr>
<td>Unclassified Industry</td>
<td>48</td>
<td>53</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Prof. Scientific &amp; Technical Services</td>
<td>1928</td>
<td>2,102</td>
<td>174</td>
<td>9%</td>
</tr>
<tr>
<td>Admin. &amp; Support/Waste Mgmt.</td>
<td>3,071</td>
<td>3,351</td>
<td>280</td>
<td>9%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>4,220</td>
<td>4,551</td>
<td>331</td>
<td>8%</td>
</tr>
<tr>
<td>Real Estate and Rental and Leasing</td>
<td>8,899</td>
<td>2,029</td>
<td>130</td>
<td>7%</td>
</tr>
<tr>
<td>Other (except Public Administration)</td>
<td>4,001</td>
<td>4,186</td>
<td>185</td>
<td>5%</td>
</tr>
<tr>
<td>Government</td>
<td>7,222</td>
<td>7,448</td>
<td>226</td>
<td>3%</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>2,760</td>
<td>2,805</td>
<td>45</td>
<td>2%</td>
</tr>
<tr>
<td>Mining, Quarrying (Oil/Gas Extraction)</td>
<td>55</td>
<td>56</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>3,174</td>
<td>3,182</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Construction</td>
<td>2,902</td>
<td>2,753</td>
<td>(149)</td>
<td>(2%)</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>8,041</td>
<td>7,911</td>
<td>(130)</td>
<td>(2%)</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>5,797</td>
<td>5,472</td>
<td>(325)</td>
<td>(6%)</td>
</tr>
<tr>
<td>Utilities</td>
<td>134</td>
<td>119</td>
<td>(15)</td>
<td>(11%)</td>
</tr>
<tr>
<td>Ag., Forestry, Fishing and Hunting</td>
<td>2,762</td>
<td>2,054</td>
<td>(708)</td>
<td>(26%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70,868</strong></td>
<td><strong>65,535</strong></td>
<td><strong>1,667</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>

Figure 10 tell us from 2012-2017:

- There will be a projected 2% increase in jobs by industry, or 1,677 additional jobs.

- The projected industries with the highest change in the number of jobs (other than the 331 in Accommodations and Food Services because these are mostly low paying jobs) include: 993 Health Care and Social Assistance jobs; 375 Finance and Insurance jobs; and 280 in Administrative & Support/Waste Mgmt.

Possible implications:

1. Consider the academic programming implications, if any, related to the projected decrease of 708 jobs in Agriculture, Forestry, Fishing and Hunting, as well as the loss of 325 jobs in manufacturing.

\(^{20}\) From EMSI Legacy Report.
### Figure 11. Projected change in the number jobs by industry (2007-2017).
[Include all Job Zone classifications; by SOC (see footnote 17).]

<table>
<thead>
<tr>
<th>Industry</th>
<th>Change in jobs 2007-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Social Assistance</td>
<td>1,868</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>1,280</td>
</tr>
<tr>
<td>Government</td>
<td>551</td>
</tr>
<tr>
<td>Educational Services (Private)</td>
<td>417</td>
</tr>
<tr>
<td>Real Estate and Rental and Leasing</td>
<td>400</td>
</tr>
<tr>
<td>Arts, Entertainment, and Recreation</td>
<td>314</td>
</tr>
<tr>
<td>Professional, Scientific, and Technical Services</td>
<td>213</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>173</td>
</tr>
<tr>
<td>Information</td>
<td>83</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>71</td>
</tr>
<tr>
<td>Admin. Support and Waste Management and Remediation Services</td>
<td>14</td>
</tr>
<tr>
<td>Unclassified Industry</td>
<td>2</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>(1)</td>
</tr>
<tr>
<td>Utilities</td>
<td>(11)</td>
</tr>
<tr>
<td>Mining, Quarrying, and Oil and Gas Extraction</td>
<td>(19)</td>
</tr>
<tr>
<td>Other Services (except Public Administration)</td>
<td>(232)</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>(247)</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>(762)</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>(811)</td>
</tr>
<tr>
<td>Construction</td>
<td>(950)</td>
</tr>
<tr>
<td>Ag/Forestry/Fishing and Hunting</td>
<td>(1,156)</td>
</tr>
</tbody>
</table>

Figure 11 tell us by 2017:

Fewer jobs are projected in these four industries:
- Agriculture/etc. (1,156 fewer jobs)
- Construction (950 fewer jobs)
- Manufacturing (811 fewer jobs)
- Retail Trade (762 fewer jobs)

The most jobs are projected in these three industries:
- Health Care and Social Assistance (1,868 additional jobs)
- Finance and Insurance (1,280 additional jobs)
- Government (551 additional jobs)

Possible implication:
1. Consider the implications, if any, of the findings in Figure 11 related to credit and non-credit course planning; further define the types of jobs listed in “Health Care and Social Assistance.”
Figure 12. Projected change in the number of jobs by occupation (2007-2017).

[Includes all Job Zones; by SOC.]

<table>
<thead>
<tr>
<th>Jobs by occupation</th>
<th>Number of jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business /Financial Operations</td>
<td>724</td>
</tr>
<tr>
<td>Health Care Support</td>
<td>614</td>
</tr>
<tr>
<td>Personal Care and Service</td>
<td>593</td>
</tr>
<tr>
<td>Education/Training/Library</td>
<td>592</td>
</tr>
<tr>
<td>Food Prep/Serving Related</td>
<td>458</td>
</tr>
<tr>
<td>Healthcare Practitioners/Technical</td>
<td>438</td>
</tr>
<tr>
<td>Building/Grounds/Cleaning/Maintenance</td>
<td>418</td>
</tr>
<tr>
<td>Sales/Related</td>
<td>159</td>
</tr>
<tr>
<td>Art/Design/Entertainment/Sports/Media</td>
<td>276</td>
</tr>
<tr>
<td>Community/Social Service</td>
<td>59</td>
</tr>
<tr>
<td>Legal Occupations</td>
<td>24</td>
</tr>
<tr>
<td>Life/Physical/Social Science</td>
<td>13</td>
</tr>
<tr>
<td>Computer/Mathematic</td>
<td>12</td>
</tr>
<tr>
<td>Unclassified</td>
<td>(1)</td>
</tr>
<tr>
<td>Military</td>
<td>(2)</td>
</tr>
<tr>
<td>Architecture/Engineering</td>
<td>(56)</td>
</tr>
<tr>
<td>Protective Service</td>
<td>(77)</td>
</tr>
<tr>
<td>Installation/Maintenance/Repair</td>
<td>(173)</td>
</tr>
<tr>
<td>Transportation/Material Moving</td>
<td>(288)</td>
</tr>
<tr>
<td>Office &amp; Admin. Support</td>
<td>(322)</td>
</tr>
<tr>
<td>Farming/Fishing/Forestry</td>
<td>(455)</td>
</tr>
<tr>
<td>Management</td>
<td>(535)</td>
</tr>
<tr>
<td>Production</td>
<td>(551)</td>
</tr>
<tr>
<td>Construction/Extraction</td>
<td>(720)</td>
</tr>
</tbody>
</table>

Figure 12 tell us by 2017:

Fewer jobs are projected in these five occupations:
- Construction/Extraction (720 fewer jobs)
- Production (551 fewer jobs)
- Management (535 fewer jobs)
- Farming/Fishing/Forestry (455 fewer jobs)
- Office & Admin. Support (322 fewer jobs)

The most jobs are projected in these four occupations:
- Bus/Finance Operations (724 additional jobs)
- Health Care Support (614 additional jobs)
- Personal Care and Service (593 additional jobs)
- Education/Training/Library (592 additional jobs)
Possible implication: Consider the implications, if any, of Figure 12’s findings related to credit and non-credit course planning.

Note: Figure 13 shows the number of graduates of Kankakee Community College (KCC) and Olivet Nazarene University’s (ONU) credit programs.

Figure 13. 2011 Snapshot: Regional completers at Kankakee Community College and Olivet Nazarene University.

Figure 13 tells us in 2011:
- Among the 2,564 regional completers, most were in education (840); health professions and related (503); and business management, marketing and related (302).

Possible implication:

1. These findings should be carefully considered if used for KCC-only planning. The results reflect the total of KCC and ONU completers.
Figure 14. Projected percent increase in jobs by KCC credit programs (CIP Code\textsuperscript{21}) (2007-2017).

Figure 14 tells us by 2017:
- Jobs associated with 21 of KCC’s credit programs (certificates and degrees) are projected to have percentage increases ranging from 2% to 57%. The lowest percent increase is projected for jobs in Computer Systems; the highest in Emergency Medical Technology jobs. See Figure 15 for the number of jobs linked to the percentage increases.

Possible implication:
1. KCC could consider target-marking for programs listed in Figures 14 and 15.

\textsuperscript{21} The purpose of the Classification of Instructional Programs (CIP) is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education’s National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985 and 1990. The 2000 edition (CIP-2000) is the third revision of the taxonomy and presents an updated taxonomy of instructional program classifications and descriptions. From: \url{http://nces.ed.gov/pubs2002/cip2000/}

Each KCC program is anchored to a CIP code.
Figure 15. Projected number/percent change in jobs by KCC’s credit programs\(^{22}\) (CIP Code\(^{23}\)) (2007-2017).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Technology/Technician (EMT Paramedic)</td>
<td>100</td>
<td>157</td>
<td>57</td>
<td>57%</td>
</tr>
<tr>
<td>Fine/Studio Arts, General</td>
<td>46</td>
<td>59</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>Medical Office Assistant/Specialist</td>
<td>297</td>
<td>364</td>
<td>67</td>
<td>23%</td>
</tr>
<tr>
<td>Liberal Arts and Sciences/Liberal Studies</td>
<td>508</td>
<td>608</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Radiologic Technology/Science - Radiographer</td>
<td>62</td>
<td>74</td>
<td>12</td>
<td>19%</td>
</tr>
<tr>
<td>Legal Assistant/Paralegal</td>
<td>46</td>
<td>53</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Respiratory Care Therapy/Therapist</td>
<td>39</td>
<td>45</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Nursing Assistant/Aide and Patient Care Assistant/Aide</td>
<td>1,012</td>
<td>1,149</td>
<td>137</td>
<td>14%</td>
</tr>
<tr>
<td>Registered Nursing/Registered Nurse</td>
<td>1,250</td>
<td>1,429</td>
<td>179</td>
<td>14%</td>
</tr>
<tr>
<td>Physical Therapy Technician/Assistant</td>
<td>48</td>
<td>54</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Medical Insurance Coding Specialist/Coder</td>
<td>277</td>
<td>312</td>
<td>35</td>
<td>13%</td>
</tr>
<tr>
<td>Teacher Assistant/Aide</td>
<td>410</td>
<td>464</td>
<td>54</td>
<td>13%</td>
</tr>
<tr>
<td>Medical/Clinical Assistant</td>
<td>182</td>
<td>206</td>
<td>24</td>
<td>13%</td>
</tr>
<tr>
<td>Middle School Teachers</td>
<td>1,043</td>
<td>1,164</td>
<td>121</td>
<td>12%</td>
</tr>
<tr>
<td>Accounting</td>
<td>390</td>
<td>431</td>
<td>41</td>
<td>11%</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>10</td>
<td>11</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Computer/Information Systems Security/Inform. Assurance</td>
<td>229</td>
<td>246</td>
<td>17</td>
<td>7%</td>
</tr>
<tr>
<td>Criminal Justice/Police Science</td>
<td>235</td>
<td>246</td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>Child Care Provider/Assistant</td>
<td>1,082</td>
<td>1,133</td>
<td>51</td>
<td>5%</td>
</tr>
<tr>
<td>Licensed Practical/Vocational Nurse Training</td>
<td>413</td>
<td>431</td>
<td>18</td>
<td>4%</td>
</tr>
<tr>
<td>Computer Systems Networking and Telecommunications</td>
<td>181</td>
<td>185</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Energy Management and Systems Technology/Technician</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Clinical/Medical Laboratory Technician</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Industrial Mechanics and Maintenance Technology</td>
<td>513</td>
<td>509</td>
<td>(4)</td>
<td>(1%)</td>
</tr>
<tr>
<td>Business Administration and Management, General</td>
<td>2,559</td>
<td>2,505</td>
<td>(54)</td>
<td>(2%)</td>
</tr>
<tr>
<td>Administrative Assistant and Secretarial Science, General</td>
<td>1,210</td>
<td>1,161</td>
<td>(49)</td>
<td>(4%)</td>
</tr>
<tr>
<td>Information Technology</td>
<td>153</td>
<td>143</td>
<td>(10)</td>
<td>(7%)</td>
</tr>
<tr>
<td>Logistics, Materials, and Supply Chain Management</td>
<td>104</td>
<td>93</td>
<td>(11)</td>
<td>(11%)</td>
</tr>
<tr>
<td>Machine Tool Technology/Machinist</td>
<td>544</td>
<td>475</td>
<td>(69)</td>
<td>(13%)</td>
</tr>
<tr>
<td>HVAC</td>
<td>87</td>
<td>76</td>
<td>(11)</td>
<td>(13%)</td>
</tr>
<tr>
<td>Mechanical Drafting &amp; Mechanical Drafting CAD/CADD</td>
<td>24</td>
<td>21</td>
<td>(3)</td>
<td>(13%)</td>
</tr>
<tr>
<td>Industrial Electronics Technology/Technician</td>
<td>99</td>
<td>85</td>
<td>(14)</td>
<td>(14%)</td>
</tr>
<tr>
<td>Automobile/Automotive Mechanics Technology/Technician</td>
<td>650</td>
<td>550</td>
<td>(100)</td>
<td>(15%)</td>
</tr>
<tr>
<td>Welding Technology/Welder</td>
<td>163</td>
<td>137</td>
<td>(26)</td>
<td>(16%)</td>
</tr>
<tr>
<td>Engineering, General</td>
<td>46</td>
<td>38</td>
<td>(8)</td>
<td>(17%)</td>
</tr>
<tr>
<td>Prepress/Desktop Publishing and Digital Imaging Design</td>
<td>34</td>
<td>28</td>
<td>(6)</td>
<td>(18%)</td>
</tr>
<tr>
<td>Business/Office Automation/Technology/Data Entry</td>
<td>62</td>
<td>48</td>
<td>(14)</td>
<td>(23%)</td>
</tr>
<tr>
<td>CAD/CADD Drafting &amp;/or Design Technology/Technician</td>
<td>18</td>
<td>13</td>
<td>(5)</td>
<td>(28%)</td>
</tr>
<tr>
<td>Construction Engineering Technology/Technician</td>
<td>309</td>
<td>213</td>
<td>(96)</td>
<td>(31%)</td>
</tr>
<tr>
<td>Drafting and Design Technology/Technician, general</td>
<td>22</td>
<td>15</td>
<td>(7)</td>
<td>(32%)</td>
</tr>
<tr>
<td><strong>Total jobs associated with KCC’s credit programs (difference of 474 jobs)</strong></td>
<td>14,528</td>
<td>15,002</td>
<td></td>
<td>3%</td>
</tr>
</tbody>
</table>

