

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

KANKAKEE COMMUNITY COLLEGE

February 26, 2010



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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EXECUTIVE SUMMARY FOR KANKAKEE COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Kankakee Community College's** (KCC'S) achievements and to identify challenges yet to be met.

Helping Students Learn: KCC's programs meet the needs of students and stakeholders and result in graduates who are prepared for their fields or for further education. The college has made progress with assessment but goal setting, measurement, and benchmarking occur separately and they do not appear to be integrated in a college-wide process. The college has a well-developed process for program design that includes input from internal and external stakeholders. However, KCC does not appear to involve input from external stakeholders (e.g., employers and the community) and students in other processes involving assessment of learning. A continued effort to develop a formal process for initiating, maintaining, and evaluating proposed improvements for "Helping Students Learn"; developing a culture of integrated assessment college-wide; and setting targets for improvement would allow KCC to continue progress in this area.

Accomplishing Other Distinctive Objectives: KCC's distinctive objectives have enabled the college to contribute to its community and beyond. The college president and his cabinet use an integrated approach to developing these objectives, but the system still needs to be developed and addressed further based upon the identification of distinctive objectives for key non-instructional programs and the usage of sustainability initiatives. Defining goal-setting, benchmarking objectives and developing a systematic process for collecting and analyzing data relative to accomplishing distinctive objectives may result in improved performance of the institution and progress in quality improvement.

Understanding Students' and Other Stakeholders' Needs: KCC has a clear understanding of student and stakeholder needs in general but could benefit from considering the needs of specific student groups (e.g. Hispanic students) and other key stakeholder groups. The college does not currently have a formal process in place to determine external stakeholder's needs or satisfaction. Developing a comprehensive process for improving relationships with students and other stakeholders might bring

many benefits, such as better student retention and better communication with key and other stakeholder groups.

Valuing People: KCC has made many improvements, including using Action Projects to address key issues such as communication and valuing people. However, efforts appear to be made on an individual basis, and are not integrated into a systematic process that is college-wide. The college acknowledges that continued development of an integrated data gathering, analysis, and comparisons system is still needed. Meetings currently in place with other community colleges will afford KCC the opportunity to begin comparing itself with similar colleges. Focus on a campus wide systematic process for employee recognition, reward, compensation, and benefits may help KCC to address employee morale.

Leading and Communicating: KCC has made gains in this category, including a major focus on improving communication and the development of SPOC. Opportunities exist for identifying key performance indicators that align with the college's strategic plan and for developing performance targets for these indicators. A next step could be to develop a comprehensive and systematic method for measuring leadership and communication. Improvement in the transition of leadership at all levels of the college would enhance its current succession planning efforts.

Supporting Institutional Operations: KCC has a number of processes in place for assessing and meeting stakeholder needs and the college works to improve these processes. KCC has an opportunity to continue strengthening the existing processes and add new ones where there are none to ensure that all stakeholders' needs are being met. There is also an opportunity to make the analysis of data more robust to better guide improvement efforts. Developing college-wide measures as necessary for all constituent groups could be a first step.

Measuring Effectiveness: KCC has made progress on many different fronts in this category. The newly established OIEPR, in conjunction with other offices and departments, has enabled KCC to better supply the data and analysis needed for effective operations, planning, and improvements. The next step may be to coordinate all of the work to date to develop a systematic process by which it measures its

performance. The lack of such a process and the lack of comparative data and information limits KCC's ability to accurately measure its effectiveness.

Planning Continuous Improvement: KCC has made many positive strides regarding planning continuous improvement. However, there still remain opportunities such as developing a systematic process to measure the effectiveness of planning processes and systems, including the use of benchmarking data. The college has opportunities for defining its projections and targets for performance regarding future strategies and action plans and to explore and define how its culture and infrastructure could be used to select specific processes to improve and set targets.

Building Collaborative Relationships: KCC has a variety of relationships with other educational institutions, both K-12 and at the secondary level, and is involved with local organizations and employers. The college has an opportunity to establish a clear process for the development of relationships and partnerships within the college. Activities are taking place in a variety of areas, but appear to lack coordination. A coordinated effort would provide the institution with a means to react quickly to external conditions, allocating resources for those efforts as well as using metrics to assess their effectiveness.

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

ELEMENTS OF Kankakee Community College's FEEDBACK REPORT

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

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

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

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

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

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

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

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

STRATEGIC AND ACCREDITATION ISSUES

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

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

Criteria and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

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

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Kankakee Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Kankakee Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

There is a need to develop and define processes across the institution. Whether a process is formal or informal, it should be systematic, well-defined, and regularly assessed to make sure that it is functioning as intended. This is central to being an AQIP school.

KCC has an opportunity to systematically integrate and coordinate activities to ensure that processes are effective and sustainable college-wide. For example, the Portfolio describes a variety of activities that KCC is using to achieve goals related to each category, but many of these appear to be taking place in silos. The college could more effectively and efficiently achieve its goals if these efforts were coordinated.

While KCC has taken steps to facilitate the use of data, for example, by establishing OIEPR, it is important that the college continue to identify a variety of data that can

inform decision making and planning and that can systematically be used to understand the effectiveness of its processes. An example of data that could be useful to planning is the expected increase in Hispanics and seniors in the areas served by KCC. While this information was cited, it did not appear to be addressed in strategic planning. In addition, segmentation of data, i.e. looking at responses/performance of specific groups of students or stakeholders, could enable KCC to better target improvements.

KCC could get clearer views of its performance by systematic use of benchmarks as well as input from students and external stakeholders. The college should identify benchmarks that provide useful and relevant comparison data and KCC's networking with other AQIP community colleges could be one source for such comparison data. Feedback from students and external stakeholders is useful in assessment of learning, in understanding the effectiveness of processes, and in learning about satisfaction.

While KCC appears to have systems and processes in place to train, develop, and involve input from faculty, the same avenues do not appear to be open to other staff. As a result, there appears to be an inequity between how faculty and non-faculty are involved and developed at the college that may result in low morale of employees.