Total change in jobs associated with KCC’s credit programs: 487 jobs lost; 961 jobs gained from 2007-2017

See next page for discussion of Figure 15.

\(^{22}\) From jobs by occupation in IR’s “InstEdComp” tab in Gap Mapping worksheet; based on KCC’s 2011 IPEDS graduate data.

\(^{23}\) Ibid.
Figure 15 tells us by 2017:

- Projections show 15,002 jobs associated with KCC’s credit programs representing a 3% increase from 2007, or an increase of 474 jobs.

- In 17 of KCC’s credit programs, projections show 487 fewer jobs from 2007.

- In 21 of KCC’s credit programs, projections show 961 additional jobs from 2007.

- In 2 of KCC’s credit programs, projections show no change in the number of jobs from 2007.

Possible implication:

1. Should findings from Figure 15 be considered in credit program planning?
Figure 16. List of Business/Financial Operations Jobs as defined by the United States Department of Labor (SOC\textsuperscript{24} codes).

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Job Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-1011</td>
<td>Agents and Business Managers of Artists, Performers, and Athletes</td>
</tr>
<tr>
<td>13-1021</td>
<td>Buyers and Purchasing Agents, Farm Products</td>
</tr>
<tr>
<td>13-1022</td>
<td>Wholesale and Retail Buyers, Except Farm Products</td>
</tr>
<tr>
<td>13-1023</td>
<td>Purchasing Agents, Except Wholesale, Retail, and Farm Products</td>
</tr>
<tr>
<td>13-1031</td>
<td>Claims Adjusters, Examiners, and Investigators</td>
</tr>
<tr>
<td>13-1032</td>
<td>Insurance Appraisers, Auto Damage</td>
</tr>
<tr>
<td>13-1041</td>
<td>Compliance Officers</td>
</tr>
<tr>
<td>13-1051</td>
<td>Cost Estimators</td>
</tr>
<tr>
<td>13-1074</td>
<td>Farm Labor Contractors</td>
</tr>
<tr>
<td>13-1078</td>
<td>Human Resources, Training, and Labor Relations Specialists, All Other</td>
</tr>
<tr>
<td>13-1081</td>
<td>Logisticians</td>
</tr>
<tr>
<td>13-1111</td>
<td>Management Analysts</td>
</tr>
<tr>
<td>13-1121</td>
<td>Meeting, Convention, and Event Planners</td>
</tr>
<tr>
<td>13-1141</td>
<td>Compensation, Benefits, and Job Analysis Specialists</td>
</tr>
<tr>
<td>13-1151</td>
<td>Training and Development Specialists</td>
</tr>
<tr>
<td>13-1161</td>
<td>Market Research Analysts and Marketing Specialists</td>
</tr>
<tr>
<td>13-1199</td>
<td>Business Operations Specialists, All Other</td>
</tr>
<tr>
<td>13-2011</td>
<td>Accountants and Auditors</td>
</tr>
<tr>
<td>13-2021</td>
<td>Appraisers and Assessors of Real Estate</td>
</tr>
<tr>
<td>13-2031</td>
<td>Budget Analysts</td>
</tr>
<tr>
<td>13-2041</td>
<td>Credit Analysts</td>
</tr>
<tr>
<td>13-2051</td>
<td>Financial Analysts</td>
</tr>
<tr>
<td>13-2052</td>
<td>Personal Financial Advisors</td>
</tr>
<tr>
<td>13-2053</td>
<td>Insurance Underwriters</td>
</tr>
<tr>
<td>13-2061</td>
<td>Financial Examiners</td>
</tr>
<tr>
<td>13-2071</td>
<td>Credit Counselors</td>
</tr>
<tr>
<td>13-2072</td>
<td>Loan Officers</td>
</tr>
<tr>
<td>13-2081</td>
<td>Tax Examiners and Collectors, and Revenue Agents</td>
</tr>
<tr>
<td>13-2082</td>
<td>Tax Preparers</td>
</tr>
<tr>
<td>13-2099</td>
<td>Financial Specialists, All Other</td>
</tr>
</tbody>
</table>

Figure 16 is included to list the types of jobs defined as “financial operations.” As KCC considers the results of this Data Report, planners might consider projections of new jobs in financial operations.

\textsuperscript{24} Ibid.
Note: About the National Location Quotient (LQ) Figures 17, 18, and 19.

**Overview of LQ**\(^\text{25}\). LQ is a comparative statistical calculation that should not be taken literally. The LQ is a variable providing perspective on regional comparative advantages in industry sectors. On its own, a LQ analysis achieves little. However, when evaluated jointly with the employment data, there is a sense of which industry sectors can be leveraged for economic development and education alignment (i.e., the types of industries that KCC may consider engaging in larger conversations about educational needs). This analysis also gives a perspective on what economic developers and workforce development consider in their decision making. If KCC is engaged in cross-organization collaboration, then understanding these components of the economy will help in facilitating meaningful conversations with other organizations. Location quotients equal to one (1.0=100%) indicate that the region’s industry concentration is equal to the average national concentration of the same industries. Industries with a higher location quotient (usually greater than 1.2) indicate that a region has a comparative advantage or specialization in the production of that good or service, relative to the rest of the nation, or potentially other competing regions.

Simply put, the LQ is a comparative measure indicating if there are specializations within the region’s industry or workforce. **To be clear:** LQ’s do not indicate whether a sector is saturated in a given geography. For example, if Detroit has an LQ of 1.8 in automobile manufacturing this doesn’t mean the market is saturated. This indicates that production of automobiles has concentrated in this geographic area for a number of various reasons (e.g., supply-chain, shared labor pool, etc.). Another automaker still could open up shop in Detroit to leverage benefits of existing infrastructure and talent.

At the same time, a low LQ doesn’t mean the workforce is deficient. It simply indicates that the sector is not heavily concentrated (or specialized) in the geographic area. It is a common understanding that LQ and saturation indicators are better used when only describing retail-related sectors. In the case of retail-related sectors, it’s better to think of the LQ in the context of sales and not jobs.

In more exact terms, location quotient is a ratio that compares a region to a larger reference region according to some characteristic or asset. For example, industry LQ is a way of quantifying how “concentrated” an industry is in a region compared to a larger geographic area, such as the state or nation. LQs are used:

- To determine which industries make the regional economy unique
- To identify the “export orientation” of an industry and identify the most export-oriented industries in the region
- To identify emerging export industries beginning to bring money into the region
- To identify endangered export industries that could erode the region’s economic base

**Calculating LQs.** Industry LQs are calculated by comparing the industry’s share of regional employment with its share of national employment. Location quotient tells a much different story than merely job numbers or job growth. Industries with high LQ are typically (but not always) export-oriented industries, which are important because they bring money into the region, rather than simply circulating money that is already in the region (as most retail stores and restaurants do). Industries which have both high

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LQ and relatively high total job numbers typically form a region’s economic base. Economic developers and government officials need to pay particular attention to these industries not only for the jobs they provide, but also for their multiplier effect—the jobs they create in other dependent industries like retail trade and food services.

Figure 17. Projected employment concentration (LQ) by industry\textsuperscript{26, 27} (2017).

Figure 17 tell us by 2017:
- Industries having the highest projected employment concentration include: Agriculture, Forestry, Fishing and Hunting; Transportation and Warehousing; Health Care and Social Assistance; Manufacturing; Educational Services (private); Retail Trade; and Wholesale Trade.
- Industries having the least projected employment concentration include: Finance and Insurance; Accommodation and Food Services; Construction; Government; Utilities; Real Estate and Rental and Leasing; and Professional, Scientific, and Technical Service.

Possible implication:
1. To more fully interpret Figure 17, further analysis is needed. A review of job projection increases and decreases will provide a better understanding of future worker training and/or educational program needs. Figure 15 may be a useful reference.

\textsuperscript{26} Excludes jobs less than 1,000.
\textsuperscript{27} Source: NAICS Code; U.S. Department of Labor
Figure 18 tells us by 2017:

- Consistent with other results in this report, Agriculture has an above average concentration of employment.
G. Education Gap and Surplus Analysis: How KCC's current programs are satisfying regional workforce needs

This section describes the methodology used in the program gap analysis. The first step is to review data on both occupation demand (e.g., annual job openings) and education supply (e.g., number of post-secondary degree completions). These are then compared through an education “gap” analysis to determine whether an education program is potentially producing a surplus or shortage of workforce talent relative to the number of job openings. In this way it is possible to see how the institution’s current programs are satisfying regional workforce needs.

Occupation Demand

In order to capture occupation demand, EMSI uses a proprietary employment dataset that reflects total employment (i.e., employment covered by unemployment insurance as well as proprietor employment). The employment data in this section of the Data Report reflects jobs for the third quarter of 2012. Within this dataset, the number of regional annual job openings for the occupations that require post-secondary training were calculated.

The analyses in this report focus predominately on the demand for mid- to high-skilled workers, in accordance with the job zone classifications defined by the U.S. Bureau of Labor Statistics (BLS) to determine which occupations demand skilled workers. The BLS categorizes job zones in terms of the education, related experience, and on-the-job training required for the job. Figure 20 lists the various characteristics for each job zone. Primary focus was placed on occupations classified as Job Zone 3 and above, as these typically require post-secondary education and/or on-the-job training. A few Job Zone 2 occupations were included, however, because some post-secondary training was available in Kankakee or Iroquois counties for those occupations.

Figure 19. Job Zone Classifications.

<table>
<thead>
<tr>
<th>Job Zone</th>
<th>Education</th>
<th>Related Experience</th>
<th>Job Training and/or Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than high school</td>
<td>Little or no previous experience required</td>
<td>Few days to few months</td>
</tr>
<tr>
<td>2</td>
<td>High school diploma</td>
<td>Some previous experience required</td>
<td>Few months to one year</td>
</tr>
<tr>
<td>3</td>
<td>High school plus</td>
<td>Previous work experience required</td>
<td>One to two years</td>
</tr>
<tr>
<td>4</td>
<td>Bachelor’s degree</td>
<td>Considerable amount of experience required</td>
<td>Several years</td>
</tr>
<tr>
<td>5</td>
<td>Bachelor’s degree plus</td>
<td>Extensive experience required</td>
<td>Has required skills</td>
</tr>
</tbody>
</table>


The BLS also provides educational attainment data of current workers for each Standard Occupational Classification (SOC)\(^{28}\), broken out by their highest level of education attained. The data is presented as

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\(^{28}\) Includes certificates and associate degree.
the percentage of workers in the SOC code with educational attainment ranging from less than a high school degree to an associate degree to a bachelor’s degree and so on. Using these data, EMSI adjusted the annual opening estimates for each SO code to only incorporate the percentage of workers who have achieved “some college” and above.

Hypothetically, if 62% of employees in medical records and health information technician jobs completed some college, then the assumption is that the remaining 38% of projected annual openings are filled by those who have not at least achieved some form of college. In this hypothetical example, only 62% of the projected annual job openings would be reflected in the gap analysis.

Education Output

In Kankakee and Iroquois counties there are only two postsecondary institutions: Kankakee Community College (KCC) and Olivet Nazarene University (ONU). Using only those two institutions, EMSI determined education output by Classification of Instructional Program (CIP) codes for KCC and ONU and identified the number of completers for every award level within those CIP codes. Output from the Integrated Postsecondary Educational System (IPEDS\(^30\)) was used to collect the data needed to complete the gap/surplus analysis. These data are publicly available through the National Center for Educational Statistics. Completions data for 2011 were used as these were the most recent year of publicly available IPEDS data.

Model

With the demand-side data (average annual openings) and supply-side data (post-secondary education output) in place, EMSI built a model to compare workforce demand with education supply. This model was shared with KCC’s Office of Institutional Research. The purpose of the model is to find the difference or “gap” between the average annual openings for an occupation and the number of people completing post-secondary degrees for that occupation, whether at KCC or at ONU. This made it possible to identify whether there may be talent shortages or surpluses within the service area.

The model was carried out by first mapping the link between annual openings for a SOC code and the number of completions for an education program CIP code. The BLS provides information on occupations that completers of specific CIP codes are more likely to enter.\(^31\) Specific connections have been refined through previous engagements with educational institutions and state departments’ of labor. Some programs have direct occupational ties. For example, a physical therapist assistant is a specific occupation that requires specialized post-secondary training. In this case, one CIP code (Physical Therapy Technician/Assistant) maps to only one SOC code (physical therapist assistants). This provides

\(^{29}\) The U.S. Department of Labor classifies workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 840 detailed occupations according to their occupational definition (SOC codes).

\(^{30}\) These data come with inherent weaknesses. First, numbers are only available for institutions that participate in or are applicants for any Federal financial assistance program authorized by the Higher Education Act (HEA). Also, IPEDS does not account for the fact that some people may receive multiple degrees or certifications, so when the number of degrees awarded exceeds the number of people receiving the degrees, the number of completers can be overstated. Nevertheless, this system is the best source for collecting data regarding a broad range of educational institutions.

\(^{31}\) See O*NET OnLine Crosswalk Search (available from http://www.onetonline.org/crosswalk/).
an easy comparison of annual openings for physical therapist assistants to the number of people completing the relevant program to see whether a talent shortage or surplus exists.

However, completers of most CIP codes can be linked to several occupations, and many similar occupations may be comprised of people holding degrees or certifications from similar CIP codes. For example, a field such as computer science has a plethora of both educational programs and occupations. Since graduates from all of these programs can compete for a multitude of computer related occupations, EMSI took a closer look at the mapping to capture and describe the market as accurately as possible. This resulted in program groups made up of several SOC codes with workers achieving post-secondary degrees from several CIP codes.

In the end, the research focused on keeping the gap analysis as detailed as possible. This made it possible to analyze talent shortages and surpluses at the regional level. In this way, post-secondary education and training at KCC and ONU and their links to mid- to high-skilled occupation opportunities were identified. EMSI worked with KCC’s Office of Institutional Research staff to ensure data were analyzed correctly.

Interpreting Gap/Surplus Analysis Results

The gap analysis is intended to serve as a point of departure for KCC as the college discusses regional workforce needs. A surplus or deficit of workers in a particular category does not necessarily indicate a problem for the region and it is important that each occupation group be evaluated on a case-by-case basis. Evaluation of the program supply (surplus and gaps) will provide an understanding of the role skilled occupations play in economic sustainability and growth.

In order to encapsulate the largest gaps, only the top seven gaps and the top nine surpluses are presented. Specific themes can be derived from this analysis, however, other information should also be considered when evaluating gaps and surpluses. For example, only the education supply pipeline is considered in this analysis because these numbers can be tracked at the county and school level. However, industry-trained pipelines can also be a source of skilled occupations. Consider the construction worker who through on-the-job training worked his or her way into a specialized carpentry trade. These types of considerations are useful when evaluating specific types of occupations. Unfortunately, secondary data sources (e.g., regional, state and federal data) do not account for this and primary data collection methods (i.e., interviews and surveys) are among the only ways to obtain information on this type of supply pipeline.

Once evaluated internally within the college, specific implications should be considered for programs with substantial surpluses or gaps. These implications include:

1. **Gaps**: Undersupply of specific program completers may lead to missed opportunities for economic growth and put stress on local businesses to find necessary human capital elsewhere. In other words, the region’s education institutions are not providing the necessary

32 A secondary reason for occupation and education program groups stemmed from the need to remove duplications in completions. Education programs that map to several occupations run the risk of being counted multiple times in the gap analysis. Combining occupations and programs into groups eliminates double counting.
workforce for the region and thereby shifting the burden on the industries to find workers in other economies to fill the needed occupations. This translates into higher human resource costs and decreased efficiencies in the economic system. This also provides an opportunity for institutions to develop new programs.

2. **Surpluses:** Oversupply of specific education completers may lead to higher attrition rates (i.e., brain drain). In other words, KCC and ONU could be educating a workforce that is leaving after program completion because of a lack of jobs (or because at ONU they will be returning to their home community).
Figure 20. Gap analysis: Based on projected annual job openings

Where will completers (at KCC and ONU) be needed to fill jobs (2012-2017)? (> 20 job openings/year)
(See Figure 19 for Job Zone classifications. Generally, Job Zones 2 and 3 require a high school diploma or more [including a certificate and/or associate degree]; Job Zone 4 typically requires a bachelor’s degree; this analysis does not include Job Zone 5, jobs requiring graduate degrees.)

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Projected Annual Openings</th>
<th>2011 Completions</th>
<th>2011 Gap: Excess completers for available jobs</th>
<th>Occupation Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regional KC ONU</td>
<td>KCC</td>
<td>ONU</td>
</tr>
<tr>
<td>Personal financial advisors/loan officers</td>
<td>4</td>
<td>101</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Real estate</td>
<td>2</td>
<td>77</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Business support services and retailing</td>
<td>3</td>
<td>60</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Animal and horticultural sciences</td>
<td>4</td>
<td>57</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Business operations/support specialists</td>
<td>2</td>
<td>39</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accountants and financial analysts</td>
<td>4</td>
<td>33</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Child care provider</td>
<td>3</td>
<td>23</td>
<td>13</td>
<td>-</td>
</tr>
</tbody>
</table>

Figure 20 tells us:

Projected annual completer gaps for jobs requiring a high school diploma or higher, including certificates and/or associate degree:

- Real estate (77 completer gaps each year) Job Zone 2
- Business support services and retailing (56 completer gaps each year) Job Zone 3
- Business operations/support specialists (39 completer gaps each year) Job Zone 2
- Child care provider (10 completer gaps each year) Job Zone 3

---

33 Definition of annual opening: The change 2012 to 2017 of predicted openings is weighted by educational attainment of those currently in the position.
Projected annual completer gaps for jobs requiring a bachelor’s degree:

• Personal financial advisors/loan officers (101 job-completer gaps each year) Job Zone 4
• Animal/horticultural sciences (57 completer gaps each year) Job Zone 4
• Accountants and financial analysts (17 completers gaps each year) Job Zone 4

Possible implication: The college might assess if its credit programs are primed to address the complete gaps shown in Figure 20, especially in business support services and business operations/support specialists. The college might also assess the benefits of addressing gaps in jobs requiring a bachelor’s degree.
Figure 21. Surplus analysis: Based on projected annual job openings

Where there will be too many completers from KCC and ONU for projected number of annual jobs (2012-2017). (> 10 job openings/year)

[(See Figure 19 for Job Zone classifications. Generally, Job Zones 2 and 3 require a high school diploma or more [including a certificate and/or associate degree]; Job Zone 4 typically requires a bachelor’s degree; this analysis does not include Job Zone 5, jobs requiring graduate degrees.)

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Projected Annual Openings</th>
<th>2011 Completions</th>
<th>2011 Surplus</th>
<th>Occupation Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Regional</td>
<td>KC</td>
<td>ONU</td>
</tr>
<tr>
<td>Middle school teachers</td>
<td></td>
<td>4</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>Registered nursing</td>
<td></td>
<td>3</td>
<td>48</td>
<td>35</td>
</tr>
<tr>
<td>Early childhood education</td>
<td></td>
<td>4</td>
<td>41</td>
<td>-</td>
</tr>
<tr>
<td>Business/commerce, general</td>
<td></td>
<td>4</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>Nursing assistant</td>
<td></td>
<td>2</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>Speech and communication</td>
<td></td>
<td>4</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td>Licensed practical nursing</td>
<td></td>
<td>3</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Computer and information sciences</td>
<td></td>
<td>4</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Medical insurance and records</td>
<td></td>
<td>3</td>
<td>11</td>
<td>35</td>
</tr>
</tbody>
</table>

Figure 21 tells us:

Projected annual completer surpluses for jobs requiring a high school diploma or higher, including certificates and/or associate degree:
- Registered nursing (each year, 222 surplus completers) Job Zone 3
- Nursing assistant (each year 27 surplus completers) Job Zone 2
- Licensed practical nursing (each year, 43 surplus completers for available jobs) Job Zone 3
- Medical insurance and records technician (each year, 24 too many completers for available jobs) Job Zone 3

Projected annual completer surpluses for jobs requiring a bachelor’s degree:
- Middle school teachers (276 surplus completers for available jobs each year) Job Zone 4
- Early childhood education (55 surplus completers for available jobs each year) Job Zone 4
- Business/commerce, general (30 surplus completers for available jobs each year) Job Zone 4
- Speech and communication (14 surplus completers for available jobs each year) Job Zone 4
• Computer and information sciences (20 surplus completers for available jobs each year) Job Zone 4

Possible implication: The college might target area healthcare providers to determine if the surplus analysis in Figure 21 matches local projections. The college might also further explore where graduating students in healthcare find employment.
H. Commuter Patterns

Note: Understanding workforce flows helps address the needs of service area businesses and residents. Recognizing the extent to which employment needs are met by service area residents and non-residents provides KCC with a context of how to address local talent needs.

Figure 22. 2010 Snapshot: Workforce Flow/Commuter/Inflow/Outflow
In Kankakee and Iroquois counties. [Data in Figures 22-26 were provided by EMSI consultant, Hamilton Galloway.]

Figure 22 tells us in 2010, among the 72,260 workers in Kankakee and Iroquois counties:

- 42% (30,159 residents) live and work in the counties
- 35% (25,218 residents) live in the counties but work elsewhere
- 23% (16,883 residents) work in the counties but live elsewhere

16,883 are employed in Kankakee or Iroquois counties but live outside (23%)

25,218 live in Kankakee or Iroquois counties but are employed outside (35%)

30,159 are employed in and live in Kankakee or Iroquois counties (42%)
Possible implication:

1. See next page for economic implications of the area workforce flow.

**Residents’ income account (economic implications of workforce).** To add further perspective to the labor and commuter data, a further account of residents’ income is needed. The purpose of the income account is to determine the flow of resident earnings and income both in and out of the regional economy. Residents’ income comes from three fundamental sources: (1) the sale of labor (giving rise to “earnings” or “labor income”); (2) through ownership of capital or land (giving rise to “profits, royalties, or rent”), and (3) through transfer payments (unemployment income, welfare, veterans’ benefits, etc.). It is generally safe to assume that all transfer income originates from outside of the community. Two major categories are evaluated. The first is inside income, which accounts for all earnings created inside the counties.

Specific inside income components include the following:
- Total earnings created in Kankakee/Iroquois counties;
- Incommuter earnings (earnings by workers who live outside of Kankakee/Iroquois counties and subtracted from total earnings);
- Residents’ inside earnings (earnings by people who both live and work in Kankakee/Iroquois counties);
- Property income (earnings created in Kankakee/Iroquois counties through the ownership of property, e.g., leasing, capital equipment, etc.); and
- Claims of absentee owners (property income earned by owners who live outside of Kankakee/Iroquois counties and are subtracted from the region’s property income in order to arrive at the residents’ inside property income).