Many of KCC's communications appear to be one-way and students, stakeholders, and employees are often required to seek out information from printed or electronic sources to become informed about a topic. Being more proactive and transforming some methods of communication so that they engage people and provide opportunities for response would assist the college in getting its message out and could improve employee satisfaction with communication. Regularly monitoring and assessing the effectiveness of the various communications used should enable KCC to further improve these processes.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of

continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

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

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

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

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Kankakee Community College, its current dynamics and the forces

surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Kankakee Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- O1a Kankakee Community College (KCC) is an accredited, public, two-year institution that serves a 1,600 square mile, predominantly rural district with a 22% minority population (African American and Hispanic). While there is some economic diversity within the district, the median income for the district is well below the median for the state; unemployment is at 12%.
- O1b The college is under the authority of the Illinois Community College Board (ICCB). As a result, KCC's main general education directions are prescribed by this group. The Board is also responsible for approving new programs.
- O1c The college has instituted infrastructure to advance its continuous improvement efforts, e.g., the Strategic Planning Oversight Committee (SPOC).
- O2 Sustainability, athletics, and workforce development are three distinctive objectives of the college. The workforce development program (WIA) is well-established and undergoes continuous improvements. Measurable outcomes are required annually by the Workforce Board.
- O3a KCC enrolled 3,512 credit students during the fall 2008 semester with approximately 20% as students of color, nearly reflecting the larger region served by the college.
- O3b Significant numbers of KCC students need intensive tutoring and developmental education. Seventy-two percent of its students are first generation college students.
- O3c KCC competes for students with a private 4-year college, two community colleges, and several proprietary schools.
- O4 KCC has made a number of improvements in valuing people but still has concerns about employee morale. The college has put a high importance on measuring faculty, staff, and student needs and perceptions.

- O5a KCC employs 451 employees (219 full time and 232 part time), 60% of whom have been there less than 10 years. The college has enjoyed stability in leadership with only 5 presidents during a 43-year history.
- O5b The college has introduced several improvements as a result of an action project on improving communication but still has concerns about the effectiveness of its communications.
- O5c A seven-member Board of Trustees is responsible for establishing institutional policies, appointing the president, and overseeing the budget. The college is ultimately responsible to the Illinois Board of Higher Education.
- O5d KCC's six strategic goals are as follows: 1. Grow sustainability initiatives as a local and regionally recognized feature of the college. 2. Strengthen community outreach through strategically developing partnerships and target marketing. 3. Promote effective hiring and increase morale through strong professional/staff development. 4. Benchmark and promote best practices in all aspects of student services and student success. 5. Align college strategic planning linking facility plans, budgeting, resources and institutional effectiveness. 6. Improve curriculum development.
- O6 KCC has a significant building presence, is in the process of building a new Advanced Technology Center, and is committed to the sustainability of these facilities through planned budgeting for remodeling as well as advancing LEED certification for the buildings.
- O7 The college has created an Office of Institutional Effectiveness, Planning, and Research (OIEPR) to make data available and to support continuous improvement efforts.
- O8a KCC has developed its planning process by tying it to the CQI process used for selecting projects and measures. The college also states the need for further promotion of CQI for wider usage.
- O8b Key vulnerabilities for the college include state and federal aid that is unstable because of the economy, having enough space for appropriate offices and labs, and hiring challenges in recruiting credentialed adjunct faculty. The Hispanic population in KCC's district will increase 34% by 2018. The general population in the district will increase 4.4%.

- O9 KCC notes that it has a strong reputation for having long-standing, productive relationships with community groups.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

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

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

Item Critical Characteristic

- O1a Kankakee Community College (KCC) is an accredited, public, two-year institution that serves a 1,600 square mile, predominantly rural district with a 22% minority population (African American and Hispanic). While there is some economic diversity within the district, the median income for the district is well below the median for the state; unemployment is at 12%.
- O1b The college is under the authority of the Illinois Community College Board (ICCB). As a result, KCC's main general education directions are prescribed by this group. The Board is also responsible for approving new programs.
- O1c The college has instituted infrastructure to advance its continuous improvement efforts, e.g., the Strategic Planning Oversight Committee (SPOC).
- O3a KCC enrolled 3,512 credit students during the fall 2008 semester with approximately 20% as students of color, nearly reflecting the larger region served by the college.
- O3b Significant numbers of KCC students need intensive tutoring and developmental education. Seventy-two percent of its students are first generation college students.
- O8b Key vulnerabilities for the college include state and federal aid that is unstable because of the economy, having enough space for appropriate offices and labs, and hiring challenges in recruiting credentialed adjunct faculty. The Hispanic population in KCC's district will increase 34% by 2018. The general population in the district will increase 4.4%.

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

Item	S/O	Comment
1P1a	S	The KCC faculty developed seven educational outcomes in the 1990s that represent the common learning objectives for all students completing an A.A., A.S., A.F.A, or A.A.T. degree. These outcomes adhere to the Illinois General Education Curriculum Requirements defined by the Illinois Articulation Initiative (IAI) and were rewritten in 2004 to reflect current thought and to ensure they facilitate assessment of student learning.

- 1P1b O The process by which the college identified the college-wide educational outcomes is not demonstrated, nor is it clear what stakeholders, aside from faculty, were involved. Including input from other stakeholders, such as the students, local employers, etc., could help ensure that the outcomes reflect the needs of all constituents.
- 1P2 S Instructional program advisory committees representing community members working in the field meet annually to provide input to ensure course and program objectives enable students to be successful employees in their disciplines. In addition, input from local high school administrators and classroom teachers is sought via the new College Readiness and Transitions initiative.
- 1P3a S KCC follows a clearly outlined approval process for new program development that incorporates information required and forms necessary to propose new programs as outlined in the Program Approval Manual provided by the ICCB. The 5 types of information required in the approval process include: (1) labor market data; (2) faculty needs and qualifications; (3) program objectives and methods of assessment; (4) needs analysis and other institutional research; and (5) cost data. The college engages in partnerships and receives input from advisory committees, planning groups, and faculty which is helpful for providing more opportunities for students. The use of CurricUNET software facilitates developing, approving and revising programs.
- 1P3b O It is not clear how KCC incorporates research regarding pedagogy and andragogy when designing programs and courses. Doing so could enable the college to design more effective programs and courses and improve student learning.
- 1P4a S KCC ensures that programs address the needs of students, learning goals, and the realities of the market through participation in a 5-year program review cycle; use of data from an annual Graduate Follow-up Survey; trend analysis in the labor market; solicitation of input from Advisory Council members in the design of responsive academic

- programming; connections within the community, and faculty and administrator input. This program review process complements the college's planning and decision making.
- 1P4b O It is unclear if KCC's process for designing academic programming includes an opportunity for benchmarking with peer institutions. KCC also may have an opportunity to integrate student feedback and input with this process.
- 1P5a S Student preparation is determined by using ACT sub-scores, COMPASS Placement scores, and previous college work. Additional testing, preparation, and requirements are mandated for programs such as the LPN or ADN Nursing programs. The prerequisites for individual courses are determined by the Curriculum and Academic Standards Committee.
- 1P5b O While KCC has identified measures, it is not clear how standards for these measures are identified regarding reading, writing, and math skills. Institutional research and assessment of student learning can be used to identify what level of achievement students need to be successful in courses and programs.
- 1P6 S KCC provides information to incoming and current students through a variety of methods and media (e.g., catalog, website, open meetings, syllabi) that make the college information readily available. Also, all new students are required to meet with their advisors before registering for the first time.
- 1P7 S The institution offers support from seven academic advisors, a transfer coordinator, and the career planning office in addition to providing advising services. A variety of career development resources including workshops are available to students through the Career Services Office. Quality improvements in the advising system have been made by assigning advisors to students based on each student's needs and interests.
- 1P8a S KCC guides under-prepared students into developmental programs by using the results from the COMPASS placement test and ACT sub-

scores. This process was improved when KCC instituted an Early Alert program designed to identify at-risk students earlier in the term to improve success. KCC has full-time instructors and a variety of other services in support of developmental education.

- 1P8b O Although some positive results related to identifying students at risk have been seen, the number of students at risk who drop out is still high. KCC notes that the completion of developmental programs is a barrier for some students. The college has an opportunity to identify the reasons why students are dropping out and to develop strategies to counteract these obstacles.
- 1P9a S KCC provides the faculty and students with opportunities to learn about different learning styles via workshops and resources available in the Teaching and Learning Center.
- 1P9b O While KCC cites data (fig. 1.1) that indicates full- and part-time faculty are using different teaching styles, a more thorough analysis of this data may be helpful. For example, are the faculty who are using “hands on” techniques based in disciplines that traditionally use these techniques or are they in disciplines that traditionally use lectures? Understanding this would give a clearer picture of progress as well as provide data to indicate training needs. This is also important since many students report that that they were not exposed to the following: In-class writing (49%), student presentations, (40%), hands on learning (25%), and learning groups (19%).
- 1P10a S The Office of Disability Services (ODS) performs a variety of tasks to insure that students’ special needs are accommodated including going to local high schools when requested and determining individual student’s needs upon enrollment. In addition, the college addresses the needs of seniors by providing special courses and activities offered at discount rates. The college has recently assisted students who commute by negotiating with the local bus company for more frequent bus service and

- discounted bus passes, offering more online courses, and facilitating car pools
- 1P10b O Although KCC recognizes that the senior population will increase 40% by 2018, it does not appear to have a systematic process in place to assess the needs of its senior students nor a plan to accommodate the increase.
- 1P11a S KCC has made improvements in defining, documenting, and communicating expectations for effective teaching and learning for faculty through the use of a KCC master course syllabus, program assessment protocol, and annual non-tenured faculty evaluations. The faculty evaluation system and faculty handbooks also support effective teaching and learning. The college has established an extensive faculty training program which helps faculty advance in their understanding of assessment, aligned instruction, measurement, classroom management, technology, learning styles, and critical thinking. New, full-time faculty are required to complete Pathway 1 and all adjuncts are encouraged and rewarded for completing it.
- 1P11b O While training is in place, it is not clear if all faculty are required to participate. Furthermore, there does not appear to be a system in place for faculty members to communicate with each other regarding successful learning strategies and best practices. Finally, it is unclear what role, if any, participation in development activities plays in the evaluation of faculty. The college has an opportunity to identify how all faculty could be included in these processes either as participants or resources.
- 1P12 S Improvements in the scheduling process resulted in the reduction of the class cancellation rate. KCC also reports creating processes for online course development which include an online course development proposal form for online or hybrid formatted courses, development of a hybrid course quality checklist, and a final review by the Dean of Instruction and division chairs before a course is offered.
- 1P12b OO It is not clear how KCC integrates program review information, general education outcomes, state requirements, feedback from student surveys,

- input from external stakeholders, etc. in creating and maintaining the course delivery system. Doing so could result in a more effective system.
- 1P13 S KCC uses program review to keep credit programs up-to-date and effective. Review of non-credit offerings includes meeting annually with advisory groups to determine training topics and potential instructors; reviewing comments and feedback from participants of these seminars; reviewing local trends, training needs, and state licensure regulations; and proposing new topics.
- 1P14 S KCC has processes in place for changing or discontinuing academic and CCE programs and courses. If an academic program is discontinued, KCC ensures that students currently in the program who wish to complete it are able to do so. CCE has set a standard of practice, based on national benchmarks by Learning Resources Network (LERN), to offer 25-30% new courses each semester.
- 1P15a S The college has processes in place for tutoring students, identifying needs related to the library, monitoring advising, and supporting faculty with professional development, including services available to both faculty and students for learning and assessment.
- 1P15b O It is unclear as to what process the college uses to support and certify writing and math tutors.
- 1P16 O KCC has an opportunity to identify co-curricular goals that they would like to align with curricular objectives. Perhaps developing a set of co-curricular goals based on the General Education Outcomes would create alignment that can be further adapted to specific curricular learning objectives. It may be helpful to consider how co-curricular programs currently address common learning objectives such as communication (#1) or critical thinking (#3).
- 1P17 S KCC determines if degree and certificate graduates have met learning expectations by examining licensure pass rates, certifications, graduate follow-up surveys, local employer surveys, advisory committee meetings, and conversations with community partners. The college also analyzes

- GPA data for KCC transfer students attending public universities in Illinois.
- 1P18a S KCC developed CATs for classroom assessment and faculty use one or more CATs and then report what they have done, what they learned, and how they used the information to improve student learning. KCC's course assessment process involves: 1) identifying one or more learning outcomes to address; 2) designing a tool to assess student learning relative to the selected outcomes; 3) defining standards for success; and 4) establishing an action plan to affect change in course materials or teaching strategies if data support the need for such a change. The Assessment Committee led an AQIP Action Project to develop a process to assess General Education Outcomes and KCC has provided release time for faculty leading assessment at the division level.
- 1P18b O The college has an opportunity to continue and refine its efforts to create a culture of assessment at the college and for the sharing and analysis of data at the institutional level.
- 1R1a S The college provides data that suggests that retention and fall student success are relatively consistent, as are completion and success rates for online and hybrid courses.
- 1R1b O It is unclear what is being referred to with the term "all students" in Figure 1.4. Furthermore, the retention rates for first-time, full-time, degree seeking students have seen a general decline during the past five years. Completion and success rates for hybrid/online courses are lower than those of traditional courses. Exceptions, particularly those for summer terms, may be more reflective of the type of student enrolling during those terms. KCC has an opportunity to identify why these rates are lower for online/hybrid courses and how they might be improved in order to increase completion and success rates.
- 1R2a S The 2008 assessment of cultural awareness used direct evidence of student learning which showed positive results. There has been some success in improving results for the Scientific Literacy objective which

saw improvement between the Spring of 2007 and the Spring of 2008 in two areas: methods and use of statistics and extrapolation to the larger population.