The second category is outside income or income earned or transferred from outside the county, which consists of the following components:
- Outside property income (income generated by residents of Kankakee/Iroquois counties who own property outside the area);
- Transfer payments (income that is transferred to Kankakee/Iroquois county residents); and
- Outcommuter income (income earned by Kankakee/Iroquois county residents who work outside of the two counties and bring their earnings back into the region). Note: Analysis of outcommuter earnings should be considered carefully. From an economic standpoint, outcommuters bring new money into the area and typically spend that money within the region. It can only be speculated whether resident outcommuters were unable to find employment in the two-county area or perhaps they deliberately live in Kankakee/Iroquois counties and commute for work.
### Inside Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings (created in Kankakee CC Service Area industries)</td>
<td>$2,619,563,000</td>
</tr>
<tr>
<td>Incommuter earnings</td>
<td>($342,389,000)</td>
</tr>
<tr>
<td>Residents' inside earnings</td>
<td>$2,277,174,000</td>
</tr>
<tr>
<td>Property income (created in Kankakee CC Service Area industries)</td>
<td>$847,944,000</td>
</tr>
<tr>
<td>Claims of absentee owners</td>
<td>($498,073,000)</td>
</tr>
<tr>
<td>Residents' inside property income</td>
<td>$349,871,000</td>
</tr>
<tr>
<td>Residents' total inside income</td>
<td>$2,627,044,000</td>
</tr>
</tbody>
</table>

### Outside Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside property income</td>
<td>$263,184,000</td>
</tr>
<tr>
<td>Transfer payments</td>
<td>$961,053,000</td>
</tr>
<tr>
<td>Outcommuters' income</td>
<td>$832,078,000</td>
</tr>
<tr>
<td>Residents' total outside income</td>
<td>$2,056,315,000</td>
</tr>
</tbody>
</table>

### Total Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents' total income</td>
<td>$4,683,359,000</td>
</tr>
</tbody>
</table>

The table above shows a projected loss to the local economy of $840,462,000 from two inside income categories: in commuter earnings ($342,389,000) and claims of absentee owners ($498,073,000); 18% of residents’ total income.
Figure 23. Commuting: Where are Kankakee/Iroquois county residents employed?

Figure 22 tells us:
- 31.3% work in Kankakee (15.2%), Bourbonnais (8.2%), and Bradley (7.9%)
- 68.7% work in locations other than Kankakee, Bourbonnais, and Bradley
- 8.4% work as far away as Chicago (5%), Joliet (1.6%), Springfield (0.9%), and University Park (0.9%)
Figure 24. Commuting: How far, and in what direction, do Kankakee/Iroquois county residents travel to work?

**Jobs by Distance - Home Census Block to Work Census Block**

<table>
<thead>
<tr>
<th>Distance</th>
<th>Count</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Primary Jobs</td>
<td>55,377</td>
<td>100.0%</td>
</tr>
<tr>
<td>Less than 10 miles</td>
<td>23,271</td>
<td>42.0%</td>
</tr>
<tr>
<td>10 to 24 miles</td>
<td>9,582</td>
<td>17.3%</td>
</tr>
<tr>
<td>25 to 50 miles</td>
<td>10,209</td>
<td>18.4%</td>
</tr>
<tr>
<td>Greater than 50 miles</td>
<td>12,315</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Total: 99.9%

Figure 24 tells us:
- 42.0% travel less than 10 miles to work
- 57.9% travel more than 10 miles to work, including 22.2% who travel more than 50 miles
- Most employed residents working outside the area travel north to work
Figure 25. Commuting: Where do Kankakee/Iroquois county workers live?

Figure 25 tells us of the employed Kankakee and Iroquois county workers:

- 10.6% live in Kankakee
- 27.3% live in Kankakee (10.6%), Bourbonnais (8.8%), and Bradley (7.9%)
- 72.9% live in locations other than Kankakee, Bourbonnais, and Bradley
- 3.3% live in Chicago and work in Kankakee and Iroquois counties
Figure 26. Commuting: How far do Kankakee/Iroquois county workers travel to work?

- 49.1% travel less than 10 miles to work in Kankakee or Iroquois county
- 51.0% travel more than 10 miles to work in Kankakee or Iroquois county including 18.6% who travel more than 50 miles
I. Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

State Data Sources

This report uses state data from the following agencies: Illinois Department of Employment Security, Employment Projections.
Part IV. APPENDICES

Appendix A: Summary of Responses to Closed-Ended Survey Questions

Appendix B: Responses to Open-Ended Survey Questions
Q1 Which of the choices below best describes your primary point of view in answering the survey questions? Please select one (1).

Answered: 753  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current full-time KCC student</td>
<td>4.25%</td>
</tr>
<tr>
<td>Current part-time KCC student</td>
<td>2.26%</td>
</tr>
<tr>
<td>KCC graduate/former student</td>
<td>10.62%</td>
</tr>
<tr>
<td>KCC full-time staff</td>
<td>8.63%</td>
</tr>
<tr>
<td>KCC part-time staff</td>
<td>2.66%</td>
</tr>
<tr>
<td>KCC full-time faculty</td>
<td>5.05%</td>
</tr>
<tr>
<td>KCC part-time faculty</td>
<td>3.72%</td>
</tr>
<tr>
<td>KCC administrator</td>
<td>5.31%</td>
</tr>
<tr>
<td>KCC Trustee or Foundation Board member</td>
<td>0.53%</td>
</tr>
<tr>
<td>Area employer or industry representative</td>
<td>7.97%</td>
</tr>
<tr>
<td>Area employer or industry representative</td>
<td>3.59%</td>
</tr>
<tr>
<td>Elected official or government official</td>
<td>2.79%</td>
</tr>
<tr>
<td>Community partner (e.g.,…</td>
<td>3.98%</td>
</tr>
<tr>
<td>Primary or secondary education partner (e.g.,…)</td>
<td>32.01%</td>
</tr>
<tr>
<td>Non-KCC post-secondary education partner (e.g.,…)</td>
<td>1.20%</td>
</tr>
<tr>
<td>Other (please describe):</td>
<td>5.44%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
<tr>
<td>Category</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>KCC part-time staff</td>
<td>2.66%</td>
</tr>
<tr>
<td>KCC full-time faculty</td>
<td>5.05%</td>
</tr>
<tr>
<td>KCC part-time faculty</td>
<td>3.72%</td>
</tr>
<tr>
<td>KCC administrator</td>
<td>5.31%</td>
</tr>
<tr>
<td>KCC Trustee or Foundation Board member</td>
<td>0.53%</td>
</tr>
<tr>
<td>Area employer or industry representative/Not healthcare related</td>
<td>7.97%</td>
</tr>
<tr>
<td>Area employer or industry representative/Healthcare related</td>
<td>3.59%</td>
</tr>
<tr>
<td>Elected official or government/public sector representative</td>
<td>2.79%</td>
</tr>
<tr>
<td>Community partner (e.g., workforce development system, Chamber of Commerce, non-profit organization)</td>
<td>3.98%</td>
</tr>
<tr>
<td>Primary or secondary education system (kindergarten-grade 12)</td>
<td>32.01%</td>
</tr>
<tr>
<td>Non-KCC post-secondary education system (two-year or four-year college or university)</td>
<td>1.20%</td>
</tr>
<tr>
<td>Other (please describe):</td>
<td>5.44%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5.44%</strong></td>
</tr>
</tbody>
</table>
Q2 When you think of KCC, which description FIRST comes to mind?

Answered: 753  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access, convenience, and opportunity for all</td>
<td>36.92%</td>
</tr>
<tr>
<td>Quality and excellence in education</td>
<td>8.63%</td>
</tr>
<tr>
<td>Innovator</td>
<td>0%</td>
</tr>
<tr>
<td>A local, hometown community college</td>
<td>50.07%</td>
</tr>
<tr>
<td>Community leader</td>
<td>1.20%</td>
</tr>
<tr>
<td>Other (please describe):</td>
<td>3.19%</td>
</tr>
<tr>
<td>Total</td>
<td>753</td>
</tr>
</tbody>
</table>
Q3 How would you rate KCC’s performance in delivering a quality education?

Answered: 753 Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very strong</td>
<td>14.48%</td>
</tr>
<tr>
<td>Strong</td>
<td>47.68%</td>
</tr>
<tr>
<td>Adequate</td>
<td>28.02%</td>
</tr>
<tr>
<td>Weak</td>
<td>2.26%</td>
</tr>
<tr>
<td>Very weak</td>
<td>0.53%</td>
</tr>
<tr>
<td>Do not know</td>
<td>7.04%</td>
</tr>
</tbody>
</table>

Total 753

Comments (optional): (42)
Q4 How do you rate/perceive KCC’s value (academic quality plus cost of attendance)?

Answered: 753  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high value</td>
<td>20.58%</td>
</tr>
<tr>
<td>High value</td>
<td>48.87%</td>
</tr>
<tr>
<td>Adequate</td>
<td>23.11%</td>
</tr>
<tr>
<td>Low value</td>
<td>0.93%</td>
</tr>
<tr>
<td>Very low value</td>
<td>0.53%</td>
</tr>
<tr>
<td>Do not know</td>
<td>5.98%</td>
</tr>
</tbody>
</table>

Total: 753

Comments (optional): (16)
Q5 If you are a KCC student, graduate/former student, staff member, faculty member, administrator, trustee, or board member, please rate to what extent you agree with the following statements about your experience at KCC. Otherwise, please skip this question and proceed to Question #6.

Answered: 479  Skipped: 275
### KCC Stakeholder Survey

#### Classroom instruction is effective and of high quality

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Do not know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom instruction is effective and of high quality</td>
<td>19.21%</td>
<td>59.92%</td>
<td>11.90%</td>
<td>2.71%</td>
<td>0.42%</td>
<td>5.85%</td>
<td>479</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Do not know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are actively engaged in campus activities</td>
<td>3.56%</td>
<td>25.58%</td>
<td>35.22%</td>
<td>15.93%</td>
<td>4.19%</td>
<td>15.51%</td>
<td>477</td>
</tr>
</tbody>
</table>

### Graphical Representation

- Classroom instruction is effective and of high quality
- Students are actively engaged in campus activities
<table>
<thead>
<tr>
<th></th>
<th>Faculty are actively engaged in student success</th>
<th>KCC provides appropriate professional development opportunities</th>
<th>Faculty and staff are engaged in KCC programmatic and operational decisions</th>
<th>College support services (e.g., advising) are effective in meeting student needs</th>
<th>KCC effectively uses online and technology-enabled curricula</th>
<th>KCC effectively places students in good jobs</th>
<th>KCC effectively uses student data to inform institutional decision-making, program design, and continuous improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>%</strong></td>
<td><strong>Number</strong></td>
<td><strong>%</strong></td>
<td><strong>Number</strong></td>
<td><strong>%</strong></td>
<td><strong>Number</strong></td>
<td><strong>%</strong></td>
<td><strong>Number</strong></td>
</tr>
<tr>
<td>Faculty are actively engaged in student success</td>
<td>15.79%</td>
<td>49.68%</td>
<td>18.32%</td>
<td>7.37%</td>
<td>1.47%</td>
<td>7.37%</td>
<td>475</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>236</td>
<td>87</td>
<td>35</td>
<td>7</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>KCC provides appropriate professional development opportunities</td>
<td>13.42%</td>
<td>45.70%</td>
<td>16.56%</td>
<td>9.43%</td>
<td>2.73%</td>
<td>12.16%</td>
<td>477</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>218</td>
<td>79</td>
<td>45</td>
<td>13</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Faculty and staff are engaged in KCC programmatic and operational decisions</td>
<td>7.55%</td>
<td>35.85%</td>
<td>23.06%</td>
<td>5.87%</td>
<td>2.52%</td>
<td>25.16%</td>
<td>477</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>171</td>
<td>110</td>
<td>28</td>
<td>12</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>College support services (e.g., advising) are effective in meeting student needs</td>
<td>14.41%</td>
<td>43.84%</td>
<td>19.42%</td>
<td>9.60%</td>
<td>4.18%</td>
<td>8.56%</td>
<td>479</td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>210</td>
<td>93</td>
<td>46</td>
<td>20</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>KCC effectively uses online and technology-enabled curricula</td>
<td>15.30%</td>
<td>48.01%</td>
<td>16.56%</td>
<td>3.77%</td>
<td>1.47%</td>
<td>14.88%</td>
<td>477</td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>229</td>
<td>79</td>
<td>18</td>
<td>7</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>KCC effectively places students in good jobs</td>
<td>4.81%</td>
<td>15.90%</td>
<td>32.85%</td>
<td>7.32%</td>
<td>2.51%</td>
<td>36.61%</td>
<td>478</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>76</td>
<td>157</td>
<td>35</td>
<td>12</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>KCC effectively uses student data to inform institutional decision-making, program design, and continuous improvement</td>
<td>7.52%</td>
<td>33.61%</td>
<td>22.96%</td>
<td>5.43%</td>
<td>1.25%</td>
<td>29.23%</td>
<td>479</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>161</td>
<td>110</td>
<td>26</td>
<td>6</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

Comments (optional): (60)
Q6 How effectively does KCC work with area employers and industry representatives to design responsive college education and training programs?