- 1R2b O KCC is in the early stages of its assessment of the seven general education objectives. Rather than waiting until 2013 to complete assessment of these objectives, the college may want to consider what steps they can take in the meanwhile to understand and improve student achievement of them.
- 1R3a S Based on the examples shared, KCC has made progress in assessing student learning at the program level and the results described indicate effective assessment cycles.
- 1R3b O The college acknowledges a gap regarding how program learning objectives are assessed and KCC should continue efforts to address this issue. Results for the learning objectives associated with English1 use subjective descriptions (good, bad). Using rubrics which clearly define these terms/levels and developing a shared understanding of these standards should strengthen inter-rater reliability. In turn, the results should accurately reflect student achievement. Such rubrics also enable others to interpret the results.
- 1R4 S Licensure pass rates and GPAs of students who transfer to four year programs indicate that KCC students have the required knowledge and skills.
- 1R5a S The college has collected data that suggests positive results following the interventions to improve advising, orientation classes, and pass rates. Performance results from two key learning support processes, which are the orientation class/college student skills course and student success rates in basic algebra and writing, are used as performance results for evaluating the learning support processes.
- 1R5b OO After showing increased success during the first year it was implemented, success rates in Basic Algebra and Fundamentals in Writing for students involved in the Early Alert Program dropped dramatically between 2007

- and 2008. KCC has an opportunity to explore why this happened and to develop strategies to address this decrease.
- IR6a S Comparison results are mostly positive. KCC has consistently exceeded the national mean in the area of Support for Learners on the CCSSE and has scored at or near the average for all community colleges on the other four scales.
- 1R6b O While these data suggest that KCC is on track, the college has an opportunity to gain a deeper understanding of the meaning of these metrics, perhaps by considering them in light of other assessment data, and to develop institutional goals for improvement.
- 1I1a S KCC acknowledges that there is no formal process in place to review improvements but has implemented a number of processes and activities to help students learn.
- 1I1b O Developing a process to coordinate and review improvements is central to a quality management system. A step in this direction may be to assess if the improvements made have been effective. It's not mentioned whether the improvements were made based upon previous data, but if so, these could be used as a baseline for comparison. Developing processes for a formal evaluation process regarding student success, career services, scheduling, etc., would benefit the college.
- 1I2a S KCC has made strides in developing its culture and infrastructure to select specific processes to improve and to set targets for improved performance results in this category. For example, the college has made an effort to identify comparative data and use it in its improvement efforts and developed OIEPR to support the collection and analysis of data.
- 1I2c O The college would benefit by establishing additional measurable goals that align with the college mission, vision, and core values, including "Helping Students Learn."

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

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

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

Item Critical Characteristic

- O2 Sustainability, athletics, and workforce development are three distinctive objectives of the college. The workforce development program (WIA) is well-established and undergoes continuous improvements. Measurable outcomes are required annually by the Workforce Board.
- O5d KCC's six strategic goals are as follows: 1. Grow sustainability initiatives as a local and regionally recognized feature of the college. 2. Strengthen community outreach through strategically developing partnerships and target marketing. 3. Promote effective hiring and increase morale through strong professional/staff development. 4. Benchmark and promote best practices in all aspects of student services and student success. 5. Align college strategic planning linking facility plans, budgeting, resources and institutional effectiveness. 6. Improve curriculum development.
- O6 KCC has a significant building presence, is in the process of building a new Advanced Technology Center, and is committed to the sustainability of these facilities through planned budgeting for remodeling as well as advancing LEED certification for the buildings.

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

Item	S/O	Comment
2P1	SS	KCC has several distinctive, non-instructional programs and has identified sustainability initiatives, athletics, and workforce development as key distinctive objectives.
2P2	S	KCC uses an integrated approach in reviewing ideas from community members involved in strategic planning, internal and external data reports, and employee feedback to help identify KCC's distinctive objectives. This effort represents an improvement over previous methodologies.
2P3	S	KCC has a communication channel in place to inform stakeholders of the expectations for the distinctive objectives. The college uses a variety of media (internal & external distribution of the strategic plan, its webpage, radio station, a newspaper insert and public dialogue with stakeholder groups) to communicate its expectations.
2P4	O	KCC is in the process of developing a method to assess and review its distinctive objectives.
2P5	O	While KCC utilizes surveys and meetings to ascertain the needs of faculty and staff relative to the stated distinctive objectives, it remains unclear as to the effectiveness of, or employee satisfaction with any of these procedures.
2P6	O	KCC has an opportunity to develop a formal, systematic process for considering faculty and staff needs relative to this category.
2R1a	S	KCC has metrics in place to measure the stated distinctive objectives, including one recognized by the ICCB as a "best practice."
2R1b	O	KCC is in the early stages of identifying measurable objectives in sustainability related to facilities, curriculum, and community education. Specific attention to this effort is critical in determining the deployment of resources and mission achievement of the college.

- 2R2a S It is evident that KCC has made progress in accomplishing other distinctive objectives. Fig. 2.1 and 2.3 indicate the measures of success in achieving these objectives.
- 2R2b O Educational outreach and workshop participation do not appear to determine the efficacy of such a large commitment of the college, use of multiple grants, and mission of new Sustainability Center. The college may want to consider the development of additional metrics for this area of distinction.
- 2R3 O The college has an opportunity to benchmark its results in order to measure outcomes for quality improvements.
- 2R4 S KCC is to be commended for implementing the Sustainability project. This is a program that benefits the entire community. Likewise, the athletics and workforce development programs are programs that can be appreciated by the communities and residents served, and help establish the college as a partner in community and regional development.
- 2I1 S KCC has worked to launch the sustainability project and improve its athletic and workforce development programs. These endeavors demonstrate the college is active and responsive to the community it serves.
- 2I2 O KCC is currently undergoing a review and the development of quality improvement recommendations to change the infrastructure and support in the development of targets for distinctive objectives, as well as measurement, review, and improvement of said targets. It seems likely that the creation of a new IR office may assist in this effort.

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

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and

stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

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

Item Critical Characteristic

- O1a Kankakee Community College (KCC) is an accredited, public, two-year institution that serves a 1,600 square mile, predominantly rural district with a 22% minority population (African American and Hispanic). While there is some economic diversity within the district, the median income for the district is well below the median for the state; unemployment is at 12%.
- O1b The college is under the authority of the Illinois Community College Board (ICCB). As a result, KCC's main general education directions are prescribed by this group. The Board is also responsible for approving new programs.
- O3a KCC enrolled 3,512 credit students during the fall 2008 semester with approximately 20% as students of color, nearly reflecting the larger region served by the college.
- O3b Significant numbers of KCC students need intensive tutoring and developmental education. Seventy-two percent of its students are first generation college students.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1a	S	KCC incorporates a variety of methods in collecting data and analysis to meet the needs of students and other stakeholders. OIEPR assists KCC administrators, faculty and staff to identify the changing needs of students and other stakeholders.

- 3P1b O It appears that KCC has no systematic process in place to identify the needs of specific student groups. The college has an opportunity to track the performance and/or responses of student groups, e.g. Hispanics, to better identify student needs.
- 3P2 S KCC builds and maintains relationships with students by providing academic support services, LRC, early-alert monitoring system, student club, etc.
- 3P3 O While the Strategic Planning Committee appears to have begun a process that could be followed to systematically analyze the changing needs of stakeholders and select courses of action to meet those needs, it does not appear that the process has been adopted on a college-wide basis or has even been recognized as a process by which to accomplish those objectives.
- 3P4 S A variety of programs of contact with key stakeholders reaches a wide range of people and develops actionable items for the college.
- 3P5 O KCC's current process for determining when to target new student and stakeholder groups with educational offerings varies depending on how the need emerges. While this has resulted in offering online course options, tuition waivers for dislocated workers, and outreach projects to area high school graduates, the college has an opportunity to improve this process.
- 3P6a S There is a formal process for collecting student complaint information, which involves access to a complaint box and/or filing a complaint. There is also a process for an objective hearing.
- 3P6b O The college has an opportunity to develop a similar system for complaint information from external stakeholders. Doing so could enhance these relationships and ensure that they remain healthy.
- 3R1-2 O KCC identifies four methods to measure satisfaction of students but no process is described to measure that of other stakeholder groups.

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| 3R2 | S | The performance results for student satisfaction show a wide range of satisfaction depending upon the topic: Academic Advising/Planning (80%), Computer Labs (73%), Financial Aid Advising (53%), and 15% satisfied with the services to disabled students. |
| 3R3-5 | OO | KCC has the opportunity to establish a formal, systematic process to gather data, assess performance for building relationships with students and key stakeholders or assessing stakeholder satisfaction and to set targets for improvement. |
| 3R6 | O | While KCC cites data from the NCCBP and CCSSE the process for systematically considering such data and integrating it into improvement cycles is not generally apparent. |
| 3I1a | S | KCC has made a number of improvements in the following areas: Advising Services, Outreach projects, and access to information in the center. In addition, to improve the success rates of students in developmental courses, ACT recommended, and the college implemented, changes in the COMPASS cutoff scores. |
| 3I1b | O | As KCC develops its processes for understanding the needs of stakeholders other than students it will have opportunities to better meet their needs. |
| 3I2 | O | KCC has made improvements in its efforts to understand and meet student and other stakeholder needs. However, its work appears to be quite new, uncoordinated, and incomplete with respect to the goal setting, data analysis, and benchmarking that leads to institutional improvement, suggesting a culture that is in need of continued focus and development. |

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics;

recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

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

Item Critical Characteristic

- O4 KCC has made a number of improvements in valuing people but still has concerns about employee morale. The college has put a high importance on measuring faculty, staff, and student needs and perceptions.
- O5a KCC employs 451 employees (219 full time and 232 part time), 60% of whom have been there less than 10 years. The college has enjoyed stability in leadership with only 5 presidents during a 43-year history.
- O5b The college has introduced several improvements as a result of an action project on improving communication but still has concerns about the effectiveness of its communications.
- O5d KCC's six strategic goals are as follows: 1. Grow sustainability initiatives as a local and regionally recognized feature of the college. 2. Strengthen community outreach through strategically developing partnerships and target marketing. 3. Promote effective hiring and increase morale through strong professional/staff development. 4. Benchmark and promote best practices in all aspects of student services and student success. 5. Align college strategic planning linking facility plans, budgeting, resources and institutional effectiveness. 6. Improve curriculum development.

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

Item S/O Comment

- 4P1 S KCC has identified credentials, skills, and values for faculty, staff, and administrators through position descriptions. Faculty credentials and skills are

- also determined by giving consideration to the recommendations set forth by the HLC, IBHE, ICCB, and the inclusion of the mission, vision, and core values.
- 4P2 S KCC reports that it has processes in place to enhance the college's ability to recruit employees with the appropriate qualifications. KCC conducts the hiring process following a protocol established by HR and utilizes a screening Committee to identify finalists based on credentials. Collaboration between this committee and HR should continue to ensure this committee's effectiveness.
- 4P3 O Although KCC has a process for hiring and retaining employees, employee retention statistics and turnover data may indicate areas for continued improvement in faculty and staff hiring. The college could consider posting positions for internal applicants before positions are posted externally. It is also not clear why the KCC board approves all recommended hires. The college may want to ascertain whether this type of approval process could hinder the hiring of qualified applicants and make adjustments as necessary.
- 4P4a S KCC has a comprehensive process for new and ongoing employee orientation, and the Mentor Program demonstrates the college's efforts to retain staff and faculty.
- 4P4b O It is not clear whether KCC has examined the orientation processes in terms of effectiveness and efficiency. Developing metrics to measure effectiveness of the orientation process and the achievement of mentoring program objectives could result in identifying ways to improve the processes.
- 4P5 O Planning needs are determined in traditional ways and aligned with KCC's strategic goals. KCC has the opportunity to think more strategically regarding succession planning by identifying a process to develop current employees to meet future needs.
- 4P6 O KCC has numerous communication methods to involve employees in processes and activities, but it is unclear how this contributes to institutional productivity and employee satisfaction. As KCC begins the process development phase, it may be beneficial to consider how the individual methods can be linked towards a common goal of addressing faculty and staff needs and to identify what measures are needed to determine progress.