Answered: 753  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely effectively</td>
<td>7.97%</td>
</tr>
<tr>
<td>Effectively</td>
<td>36.79%</td>
</tr>
<tr>
<td>Somewhat effectively</td>
<td>15.94%</td>
</tr>
<tr>
<td>Not effectively</td>
<td>2.52%</td>
</tr>
<tr>
<td>Do not know</td>
<td>36.79%</td>
</tr>
<tr>
<td>Total</td>
<td>753</td>
</tr>
</tbody>
</table>

Comments: (21)
Q7 Have you or your company or organization ever hired a KCC student?

Answered: 753  Skipped: 1

Answer Choices | Responses
--- | ---
**Yes** | 42.10% 317
**No** | 12.88% 97
**Do not know** | 45.02% 339
**Total** | 753
**Q8 The KCC student(s) my company or organization hired was/were well-trained for the job(s).**

Answered: 291  Skipped: 463

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16.15%</td>
</tr>
<tr>
<td>Agree</td>
<td>57.04%</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.21%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.69%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.34%</td>
</tr>
<tr>
<td>Do not know</td>
<td>7.56%</td>
</tr>
</tbody>
</table>

Total Responses: 291

Comments (optional): (8)
**Q9 What types of skills are most essential for KCC to provide students for tomorrow’s high-growth jobs? Please rate your top three (3) choices.**

Answered: 686   Skipped: 68

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic skills (math, English, writing)</td>
<td>55.20%</td>
<td>20.79%</td>
<td>24.02%</td>
<td>433</td>
<td>2.31</td>
</tr>
<tr>
<td>Applied math and science skills</td>
<td>35.95%</td>
<td>38.43%</td>
<td>25.62%</td>
<td>242</td>
<td>2.10</td>
</tr>
<tr>
<td>Business skills (financial, administrative)</td>
<td>19.16%</td>
<td>42.53%</td>
<td>38.31%</td>
<td>261</td>
<td>1.81</td>
</tr>
<tr>
<td>Computer application skills</td>
<td>27.57%</td>
<td>42.52%</td>
<td>29.91%</td>
<td>428</td>
<td>1.98</td>
</tr>
<tr>
<td>Industry-specific training</td>
<td>32.53%</td>
<td>31.16%</td>
<td>36.30%</td>
<td>292</td>
<td>1.96</td>
</tr>
<tr>
<td>Soft skills (communication, teamwork, project management)</td>
<td>23.39%</td>
<td>31.18%</td>
<td>45.43%</td>
<td>372</td>
<td>1.78</td>
</tr>
<tr>
<td>Other</td>
<td>33.33%</td>
<td>10%</td>
<td>56.67%</td>
<td>30</td>
<td>1.77</td>
</tr>
</tbody>
</table>

If you selected Other, please describe: ( 22 )
Q10 What major workforce challenges do you expect our area to face over the next three (3) to five (5) years? Please select those challenges that you feel are most critical.

Answered: 686  Skipped: 68

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting entry-level workers</td>
<td>16.91%</td>
</tr>
<tr>
<td>Recruiting skilled technical workers</td>
<td>50.73%</td>
</tr>
<tr>
<td>Recruiting highly-educated/credentialed workers</td>
<td>42.71%</td>
</tr>
<tr>
<td>Retaining workers</td>
<td>27.70%</td>
</tr>
<tr>
<td>Upgrading the skills of existing workers</td>
<td>46.50%</td>
</tr>
<tr>
<td>Other (please describe):</td>
<td>5.10%</td>
</tr>
</tbody>
</table>

Total Respondents: 686
**Q11 Based upon your knowledge of the college, please rate the top three (3) areas in which you think KCC is excelling today.**

Answered: 686  Skipped: 68

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing services (e.g., open admission, flexible scheduling, online education) to ensure access to all students and workers</td>
<td>2.39</td>
<td>419</td>
<td>2.39</td>
</tr>
<tr>
<td>Supporting students in attaining credentials (e.g., degrees, certificates)</td>
<td>1.85</td>
<td>217</td>
<td>1.85</td>
</tr>
<tr>
<td>Partnering effectively with the K-12 education system to help prepare students to transition to college</td>
<td>1.93</td>
<td>178</td>
<td>1.93</td>
</tr>
</tbody>
</table>

**1**

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Average Rating</td>
</tr>
</tbody>
</table>

**Providing services (e.g., open admission, flexible scheduling, online education) to ensure access to all students and workers**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.19%</td>
<td>20.76%</td>
<td>20.05%</td>
<td>419</td>
<td>2.39</td>
</tr>
<tr>
<td>248</td>
<td>87</td>
<td>84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supporting students in attaining credentials (e.g., degrees, certificates)**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.88%</td>
<td>35.48%</td>
<td>39.63%</td>
<td>217</td>
<td>1.85</td>
</tr>
<tr>
<td>54</td>
<td>77</td>
<td>86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Partnering effectively with the K-12 education system to help prepare students to transition to college**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.21%</td>
<td>34.83%</td>
<td>35.96%</td>
<td>178</td>
<td>1.93</td>
</tr>
<tr>
<td>52</td>
<td>62</td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Selection</td>
<td>Count</td>
<td>Support</td>
<td>Transfer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Providing quality educational programs and coursework (e.g., GED preparation, mathematics, reading) to prepare students for college-level study</td>
<td>21.72%</td>
<td>48</td>
<td>45.70%</td>
<td>32.58%</td>
</tr>
<tr>
<td>Providing quality academic programs (e.g., English, History, Fine Arts) that prepare students for associate’s degrees, bachelor’s degrees, and beyond</td>
<td>28.91%</td>
<td>74</td>
<td>37.50%</td>
<td>33.59%</td>
</tr>
<tr>
<td>Providing quality technical/occupational programs (e.g., Automotive Technology, Welding, Medical Assisting) that prepare students for in-demand jobs and careers in the community</td>
<td>30%</td>
<td>108</td>
<td>38.33%</td>
<td>31.67%</td>
</tr>
<tr>
<td>Partnering effectively with four-year colleges and universities to support students’ transfer to baccalaureate programs</td>
<td>28.24%</td>
<td>61</td>
<td>36.11%</td>
<td>35.65%</td>
</tr>
<tr>
<td>Being flexible and nimble in adapting programs to meet changing regional industry needs</td>
<td>20.47%</td>
<td>26</td>
<td>29.92%</td>
<td>49.61%</td>
</tr>
<tr>
<td>Helping to place students in good jobs</td>
<td>20.93%</td>
<td>9</td>
<td>16.28%</td>
<td>62.79%</td>
</tr>
<tr>
<td>Other</td>
<td>28.57%</td>
<td>6</td>
<td>9.52%</td>
<td>61.90%</td>
</tr>
</tbody>
</table>

If you selected Other, please describe: (19)
Q12 Please rate the three (3) most critical areas KCC must address within the next five (5) years in order for the college to be considered a leading institution.

Answered: 686  Skipped: 68

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving services (e.g., open admission, flexible scheduling, online education) to ensure better access to all students and workers</td>
<td>2.32</td>
</tr>
<tr>
<td>Improving partnerships with the K...</td>
<td>2.30</td>
</tr>
<tr>
<td>Improving the number of students t...</td>
<td>2.16</td>
</tr>
<tr>
<td>Improving educational programs a...</td>
<td>2.07</td>
</tr>
<tr>
<td>Improving/maintaining the quality of...</td>
<td>2.14</td>
</tr>
<tr>
<td>Expanding the range of technical...</td>
<td>2.00</td>
</tr>
<tr>
<td>Improving/maintaining the quality of...</td>
<td>1.88</td>
</tr>
<tr>
<td>Placing graduates in good jobs</td>
<td>2.03</td>
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<tr>
<td>Improving partnerships with...</td>
<td>1.93</td>
</tr>
<tr>
<td>Re-training area workers</td>
<td>1.69</td>
</tr>
<tr>
<td>Working more closely with area...</td>
<td>1.81</td>
</tr>
<tr>
<td>Stronger outreach (e.g...,</td>
<td>1.72</td>
</tr>
<tr>
<td>Other</td>
<td>1.52</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>2.32</td>
</tr>
<tr>
<td>Improvement</td>
<td>Percent</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Improving partnerships with the K-12 education system to better prepare students to transition to college</td>
<td>52.23%</td>
</tr>
<tr>
<td>Improving the number of students that receive credentials (e.g., degrees, certificates)</td>
<td>43.70%</td>
</tr>
<tr>
<td>Improving educational programs and coursework (e.g., GED preparation, mathematics, reading) to prepare students for college level study and work</td>
<td>33.04%</td>
</tr>
<tr>
<td>Improving/maintaining the quality of existing academic programs and curricula</td>
<td>39.83%</td>
</tr>
<tr>
<td>Expanding the range of technical/occupational programs</td>
<td>28.79%</td>
</tr>
<tr>
<td>Improving/maintaining the quality of existing occupational programs and curricula</td>
<td>18.46%</td>
</tr>
<tr>
<td>Placing graduates in good jobs</td>
<td>33.15%</td>
</tr>
<tr>
<td>Improving partnerships with four-year colleges and universities to support students’ continuing post-secondary education</td>
<td>29.71%</td>
</tr>
<tr>
<td>Re-training area workers</td>
<td>16.33%</td>
</tr>
<tr>
<td>Working more closely with area employers to better adapt programs to meet changing industry needs</td>
<td>24.20%</td>
</tr>
<tr>
<td>Stronger outreach (e.g., working more closely with high schools to improve student readiness, more engagement in neighborhoods around campuses)</td>
<td>24.39%</td>
</tr>
<tr>
<td>Other</td>
<td>24.14%</td>
</tr>
</tbody>
</table>

If you selected Other, please describe: ( 22 )
### KCC Stakeholder Survey

**What programs or services would you like to see KCC either offer (that are not currently offered) or improve?**

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I would like to see a communications studies program that is offered that focuses on various forms of communication that could be tied in with Governors State University. GSU offers BA and MA in Coms but our communications offerings are scattered. In today's world businesses need to survive by reaching out to customers through communications. Coursework that is generalized into an AA or AS in communications would set us apart from other community colleges. It would also help people that want to improve their own businesses.</td>
</tr>
<tr>
<td>2</td>
<td>There skilled work force shortage in our country, we need to prepare new students, and retrain current workers to be ready for todays industrial needs, ie Welders, Machinists, Fabricators...</td>
</tr>
<tr>
<td>3</td>
<td>I'd like to see more variety in the summer programs for grade school students. Non-credit summer writing programs, art lessons and math refresher courses for high school students would be great.</td>
</tr>
<tr>
<td>4</td>
<td>Counseling/Psychological assistance, other foreign language options, sign language, french.</td>
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<tr>
<td>5</td>
<td>More service learning and internships with area employers.</td>
</tr>
<tr>
<td>6</td>
<td>culinary; aviation</td>
</tr>
<tr>
<td>7</td>
<td>Improve our student enrollment and services department into one fully coordinated and supportive process and location.</td>
</tr>
<tr>
<td>8</td>
<td>Job placement services</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Services - intrusive advising, counseling-enhanced learning communities and fast-track developmental education. I would like to see classes offered in a schedule/format attractive to our student population in lieu of one preferential for faculty. I would like to ensure that all of our occupational programs are currently aligned with our regional employer needs, including up-to-date equipment and instruction. I would like to see KCC make decisions and respond more rapidly to identified needs.</td>
</tr>
<tr>
<td>11</td>
<td>Programs - culinary arts, agriculture (business, engineering, communications)</td>
</tr>
<tr>
<td>12</td>
<td>Students need a class on basic work place acceptable attire, ethics, communication etc. One class that covers a broad subject area regarding the workplace.</td>
</tr>
<tr>
<td>13</td>
<td>Can not think of any for now because we do have many programs.</td>
</tr>
<tr>
<td>14</td>
<td>Encourage students to engage in study beyond their immediate vision; i.e., study foreign languages. Develop a program toward educational endorsement which includes global awareness.</td>
</tr>
<tr>
<td>15</td>
<td>Culinary.</td>
</tr>
</tbody>
</table>
16 Bring back the CS program
17 Expand Public Radio Service
18 Improve accounting program.
19 Fine Arts Program
20 music education
21 Expanded Childcare hours, laptop rental for students who don't have access to technology, soft spaces for students to study/work in groups - their average time here daily is lengthy, we should provide the spaces they need. Programs needed include computer science, culinary, expansion of fine arts to include music and theatre, vet tech and homeland security.
22 do not know
23 Overall, the college and its employees are focused on helping student succeed. As long as that stays as our focus, we do fine. Improvement ideas: Make services for students more in tune with what students want: online chat with advisor, opt-in text messages for college info.
24 Construction pre-apprenticeship and certifying union construction apprenticeship training as part of the degree program
25 Financial/Insurance Career Programs
26 From a personal reference, it sometimes is just bad when you get out of class and the only food on campus obtainable is through the Cafe(Which is ok, but no variety at all). I'd like to see the cafeteria stay open until four. It closes so early, and the food available from the vending machines isn't that healthy.
27 More communication skills; no matter what profession employees need communication skills -- speaking & writing. Too many of the most talented “text people” and even social popular people can't look you in the eye and communicate.
28 Food Industry
29 Digital photography courses. Photoshop courses. How to use a digital camera course.
   Improvements: Stress more development on correct spelling and communications. Even the staff leave that to be desired. Communications from the college are atrocious. Poorly handwritten addressed envelopes....YUCK!
30 Construction Pre-Apprenticeship, Welding, Trade Math
31 Not sure if it is currently offered but a course on the world of wireless services and smartphones
32 Continue to offer more online courses (in the post-secondary area) would be FANTASTIC!!
33 Social Media Marketing
34 I believe that KCC should delineate in clearer language to their students, that they do not need a degree from KCC in order to transfer to a 4 yr. college. It seems that too many students are taking classes that will not transfer and are under the impression they need the degree from KCC to move on to a 4 yr. college.
35 Work directly with local highschools as well as parents in an active manner to promote post highschool education.
36 Can't think of any. I think the college does a good job of offering a wide variety of programs.
37 Continue to offer and improve current workers skillset
38 Manufacturing technologies Outreach to the high schools to enhance student preparation
39 computer science or information technology there are really no opportunities for education in these fields at KCC there is no transfer program for these types of degrees either. I find that very disappointing.
40 tutoring services
41 Computer Training
42 Improve class time offerings. Too many of the same class on the same days. Offer a variety of times/days for the same class. Don't stack the offerings to benefit the instructor. Schedule classes to benefit the students needs.
43 not sure
44 Sign Language: Conversational, Interpreting; CNC Training; Massage Therapy; Professional Continuing Education on Time Management, Managing Multiple Priorities, Dealing with ADD/ADHD as an adult on the job,
45 Surgical Scrub Tech
46 A Transition Educational Program for our communities young adults with disabilities that will increase independence, promote self determination and self advocacy in an effort to promote lifelong learning and improved job placement.
47 Would like to see an full interpreting program offered.
48 Customer Service.
49 continuing ED classes that would offer brush up on courses such as basic math, basic reading. We find a lot of candidates that have HS/GED or some college that can not pass basic 9th grade math or have below level reading scores
50 More hybrid-online and online courses with faculty that are adequately trained in providing an innovative online learning experience for students.
Continuing education opportunities that are more online. This would help area workers that are unable to leave work to attend a conference / presentation to still be able to access the information and view the presentation through an online "portal".
51 I think overall the college does a fine job. I really haven't heard anything bad about the school as I'm recently new to the area.
52 Special needs college classes
53 Fine Arts
54 hospitality and hotel
55 Give Compass Test to all graduating Seniors
56 With all the new electronic devices out there you need to offer more trainings on them so people can use them to their full potential. When they are offered they fill up quickly so there should be more offered.
57 classes for teacher aides
58 I think current LPNs should be chosen 1st into the R.N. program and then other students.
59 Maybe a dental program
60 Students are NOT prepared for college level courses; don't know if it's high school's fault of if KCC is not offering challenging enough materials. Today's "college student" can barely write a legible sentence, has no idea of sentence structure, spelling, or how to write paper.
61 n/a
62 I think a Fire Science program would be a huge benefit, and have lots of support. I also think student services ( advisement) could improve. I have been told 1 thing by 1 person, and something different by another. This has happened several times now, and because of this I am repeating a class I have already taken ( the course number changed).
63 I believe your Wind Energy program is really good. Is it possible to earn a certificate for the big energy towers?
64 High school and KCC student tutoring in evenings for students.
65 Culinary Arts, Theatre Arts/Music
66 Quality of instructors, (ie science). Also increase the number of nursing students accepted each semester so there is more of an opportunity for this field.
67 N/A
68 n/a
69 industrial/trades/forklift/work readiness
70 More reading classes, focus on literacy
71 none
72 Culinary Arts and Auto Body
73 Veterinary Technician Program
74 upgrade the welding department. All teachers need to put their grades on line at least once a week.
75 Continue to listen to student feedback and make changes according to that feedback. The programs kcc offers become stronger that way.
76 internships
77 not sure
78 Construction and management programs
79 More availability to High School/ college dual credit courses
80 culinary arts, horticulture, diesel mechanics
81 I do not have enough information of what is available to make suggestions
82 Culinary Arts
83 I would like to see some culinary programs.
84 More services for graduating high school students with IEPs
85 African Americans Studies, Developing Leadership, Campus Extension site in Pembroke.
86 more geared toward education majors
87 fine arts music (such as a community band)
88 OR technician
89 Golf teams. Soccer teams.
90 more continuing ed and enrichment programs and flexibility in the current offerings (more dates and times)
91 Dual Credits with High Schools which account for the high schools needs and yet transferring of credits to higher educational institutions must be ensured.
92 There will always be a strong demand for health related fields and the RN program could grow to allow more students to have access.
93 Parenting skills provided in local venues
94 expand occupational programs
95 More courses on small business/small acreage farming. Sustainability programs.
more classes geared toward education (teachers)
I don't know
Pharmacology
the use of graphing calculators in math courses
I would love to see a parenting class to assist parents who have children on the autism spectrum. Unfortunately, mental health services are declining and parents are becoming more and more overwhelmed.
1 out of 88 kids are diagnosed with an Autism Spectrum Disorder and 1 out 54 boys are diagnosed.
Implement a formal process to identify students close to graduation to encourage their completion of the degree, certificate, or workforce program.
Masters degrees in the areas of Counseling
I'm not sure of everything that is currently offered.
More accessible GED programs. Students from out of the area who are having trouble getting into GED programs in their own county (esp Cook County)
Ceramics
Art/Adobe photoshop
Nursing
Realtor training and insurance agent training
not sure
more community outreach for special services for students with learning disabilities
programs that help people develop communication and customer service skills that are needed for ANY job.
Computer Tech
I do not know.
An Associates of Arts Degree in Special Education.
Their Early Childhood program, I did not get my Associates at KCC. I received my associates at Kishwaukee Community College. I can not judge the program at KCC. I overall would like ALL community colleges to improve and promote the ECE program.
Culinary
more visual arts and music
Work study program, Rotc program, retrain age group 50 and older for the work force at a limit cost.
Expanded transitional coursework that allows high school students to earn credits in advance so they can fast track to associates and bachelors degrees. Also, expanded career center opportunities for those going into the trade and/or vocational schools.
services to help disabled students access the resources at the school efficiently--attain degrees
something for us part graduates who can't seem to get their foot back in the door
Computer Sciences - Networking and Technology.
more staffing to afford services to students with special needs
I would like to see KCC offer a Speech/Debate Team. Many community colleges offer this experience to its students and I believe KCC would have a strong interest from incoming students.

Culinary, Diesel Mechanic
Personal Assistant or Home Care Assistant

More dual-credit courses at the high school, more transition programs at the high school to guide students into post-high school plans.

Manufacturing, maintenance, welding, cnc and other technical areas.

Culinary Arts
Dental Hygiene

More programs that community members may need but do not want degrees. Cooking comes to mind right away

Dorms, free computer learning skills for elderly

I think that some staff members should really be evaluated in order to keep their jobs. Some just don't seem like they care, and some just want to talk about themselves it seems rather than teach a class.

More medical/hospital support certificate/degree programs that are not related to nursing -- surgical scrub tech; medical office/healthcare administration; or a dental technology program; maybe a vet-tech program; Also a certificate or AA in a foreign language like Spanish that would qualify someone in the work place as having bilingual skills. I'd sign up for that right now :)

Architectural drafting and construction technologies

Engineering

music

4 year degree

housing

Dietary

I think improvements can be made between the college and high schools that offer dual credit services. This is a great opportunity for students at the high school to get college-level coursework completed and to get a taste of what the classes will be like when they get to college. KCC could work more closely with the dual credit teachers to ensure an easy transition.

Establish a network with other public institutions, including libraries, so students enrolled in online courses can take tests in a proctored setting without needing to drive out to campus. This will help improve enrollment in hybrid (only tests taken on campus; content delivered 100% online) and fully online classes.

I would like to see courses in earth sciences such as Geographic Information Systems.

Maybe offer some simple programs on how to improve marketing for small businesses.

Expanded TE classes to prepare students for manufacturing and other like skilled industries.

Increase visibility and importance in our high schools so the transition to college is fluid.

More Ag

More in the Arts (vocal and/or instrumental)

Informatics in the medical field-this is the future of medical information.

Aviation
Culinary.
Courses in music/fine arts as well as information technology/computer information systems that may transfer to 4 year university or allow students to pass aptitude tests and receive credit
I am satisfied with the current range of services offered.
Industrial Technology
Meals at KCC is limited in offering and price, understandably, but the lack of night options and woefully inadequate vending/change machines means many students at night are thinking of rumbling tummies not responding to lecture questions and class discussion. Perhaps another company would be interested.
Ultrasound, dental hygiene
Building Maintenance
KCC needs to improve the quality of fundamental education to better prepare students for college. Why is it that students who have successfully passed English II cannot construct an outline? When those students head to a four year school they will struggle to keep up because KCC did not provide the foundation. This is a serious flaw that needs to be addressed.
One thing that comes to mind is placing what the college already has available in the hands of the students. I'm always discovering programs or opportunities that KCC already offers that may not be common knowledge to the average student.
In addition to our 3+1 with Franklin, and the ddp with GSU, possible 3+1's regarding education, computer science and healthcare (BSN) programs would be an asset to the community/students and KCC—may lure students considering 4 year colleges over coming to a two year institution.
A required FYCE course with a strong Information literacy component, or a required information literacy course.
Improve the wait of health programs
Culinary Arts, Hospitality Industry/Restaurant/Hotel Management
I know it would be difficult, but it would be nice to have "open gym" for the nonathlete students or scrimmages for the team sports.
An advanced mig, tig and pipe welding class
I would like to see more programs and outreach to the area high schools to further prepare students for college level courses.
Computer application/programming/networking
Don't know
Direct marketing dollars in to places that actually work and don't just feel or sound good. What does a painted bus cost? What does it do? What is the impact on a student that sees that bus and realizes that they are paying for this silliness. We are not ComEd. They do have other choices and judged by the popularity vs. cost of University of Phoenix type schools, they're doing pretty well. Track marketing campaigns by one-by-one tracking of individual students. Answer all phones by a live person and not with a recorded message that shows how unimportant that call was. Look at student as customers and treat them as such AT ALL TIMES. Unite the various employment classifications in a common sense of belonging. Drop the them and us stuff. We know who we are. You're defining WHAT we are. It doesn't feel that good.
More flexibility for students. Think about offering block scheduling for students.

Dental Hygiene

Offer more affordable continuing education programs

FINE ARTS, AVIATION, AND MORE RESEARCH OPPORTUNITIES FOR STUDENTS AND FACULTY.

The 10 minutes counseling sessions are large complaints from students. How can one possibly counsel someone within a 10 minute time frame. World class service, not hardly. How can you say you put the students needs first when you don't even give them more than 10 min of your time. Everyone needs a mentor, especially young, fresh out of high school kids. They need guidance in determining their educational goals. If we spent more time with them and actually mentored and guided them, perhaps student success would increase.

Continue to seek feedback with employers in the area which will help drive the technical related needs we have as an industry. Many of which are having 4 year technical folks in engineering, automation, metallurgy, chemical engineering, etc......Having KCC be a link or platform to launch those students from a 2 year degree to a 4 year and maintain the ties to our community would be very beneficial and helpful to industry here.

Dental Assistant, Manufacturing Technology

Offer program-specific courses more frequently (not just spring or fall semester), so students have a better opportunity to complete their certificate or degree. Rethink the rationale for canceling low-enrollment courses. For students, having a class canceled because of low enrollment is very discouraging. In the future, they may not bother enrolling in courses that are likely to be canceled. Independent study is not always a viable option either, especially when the student must pay the same tuition, fees, etc.

KCC needs to offer more music-related course work; within Kankakee's county lines are 4 area high schools, each with large music programs and performing ensembles. KCC needs to address the recruitment of these students who wish to pursue music as a potential major area of study.

Computer Sciences

I would like to see more Communications classes.