- 4P7a S KCC employs a variety of methods to communicate its ethical policies in order to ensure employees understand and apply them.
- 4P7b O While channels exist for communicating ethical policies it does not appear as if KCC has any method in place to determine the effectiveness of its efforts in this area. For example, it is unclear how well the ethics policies and procedures meet the needs of faculty, staff, and students. Developing outcomes and measures for the various training opportunities in this area will allow the college to determine effectiveness.
- 4P8 O Aside from initial training needed to perform a job, KCC does not appear to have a systematic process in place to determine training needs or align training with short and long-range organizational plans. Participation in the Noel-Levitz CESS, and SWOT analysis moves the college in the right direction. Integrating these and other activities into a regular process is the logical next step.
- 4P9 O KCC maintains the Passport for Professional Growth Modules for faculty training, but recognizes its need to improve efforts. It's not clear if there are opportunities for outside education or if this training is provided to non-faculty personnel. An opportunity exists to allow employees to identify individual training they see as beneficial to them in addition to providing seminars required for all employees. The modules could also be structured to provide the flexibility necessary to address individual learning needs.
- 4P10 O The personnel handbook and faculty contract outline the evaluation process. However, it is not clear if there is a formal system or policy in place to identify how KCC designs and utilizes employee evaluations or aligns this system with its instructional and non instructional programs and services.
- 4P11 O KCC lists activities that it engages in for employee recognition and refers to them as processes, but it does not address how these are integrated into a campus-wide system encompassing recognition, reward, compensation, and benefits to align with its objectives for both instructional and non-instructional programs and services.

- 4P12a S KCC has in place processes to assess key issues of faculty, staff, and administrators and has identified 10 key areas to target for improvement related to specific issues intended to motivate employee groups.
- 4P12b O The college may want to consider how to ensure that needs evaluations and key issues are equitable between faculty and staff. The college could also consider how to apply lessons learned from the interest based bargaining to determine key issues across the campus.
- 4P13a S The college provides for employee health, safety, and well being through an annual health fair, weather alert system, video security camera, etc.
- 4P13b O While KCC has made many provisions for employee health and safety and has surveyed employees regarding their satisfaction, there does not appear to be a systematic process in place to measure success of the provisions. Currently, individual efforts are made in different areas. A next step may to integrate these efforts into an overall comprehensive process.
- 4R1a S KCC collects and analyzes data related to valuing people by reviewing selected measures on the Noel-Levitz; reviewing staff departure rates; and monitoring internal promotions.
- 4R1b O It is unclear how KCC will use the information above to make any needed changes. Other data such as number of employees trained and the effectiveness of this training, number of sabbaticals, training dollars spent, etc. would enhance the overall picture for KCC. Further segmentation of the satisfaction data will allow KCC to target specific employee segments. The college could also consider conducting exit surveys as an additional source of information.
- 4R2 O KCC lists high and low performing results for the Noel-Levitz CESS, but analysis or context in which to assess the meaning is unclear.
- 4R3a S KCC instituted a remote capture banking system which created efficiencies related to time, cash flow, and reduced banking fees.
- 4R3b O The college provides evidence of productivity and effectiveness but it is not clear how these are analyzed to determine overall effectiveness in achieving goals.

Doing so could provide a clearer picture for KCC. A specific area of opportunity would be the annual professional development plan results.

- 4R4 O KCC does not offer comparative results for its processes in valuing people, but has begun talks with other institutions which could enable the college to have comparison data in the future.
- 4I1 S KCC has instituted several recent initiatives in relation to valuing people, such as administering and analyzing results from the Noel-Levitz College Employee Satisfaction Survey; establishing a strategic goal to improve morale and to better assess employee training needs; initiating an Employee Assistance Program; and establishing a CQI initiative, whereby anyone at the college can have assistance with process improvement.
- 4I2 O While KCC has begun to address valuing people, it is still in the early stages. In addition to focusing more closely on retention, there appears to be an opportunity to include staff as well as faculty in processes. The institution may want to determine what measurements will be needed regarding valuing people before continuing further with the proposed scorecard in order to improve quality input for decision making.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

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

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

Item Critical Characteristic

- O5a KCC employs 451 employees (219 full time and 232 part time), 60% of whom have been there less than 10 years. The college has enjoyed stability in leadership with only 5 presidents during a 43-year history.
- O5b The college has introduced several improvements as a result of an action project on improving communication but still has concerns about the effectiveness of its communications.
- O5c A seven-member Board of Trustees is responsible for establishing institutional policies, appointing the president, and overseeing the budget. The college is ultimately responsible to the Illinois Board of Higher Education.
- O7a The college has created an Office of Institutional Effectiveness, Planning, and Research (OIEPR) to make data available and to support continuous improvement efforts.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1a	S	KCC reviews its mission, vision, and values on a five-year cycle as part of its strategic planning process. College employees and community members are involved and the Board of Trustees has final approval.
5P1b	O	The college may want to consider a more frequent periodic review of the college's mission and vision. Doing so could enable the college to stay aligned with the students and community it serves. Additionally, it is unclear what systematic process is in place to revise the mission when it is necessary.
5P2a	S	KCC uses its personnel evaluation process to have college administrators describe how their goals align with the college's goals.
5P2b	O	KCC has made efforts to make its mission, vision, and values accessible to all. However, the Portfolio does not describe how leaders set directions in alignment with its mission, vision, and values and commitment to high

- performance. Nor is it clear how the communication and alignment occurs between the various committees and groups listed in the table.
- 5P3 O KCC uses a variety of tools for measuring the needs and expectations of current and potential students and other key stakeholder groups with regard to its direction (e.g., graduate surveys, student advisory committee, CCSSE results, Noel-Levitz Survey results, and feedback). However, it's not clear what is done with this information, or if there is a systematic process for using this information in the administration of the college.
- 5P4 O The college values and supports student learning. As an aid to this, KCC makes use of numerous external stakeholders who provide input for future student opportunities to enhance offerings and advance student success. However, KCC does not appear to have a systematic approach in place to address these opportunities for the organization or to realize needed funding from fundraising or other sources. Creating and integrating such processes could enable KCC to better achieve its mission and vision
- 5P5 S The President's Cabinet uses input from committees and groups to make decisions for items beyond or across the departmental level. The OIEPR office has established a webpage to make data more easily accessible for use in decision making. The impact of this can be seen in the FY 2009-2013 strategic goals which were gleaned from data.
- 5P6 O KCC has worked to advance CQI, make data more available, and design processes to assist in sharing this data. However, part of this process needs to ensure that appropriate staff are made aware of how to use the data to inform decisions, as well as to institute campus-wide decision-making processes.
- 5P7a S KCC has effectively incorporated feedback from its last systems portfolio, making improvements to its communication processes and evaluating those improvements to further refine them.