More courses for those interested in going into education

A one hour dual credit college preparedness program for area high school seniors might help with KCC's retention and graduation rate.

Culinary, Massage Therapy, Occupational Therapy Assistant, Vet Tech/Assistant, Diesel Mechanics, Theatre (have real classes)

Better assistance to those not mentally capable of enrolling in regular degree programs.

Vet Tech; Medical Coding

more communication classes

A higher emphasis on professional development would be nice, starting with the inservice's breakout sessions being of more importance.

More courses and opportunities in the "green jobs" area.

Associate degree in Sustainability, child care for your children (<2 years old)
More academic support for students. The 1st yr experience type of courses is an improvement but we need more advertisement of it on campus, on the website ETC. Have a video on the website with students who have taken in discussing the value they received. Have online tutorials on study skills free...one tip of the week on note taking etc. Similar to the Dean of students email but make it a small video and even have it on the tvs on campus. Can be a minute or less to get some tips out and then on the webpage, blog etc. Have them archived so students can go and watch the previous ones.

Instead of labeling "tutors" which automatically says "you are a dummy" and need a tutor, set up "success centers" Give examples of, scores that have improved. Take pictures of student working with tutors & post them along with hours with hours available.
Do more interview/pictures with successful students/grads in their new life

Not familiar enough with programs

More tutors need to be available to handle the high demand of services.

Culinary, Vet tech,

Immigration

The associate degree in nursing is becoming an obsolete degree. KCC needs to look at ways to continue to provide health career opportunities for our students in the community.

Culinary Arts program - even in a slow economy, people still go out to eat, and I think there is a greater interest in food services beyond just the Food & Sanitation certificate.
Vet Tech program - because so many people have dogs and/or cats, this type of program could help someone get into that field without becoming a veterinarian.

Community outreach, college transition and retention, link to jobs

Chemical Operations Certificate / Degree

Do not know

1. Medical Equipment/Orthotic Repair
2. Sonography
3. Surgical Technician
4. Plumbing Technology
5. Large Equipment Operations

Music department-there are many students who would like to move on in their career and need a starting point.
Culinary-at this moment, there are few places that offer this and it would really excel here.

A more structured orientation (before the start of each semester - one or two days for all new students to meet with advisor, tour the campus, hear from student services reps, hear from student ambassadors and student trustee, etc.).

Additional Compass testing that includes typing skills as well as reading and math.

Coursework that is self-paced and allows students to complete several courses in a series in a shorter amount of time if they are so motivated. Fully online math courses, not just hybrids. More proficiency tests/easier procedure to sign up for them.

Consider hospitality services
Social media certificate
More work with area high schools to improve college readiness
Develop and implement a curriculum focused on helicopter and fixed wing aircraft maintenance and repair.
Many. Go to other community colleges in this state and other states and look at what they offer. Get more competitive.
business programs need to be improved, especially reinstituting the cis program
Performing Arts, Culinary Arts
KCC needs to make sure that their nursing programs are meeting the rigorous credentialing standards and that not too many students are remediated with weak skills to just get them by for passing credentialing exams.
More evening general education classes for students who do not find online instruction in accordance with their learning style.
Nursing programs, computer information systems, transfer programs
I would like to see the Paralegal Program at KCC help place a paralegal with a local attorney.
Culinary arts
continue improving/building on vocational courses
Simple steps to learn computer skills. There does not seem to be any classes for those who know some computer skills, to those who know a lot. Middle of the road would be nice.
diesel technician, green initiatives - not electrical (plumbing, heating, cooling or construction)
A facility (with more offerings than currently) at/nearer to Iroquois County
A good computer science program!
Computer programming language classes
More indepth career and academic counseling
Diesel Mechanics...because companies are utilizing more truck drivers and we need mechanics to service the trucks.
Internships with local organizations
A schedule of offerings that allows for two-days/week and weekend classes. The acceleration or repackaging of the lowest levels of developmental education to ensure skill deficiencies are appropriately addressed and students aren't lingering too long in semester-long courses.
Small company start ups.
Microsoft classes for current workers.
computers and robotic maintenance
I would like to see a small United States Flag in every classroom. Mounted up in the corner on high on a wall. Looking over all of us in class. It would be a small cost to incur but maybe an American Legion or VFW's post will donate the flags for free. I have had this done in the past for elementary schools. Ever since we were children we have had the flag in our classrooms all of K-12. We were taught all about the flag and what she represents. In every college classroom I have been in as a student or teacher, Old Glory is absent and forgotten. I am not saying that we should be saying the Pledge of Allegiance every time before class starts. What I am saying is that the American flag should be in an institution of higher learning. You cannot receive one red cent of financial aid unless you register with the selective service which is an obligation to your country. At the collegiate level you have the opportunity to now register to vote and exercise your rights as a citizen for the very first time. At the collegiate level you have the right to sit on a jury and judge your peers under the guidelines of our constitution. In our academic community and in my speech class students can exercise their rights to free speech without fear of recourse by the government under the blanket of freedom she represents. Our soldiers, wounded or not who have served her in far away lands can now sit in her presence and enjoy the benefits of the G.I. Bill just as others have in the past by getting a quality education from KCC. It should be a reminder for all of us of the opportunities that we are provided at KCC through the celebration of what the United States Flag represents and reminds us of concerning our duty and obligations as citizens not only to us in our KCC family but to what it represents to people all over the world. KCC should set itself apart and become a leader and example for other colleges! It would be the patriotic shot heard round the world by accomplishing this one small task. It would allow us the opportunity to bond with veteran's organizations, politicians, our current veteran population and to embrace our freedoms in such a public way. We here so many terrible stories out there about shootings on college campuses so let us generate a lasting one that can be the example for other schools to follow. Thank you for your time and consideration and I wish you the best of luck in the strategic planning for our college. I enjoy KCC greatly and am thankful to be a part of the college.

More collaborative teaching models that integrate all the siloed disciplines.

More classes that incorporate a portion of the learning out in the community workforce or outside of the classroom experience. Partnerships where are community businesses and organization welcome the learning experience into their programs or facilities.
4 Offer state/federal legislators office space on campus to enhance opportunities to engage them and through interaction, let them witness the value of the community college. We can tell the story, but the experience will tell it in a much stronger way.

5 N/A

6 Make navigating in the main campus a littler easier with directional signage. If possible, Admissions/Registration/Advising/Bookstore, etc. should be upfront and center so that is what the new students see first when they come into the building. Kiosks located in key areas so a student could enter their ID to see their schedules.

7 Rec-room

8 I think the college should continue on the great path of partnering with employers and the schools to train and add to a workforce for the community. Also maintaining the programs that students can transfer to any four year college ..

9 The faculty needs administrative encouragement to attempt new ideas by providing discussion sessions which could explore submitted suggestions. With administrative presence, identify and invite potentially interested faculty to explore the possibilities of new directions. This may bring a sense of community to the faculty and support ideas which faculty cannot accomplish when isolated from administration.

10 unknown

11 Make more connections between industries and KCC to feed students directly into jobs.

12 Updating the inside look of the campus. If we want to be a leading institution I think we should look like one too.

13 math should be aligned with the program. Math for art majors, math for science majors, math for history majors, etc. If you make it relevant to the students interests they will learn it more effectively and willingly. We have dosage math for nursing students, why not continue the efforts into other majors.

14 Flexible scheduling for students - providing an ala carte menu for non-traditional students who struggle to schedule classes. We need to look at our relationships with corporations differently so that we can build meaningful partnerships that are sustainable. We need to freshen up our campus to increase student and employee morale. We need more student interaction and more areas for them to congregate in so they will build a relationship with fellow students, faculty and staff. This creates affinity which will translate into student success and donor support later on. We need to invest in our students, our staff and our home. We need to bring the community to our campus - to do that it must be inviting and we have to offer cultural events. We need to put the community back in KCC.

15 do not know

16 When expanding, we should still support the infrastruct which was already in place. Staff and money resources to keep things in top condition are spread too thin. Need to address that. We need student recreation spaces. The north area doesn't look very natural. The too-tall vegetation growth/supposed to be prairie land around the rectangle pond just isn't working. Not natural. The new bridge ok. Just wishing it would have some transition and naturalness to work with the area around it.

17 Certify union construction apprenticeship training as part of the degree program. I know many union trained construction professionals who would happily return to KCC to complete a degree if they were to recieve the credit they deserve for their union apprenticeship training.

18 Student work programs/ local employers to determine suitability before degree completed
19 get back to reinforcing one-on-one communication. Whether it's a sales profession or otherwise, there's too much texting, emailing, faxing. One on one communication leads to success.

20 Try to advertise on the area TV (2,5,7,9) stations.
I keep forgetting about classes at the college since you stopped sending mailers.

21 Clean Technology, Give Organized Labor a seat at the table on Advisory Committees.

22 As a health care facility we encourage our staff to go into the nursing program. The KCC program is not flexible so we end up losing the staff or they can not enter the nursing program due to needing to continue to work. Night programs, part time programs over a longer period would be helpful. In addition, having a rotating program so a student could enter the nursing programs in the spring rather than just the fall. Reality is most students need to continue to work while they attend school.

23 Educate highschool student parents that KCC is an economical option for first two years before they join other universities. Majority of the courses they take at KCC will be accepted by major colleges.

24 Continue and improve Counselor assistance

25 I would prefer to have more information before suggesting improvements except (and I just can't help myself) the cafeteria food is worse than I ever remember school lunch being. Most of what I order is either stale-like or just badly prepared so I find myself eating from home or having the soup so "better healthy food"

26 not sure

27 Computer training center for professionals.

28 not sure

29 Since KCC is located in a large farming community, it would be great to offer a class that would teach alternatives to conventional farming. i.e. organics

30 I strongly believe that KCC should still offer a resume service to help unemployed students and workers. The last thing a stressed out unemployed worker needs (especially a man in an occupational type job) is to have to worry about creating an effective grammatically correct and error free resume. Being unemployed can be a very emotional, depressing time for some people and offering seminars and computer classes to create your own resume can be a very daunting task for them.

31 The above stated program as there is a definite need in our area for a program that will ensure successful transition to their home community.

32 I think you should look at putting the certification classes more on weeknights and especially weekends - especially for the construction areas.

33 More online classes. So many teens and 20-somethings prefer that over having to actually go to the school.

34 KCC and the high schools need to have a better working relationships in preparing high school students for college level courses. No way should a high school graduate not being able to pass the entrance exam to KCC. There needs to be better communication and working together to assist the students.

35 perhaps take a closer look at the employer needs in our area and see how you can partner with these companies to find the workers they are needing

36 KCC does not welcome thinking from anyone other than the Board of Directors.

37 Continue to help these kids find jobs when they are finished with the program.
address the special needs population in Ill
some kind of hospitality
Find a better 8 week Anatomy and Physiology I&II teacher
I think any time you can provide real life experience to any program, it is an improvement.
n/a
I think you should consider making better crosswalks to the parking lots, and maybe putting up yield signs to help students cross the roads. I also think there should be more sidewalks connecting the parking lots to the campus. I understand and agree with the new printing policy... however, it is becoming a hassle when certain classes expect you to print out the notes, and each chapter is over 20 pages long. I'm only in week 3 and already under $20. If the instructor wants you to have those notes, they should print them out.
Continue with your progress in the Agriculture program. I like that you are working with Professors from the University of Illinois. There is a demand for the rural students in agriculture.
Consider hiring individuals with degrees in education and subject-related field experience to instruct classes over individuals with just a Masters in the subject area.
Our dropout rate in the community is high and therefore our eligible workforce is low, as is our net education level to be of interest to meaningful industry to relocate here. I think that partnering with K-12 at greater levels to produce high school graduates that move into an Associates Degree is critical. Though this is not your deficiency, it is the deficiency of the area and prevents our community's economic development.
n/a
Perhaps collaborate with ONU on creating BS degree(s) with technical component(s)
Work on literacy programs, loop technology with it.
none
Develop more program that lead to industry certifications not just degrees
Your application and registration process is somewhat confusing and time consuming. You need to be able to complete paperwork in a better way. The website is often confusing and when trying to register for a class often some of the numbers you need for the computer are not readily available in the coursebook. It needs to be more user friendly.
I would love for KCC to offer an on-campus course for high school seniors with an IEP. It could be dual credit, offered during the day and districts could provide transportation or the student could use the Metro. This would make the perceived leap from high school to college much more manageable for this population of students.
More student involvement in government. (Might be good for both)
With all of the changes in teacher and administrative requirements in public school, I feel services need to be offered to assist future para-pros and teachers with getting through school and also their state exams successfully.
Multiple campus locations like JJC
Working with high school (counselors, transition specialists, spec ed teachers) to develop effective transition plans. Maybe you do that already? Dual enrollment opportunities for students with special needs - particularly those with ASD - so that they may have opportunities to practice skills.. Evening classes and classes in study skills and educational therapy offerings would be helpful as well.
I think KCC should consider looking into the quality of many of their faculty. If more than half of a class of students are struggling it should be looked into and not just blamed on students. Academic freedom is one thing, but some faculty have a blatant disregard for their students academic progress.

59 internships

60 Business onsite cohorts

61 4 year degree on Campus. University of illinois-Kankakee

62 Offering a more rigorous "top level" series of classes for honors and AP students who attend KCC; sometimes I feel they are not sufficiently challenged, even though the financial aspects are terrific.

63 Open your campus to small acreage organic gardening, beekeeping, hop production, Work directly with area farms to induce a feeling of ownership in locally grown products.

64 n/a

65 possibly consider internship placements

66 Partnering with more 4 year universities to ensure students classes will transfer for credit.

67 Provide informational for areas schools. Using your facilities to provide networking and professional development opportunities for area school districts.

68 I would love to see a 18-22 year old program for students who are developmentally delayed and continue their high schooling until they reach 22 years of age. It would be awesome if KCC housed a training program for these youth so they can attend college with their peers.

69 Host more community events to promote the college.

70 Continuing to meet with high school teachers.

71 More integration of the arts. A very weak point at KCC in my opinion.

72 KCC should considering hosting more community events.

73 not sure

74 Math courses offered in lab settings

75 Technological classes

76 I think all ECE programs should be more challenging. I think it should be hard work. I take pride in my ECE Bachelors degree, and I think that the world needs to be more aware of child development. If society began understanding child development, maybe we as teachers wouldn't have to continue shoving worksheets down these 4 year olds throats. It has to start somewhere. I thankfully have the trust from my principal for her to realize I can turn any worksheet into an activity. It is so important to me and so important to society that we are giving these young ones the best education we can give them. Why do we keep pushing more and more onto the preschoolers? I was taught they learn through play, yet society makes us do different....

77 KCC's technology offerings do not always seem to be cutting edge. Also, more needs to be done in retaining students. There seems to be many who attend right out of high school and don't receive a diploma or certification -- a high drop-out rate, because many of those right out of high school consider it to be no different than high school.

78 Reach out to company that has 100 or more employees to update there skills and the lates new programs

79 Encouraging more High School students to take course during their Senior year.
80 ways for students to connect to each other - to have a college experience outside of the classroom. Connecting with the students on a deeper platform
81 You do a great job overall, so just constantly be looking for opportunities to expand your services and reach to those who can benefit from it.
82 KCC should look at expanding the services to students with special needs. The Special Populations Office would benefit from additional staff. A great contribution to the community would be the development of a vocational transition program for students with intellectual disabilities age 18-21 and older. Our county is lacking in opportunities for these individuals who can be very good employees with proper training and opportunities. Other state community colleges have programs such as this.
83 support services for learning disabled students.
84 Everything is working so far.
85 Mandatory job shadowing and internship experiences. Educational open houses and/or focus groups for high school students and their parents where they visit local industry. More career exploration opportunities that are marketed and advertised.
86 I think one of the biggest challenges KCC faces is with high school guidance counselors. I graduated from Herscher High School in 1998 with a 5.0 GPA, and my senior counselor essentially wrote me off when he discovered I was going to KCC instead of a private 4-year college. As far as he was concerned, KCC was only for those students who couldn't cut it academically. I don't know that this mentality will be easily overcome, but as a former president of Phi Theta Kappa, I would be willing to help in any way possible.
87 I have trouble walking far distances but not handicapped so it is a long walk from the parking lot to the building and out in the weather elements. Maybe next step a 2nd parking level and a covered walkway to the building. Senior parking too.
88 I haven't looked in the last year or two, but not long ago my wife wanted to take some evening classes but could not because they start at 5:30. Many people work until at least 5:00, often later. Evening classes should begin no earlier than 6:00.
89 Challenge students more
90 Great idea on the satellite campus. Job training and technical programs to retain students after graduation for local employment. Students who go on to obtain 4 year degrees often are forced to relocate after graduation causing a vacuum effect on the local economy.
91 Starting a football team. This promotes good student-centered activities and spirit, not only for the college itself, but also for the community at-large.
92 Study-abroad opportunities. Internships with local companies
93 Strive to be at the forefront of educational innovations. Success is failure turned inside-out; support faculty in their initiatives, even if they are not time-tested. Use discretion to fuel their passion for teaching and learning; don't smother it with "contract language". Encourage the design and development of hybrid courses; they are the future of education. Hire additional staff in instructional design, instructional technology, and instructional support.
94 webinars and apps
95 More green energy classes for development of renewable sources of energy.
more racial diversity in teachers and more diverse programing.

Should consider a Hospitality curriculum that takes in how to address people whether in retail or restaurant, food and sanitation issues, communication skills etc.

More internet based courses.

Performanced based salary incentives

Non-traditional instructional delivery methods

Culinary program that would run the food service and coffee shop and offer affordable food to the students.

Invest in the college, update the middle of the building (carpet, desks, chairs, chalkboards, etc).

Consider a Right to Benefit policy, we have a lot of students who will not succeed at the college level and we are misleading these students. We should have a better relationship with training programs that these students can be referred to.

Revamping the entire system including angel and KccConnect to become one all inclusive portal through which students can acces email/registration statements, and other official items pertaining to their enrollment. Observe Illinois state university's "myisu" web service as an example

Computer literacy as a general education requirement. Thinkpad Community College. Laptops provide a way for students to access information instantly in the classroom and anywhere else on campus or the community. The result is an enhanced learning experience and a better understanding of today's technology. Require the use of a laptop as an integral part of the coursework at KCC.

A 4 day work week has been discussed often for many cost savings reasons. A similar consideration may be given to operating only from Noon to 10pm. This shift in time would condense the class offerings and allow clientele from 1st, 2nd, and 3rd shift time frames to attend a greater variety of courses.

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There is zero sense of community in this school. I can make it through a 5 hour day without seeing anyone I feel comfortable talking to.

I would like to give this question some further consideration before I respond, thank you.

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Aggressive recruitment in terms of making sure the community KCC serves is aware of educational opportunities and that they buy in, use the services offered and complete education and training. The community is underserved because they do not feel connected to the Community College their tax dollars fund.

Improve the process of financial aid so that fewer students are abusing the system. In that way more aid can be given to those that truly want to learn.

Require all instructors to use angel and update grades weekly.

I think KCC should consider furthering our sustainability efforts by using less paper!

Wireless printers so we can print from smartphones/tablets.

I would like to give this question some further consideration before I respond, thank you.

There is zero sense of community in this school. I can make it through a 5 hour day without seeing anyone I feel comfortable talking to.
114 I am disturbed by the amount of Gay literature floating around the school. This should be a private matter and not a school directed topic.

115 Don't know

116 See 12. Require administrators and faculty to spend at least one hour per semester in a business or government entity that applies to their field. Experience the "real world" for an hour at a time. REQUIRE all employees to greet anyone that they should see around campus. The "ten foot" rule that worked so well for WalMart. Within ten feet, an employee was required to say hello. They couldn't get all of the staff to cooperate all of the time. I think that we could. Make each instructor, professor, or facilitator to take the same test that they are requiring of their students once a year.

117 UPDATING FACILITIES

118 Being a local small town college does not mean you have to think like one. Get over yourselves and start truly putting your students first and foremost. Arrogance and entitlement are bringing down the institution and it starts from above and trickles down.

119 Find more opportunities to publicly (newspaper, radio, TV, web) recognize outstanding programs, faculty, etc. Make WKCC a more visible part of the KCC main campus, with a portable studio that can be used for interviews, special events and local programs.

120 Languge Institute (see #13)

121 Where is our 'curb-appeal'? KCC used to have beautiful flower gardens in the center court area, now gone except for a huge sculpture. I would also like to see more community involvement, within AND without. There is no faculty encouragement/commitment to attend school functions that occur perhaps in the evening. I don't know how innovative these ideas are but they really need to be addressed.

122 More hands on teaching especially in the Computer Science area.

123 Better maintenance of the college particularly the bathrooms where often only one faucet works even in the new buildings. Often there are out of order signs on sinks or toilets all semester long. Also there are several really old bathrooms in the college which give a poor image of the college, such as the bathrooms just outside of the Ryan gymnasium. They look terrible and don't portray what a modern college should. Yet they are probably one of the most used bathrooms by the public. what are we saying to the public who come for games and graduation when we have such old, cruddy, and outdated facilities for their use?

124 Hire more full-time faculty who have an interest in staying in the area and are committed to the students and the mission.

125 Focus on providing strong general education, not electives. Those classes should be taught by professionals in those fields. For example, someone who received a master's in English has no business teaching creative writing, world literature, or poetry. There are professors at the 4 year colleges who have specialized in these fields. Students are being sold short when they take such classes from non-experts.

126 Expanding to a 4 year school
Not one question on Sustainability. Very sad! We need much more on campus. There are sooo many other institutions doing so much more. This is the students future...ask them! They are very concerned about it. We could offer courses with more sustainability in them and specific courses in this. We need to look more at what other community colleges are offering. Just looking at a few in our area they offer many more languages (German, Italian, Latin, Japanese etc.) than we do. Look at each college’s course catalog of classes and see what they have that we do not. Look at what services they offer students that we do not. The survey seems to miss many areas I would think would be under Strategic Planning. We should also look at scheduling and with so many students lacking skills, class size is just too large in some classes to be giving the attention the students need.

KCC should build an observatory and expand the role of the MSE department.

None at this time

KCC has great programs, faculty, and staff. Services for students are above average for community colleges. I would like to see KCC invest more time and resources into campus beautification and facility upkeep.

I think even more online courses would be helpful for motivated students who live a distance from KCC - much savings in time and gas.

Stop trying to be what everyone else is (copy other college’s ideas) and be innovative or different - do something that is different that stands out . i.e. be personable yet tech saavy in an tech world

Offering more on-line classes so folks can work and still obtain a degree.

Do not know

Some programs are only offered one semester out of a year. They should be offered more semesters. Students need to be offered either a day class or a night class. This would help out those who work and need different shifts.

Offering more two-year degree programs.

Eliminate 50 minute class periods and move to a four day schedule.

Performing arts

- Eliminate tenure with faculty. Faculty should be evaluated on an annual basis as is staff and administrators.
  - Support more alternative textbook options to keep it affordable for students
  - Use more ipads, e-readers and other forms of technology in the classroom
  - Faculty and staff should be using the latest and greatest software and technology
  - Promote responsible use of student loans. Provide financial counseling services to students.
  - Provide mental health service options to students
  - Make more information and announcements available to students through their mobile devices
  - Develop a manufacturer training center and be more involved in promoting the area to companies looking to open new plants in our area
  - Continue to develop the alternative high school program on campus
  - Provide a vibrant environment for learning. Much of our indoor campus is outdated and lacks inspiration and appealing places to learn.

Getting rid of tenure.
Many colleges have programs with classes in 5-week blocks, and students just enroll in one class at a time. This seems to be a very good model for working adults that the students I have spoken to (who had been in such programs) really liked. Although we have had a fast track curriculum in the past, it may be a good idea to revisit that model.

Make the campus more welcoming and safe by lighting stairwells and hallways. Increase dual credit opportunities. Allow community members to rent space when available.

More full time faculty

Places for the students to stay in emergency weather situations. Many students travel long distances and have no place to go if the weather gets bad while they are in class. Maybe discounts at the local hotel. Something so people are not driving in bad weather.

Fresh faces with fresh ideas on the board.

As nice as computers are there is NO substitute for hands on experiences (in vocational programs) If i have to run one more simulation.

Increased flexibility/tracks as far as both student needs/goals & when courses are offered

Require an Angel entry course for all new online class students. This will teach them the basics of using angel, how to manage their time, upload assignments, etc. The course can be a 1 credit class.

On-site experienced Psychologist for employees and students who can not handle stress or bullying behavior.

Priority registration for students who stay on track to complete a credential. Video lectures to support the learner outside of the classroom. Comprehensive scheduling to accommodate the needs of all students vs just the traditional student. KCC applications for instruction or support services for iphones, ipads, etc.

Invest more heavily in faculty and student support for online education. Realign IT resources to reflect the shift from the traditional helpdesk/self-hosted/managed desktop environment to a modern flexible partnering/cloud based/mobile environment. Faculty especially are needing more and more flexible and specialized technology assistance to take advantage of discipline specific online tools, apps, social media, web 2.0.

Offer a "skill review" training program to incoming students in order to prepare them to achieve better scores on the Asset/Compass tests.

increase standards of students in class

Establish a four year degree program so students do not have to transfer to another school to receive their Bachelors degree