- 5P7b OO KCC has an opportunity to continue improving its communication processes. As noted in the portfolio, there continue to be gaps in how information is passed on. Additionally, it remains unclear as to how informal versus formal communication is distributed through the organization. Addressing these issues should improve communication among the various levels and units of the college as well as improve upward communications from the staff and students to the administration.
- 5P8 S The college uses a variety of methods to communicate its mission, vision, values, and the results of action projects. KCC encourages employees to learn and share best practices within the college and at other colleges by providing funding for attending conferences and visiting other schools and by developing an Effective Practices page detailing in-house accomplishments. OIEPR is available to research and report best practices at other institutions on request.
- 5P9 O KCC lists a variety of activities it uses to encourage, develop, and strengthen leadership abilities among faculty and administrators including the Passport for Personal Growth series for faculty and providing supervisory training to administrators. However, it is unclear how the decision is made as to who is included and who is not. The college has an opportunity to think more strategically about developing employees. KCC could expand this effort and further develop employees by having them participate in, or lead cross-functional projects or committees and provide feedback on their performance.
- 5P10 S KCC has advanced leadership succession as an institutional priority, as evidenced when the presidency was last vacated. The effort includes the human resources department taking the lead, with strategic planning and protocols being put in place to ensure a smooth transition.
- 5R1 S The college has used an in-house climate survey and since 2008, uses the Noel-Levitz College Employee Satisfaction Survey (CESS) to assess leading and communicating. Although not mentioned here, the survey that was done in October 2009 would be an additional measure.

- 5R2 O Less than 40% of the total employee base gave responses to the communication questions presented in the results section. This infers that communication problems may still exist in eliciting information from certain constituents at the college. Additionally, KCC has provided results on communication, but none are given related to leadership.
- 5R3 O KCC currently offers no comparative data for Leading and Communicating.
- 5I1 S Kankakee Community College has been making improvements in Leading and Communicating based on process results from the last appraisal and is looking at new data-gathering tools to further inform process change and improvement. The use of the Noel-Levitz CESS is a positive step in this direction.
- 5I2 O While KCC has developed its culture and infrastructure (e.g. OIEPR and the scorecard) in support of quality improvement, no reportable information is provided regarding how KCC's culture and infrastructure assist the college in selecting specific processes to improve and to set targets for improved performance results in Leading and Communicating, (e.g., mission, vision, and values development). Developing an understanding of how to use of this infrastructure should support target setting and process refinements.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

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

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

Item Critical Characteristic

- O6 KCC has a significant building presence, is in the process of building a new Advanced Technology Center, and is committed to the sustainability of these facilities through planned budgeting for remodeling as well as advancing LEED certification for the buildings.
- O7 The college has created an Office of Institutional Effectiveness, Planning, and Research (OIEPR) to make data available and to support continuous improvement efforts.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	KCC created the Strategic Planning Oversight Committee (SPOC) and used various instruments and systems to collect data to measure the support needs of constituents.
6P1b	O	KCC has the opportunity to expand the activities it uses to gather information from key constituents other than students.
6P2	S	The college's administrative support needs are determined as a result of CQI project recommendations, discussions at staff meetings, the Staff Communication Committee, the Administrators Communications Committee, College Council, and the annual budget process.
6P3	S	KCC has a standing Safety and Security committee that works with the Physical Plant and Security Director to review safety and security procedures at the college. Safety and security information is communicated to employees through training sessions, e-mail notifications, and the Update newsletter.

- 6P4 S Each of the college's student support service areas makes use of a number of management tools, such as data from the enterprise system, software specific to their function, task management software, such as MS Project or others depending on need.
- 6P5 O While KCC's AQIP webpage includes a KCC effective practice link to showcase projects that have received awards or other recognition and the college uses its eFolio to share data, it is not clear how these are used by employees. Creating a context for using and/or discussing these resources could foster innovation and empowerment
- 6R1a S The college uses CCSSE data as well as data collected by individual departments to measure support services. While the CCSSE data provides a big picture view of satisfaction with services, the data collected by individual departments is important in providing diagnostics for improvement.
- 6R1b O It is not clear why some college departments collect and analyze information related to their own specific administrative and organizational support services and others do not. Having a system-wide process in place to assess institutional operations would provide KCC with a more robust picture of its support services.
- 6R2a S KCC uses several measures and has instituted changes in processes in the financial aid department and in technology support.
- 6R2b O CCSSE results shared suggest that while students are satisfied with advising and computer labs, they are less satisfied with other services. While such data provide a measure of satisfaction, they are not very useful in understanding what students need or how these services might be improved. Developing other sources of data would enable departments to better meet needs.
- 6R3 O KCC has implemented the use of standardized metrics, such as the Noel-Levitz CESS, to determine if certain processes are working. However, the college has an opportunity to develop measures for administrative support processes not addressed by the CESS.

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| 6R4 | S | While KCC does not currently offer comparative results in this area, the college has begun talks with other institutions to enable the college to have comparison data in the future. |
| 6R5a | S | KCC is using comparison data from two other cohorts, and the comparison of the results provides the college with additional information of value as the processes for further focus are identified. |
| 6R5b | O | The college would benefit from obtaining further benchmarking data from like-sized Illinois colleges. |
| 6I1 | S | KCC has moved from reliance on mostly anecdotal evidence for decision-making to a process that includes review of baseline and trend data, in part enabled by the creation of the new OIEPR. |
| 6I2 | S | The college has developed infrastructure (cabinet, College Council, SCC, ACC, SPOC, evaluation of administrators, and OIEPR) to select and improve processes. |

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

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

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

Item Critical Characteristic

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| O1c | The college has instituted infrastructure to advance its continuous improvement efforts, e.g., the Strategic Planning Oversight Committee (SPOC). |
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- O5d KCC's six strategic goals are as follows: 1. Grow sustainability initiatives as a local and regionally recognized feature of the college. 2. Strengthen community outreach through strategically developing partnerships and target marketing. 3. Promote effective hiring and increase morale through strong professional/staff development. 4. Benchmark and promote best practices in all aspects of student services and student success. 5. Align college strategic planning linking facility plans, budgeting, resources and institutional effectiveness. 6. Improve curriculum development.
- O7 The college has created an Office of Institutional Effectiveness, Planning, and Research (OIEPR) to make data available and to support continuous improvement efforts.
- O8a KCC has developed its planning process by tying it to the CQI process used for selecting projects and measures. The college also states the need for further promotion of CQI for wider usage.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	S	The college selects, manages, and distributes data based upon accreditation requirements, federal reporting requirements, state reporting requirements, key performance indicators related to strategic goals, and program-specific requirements for program accreditation. KCC has established an OIERP department which, while still defining its role, will serve to support data collection, analysis, and reporting for strategic goals and initiatives, as well as on an ad hoc basis.
7P2	S	Data is selected to support KCC's planning and improvement efforts in a variety of ways including: as part of the strategic planning process; review of data and performance information associated with overall goals and objectives by CQI project teams; the budget development process (on a five-year cycle); the Program Review Process for instructional programs; and non-instructional programs in KCC's five-year review cycle, e.g., student services, the Learning Resource Center and Learning Services.

- 7P1-2 O KCC is engaged in many activities related to selecting, managing, and distributing data, but these efforts do not appear coordinated on a college-wide level into a systematic process. Developing or formalizing such processes could ensure that useful data for planning are available in a timely manner and are readily accessible to planners. The college may want to balance the advantages of both centralization and de-centralization as it develops this process.
- 7P3 O KCC appears to rely heavily on external reporting requirements (ICCB Performance Report, ICCB MIS reporting, etc.) to determine departmental needs. A logical next step to its strategic planning process might be to include the regular reporting and monitoring of certain other data elements related to its goals. Doing this will allow KCC to “complete the loop” and have its strategic plan drive its data needs, performance measures, and continuous improvement efforts. OIEPR could serve as the hub of data collection and analysis, in terms of standardizing processes, decreasing redundancy, and coordinating data.
- 7P4 O KCC acknowledges that it does not have a systematic process for determining overall performance, although some departments and units have processes for analyzing data and performance information. Processes from some of the departments at the college may be able to be used as examples for a college level model.
- 7P5a S The college purchased CCSSE, joined the NCCBP, developed the 2008 KPI report, and on a regular basis, reviews comparative data with peer institutions.
- 7P5b O While KCC has begun to look at comparative data, these activities were initiated by a variety of sources via different channels, illustrating that KCC has no systematic process in place to determine its needs and priorities for comparative data and information.
- 7P6 S KCC has initiated an AQIP Action project for aligning department and unit analysis of data and information with the college’s goals.

- 7P7 S KCC's ITS department monitors a variety of data through a collaboration of operating system based software and third party applications. The System Implementation Group (SIG) makes recommendations for system updates, new projects, and administrative applications. The process used to manage improvements in information systems includes: pre- and post-tests of function and data output performed for all upgrades and conversions; progress reports provided to supervisors and other campus stakeholders; and Evaluation of project success and identification of future improvements once an improvement is implemented.
- 7R1a S ITS uses a variety of measures to ensure the integrity, reliability, accuracy, timeliness, confidentiality, standardization, and security of its information system.
- 7R1b O KCC does not mention how it measures the effectiveness of its measures per se; that is, how well its measures accurately reflect performance. It is also not clear how the college defines and manages "knowledge".
- 7R2 O While KCC provides some evidence of measures meeting its needs in accomplishing its mission and goals, it has the opportunity to build a more comprehensive system to accomplish this and provide a more complete picture of its performance.
- 7R3a S KCC ranked above the national mean (50) for all indicators in 2007. The college remained above the national mean in student effort, academic challenge, and support for learners in 2009, but fell below in active and collaborative learning and student-faculty interaction.
- 7R3b O Comparative data given lacks the breadth and depth necessary for KCC to accurately measure its performance against its mission and goals. The college has the opportunity to expand its comparative data collection and begin to perform analyses, and thus expand its performance measures.
- 7I1 S The college lists a number of improvements that are being instituted based on results from current processes. This list validates KCC's commitment to a continuous quality improvement culture. Of special note are the launching of a campus-wide CQI initiative to better advance the

measurement of effectiveness and the establishment of OIEPR which will allow KCC to advance in this category and lead the institution to become more data driven.

- 712 S The college has created cultural shifts that have produced improvements, such as the drive to become more data driven, launching the CQI initiative, and AQIP Action Project selection and oversight.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

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

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

Item Critical Characteristic

- O1c KCC has instituted infrastructure to advance its continuous improvement efforts, e.g., the Strategic Planning Oversight Committee (SPOC).
- O5d KCC's six strategic goals are as follows: 1. Grow sustainability initiatives as a local and regionally recognized feature of the college. 2. Strengthen community outreach through strategically developing partnerships and target marketing. 3. Promote effective hiring and increase morale through strong professional/staff development. 4. Benchmark and promote best practices in all aspects of student services and student success. 5. Align college strategic planning linking facility plans, budgeting, resources and institutional effectiveness. 6. Improve curriculum development.
- O7 The college has created an Office of Institutional Effectiveness, Planning, and Research (OIEPR) to make data available and to support continuous improvement efforts.

- O8a KCC has developed it's planning process by tying it to the CQI process used for selecting projects and measures. The college also sates the need for further promotion of CQI for wider usage.
- O8b Key vulnerabilities for the college include state and federal aid that is unstable because of the economy, having enough space for appropriate offices and labs, and hiring challenges in recruiting credentialed adjunct faculty. The Hispanic population in KCC's district will increase 34% by 2018. The general population in the district will increase 4.4%.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	S	While the Board of Trustees is ultimately responsible for all key planning decisions focused on continuous improvement, the president and the cabinet make specific recommendations to the Board about the direction for the college with input from various campus and community groups.
8P2a	S	SPOC has processes for identifying and recommending short- and long-term strategies to the president and cabinet. Data is also used in the selection process.
8P2b	O	Although KCC uses SPOC's recommendations and reviews of trend analysis, it is not evident that the college is doing this on an annual basis.
8P3a	S	SPOC has created an AQIP Action Project Selection Handbook that includes step-by-step procedures regarding how to identify a high-priority project, produce data to support the need, and how to ensure the action plan aligns with the college's strategic goals and budgeting process. Administrators align their annual objectives to the strategic goals as a formal section in their annual performance evaluation. These performance goals impact and guide the efforts of each department.

- 8P3b O KCC acknowledges that its strategic planning process is not yet fully developed. As a result, the portfolio does not detail any development of action plans related to or stemming from the strategic planning process.
- 8P4 O While mentioning planning groups, it is unclear how KCC coordinates and aligns its planning processes, organizational strategies, and action plans across the organization's various levels and departments.
- 8P5a S As part of KCC's strategic planning process, SPOC defines objectives, selects measures and sets performance projections for action plans related to the strategic goals and objectives. SPOC is overseeing three new AQIP Action Projects including improvements in program assessment, students' evaluation of instruction, and the development of an AQIP Action Project Selection Handbook which includes objectives and performance targets.
- 8P5b O KCC joined the National Community College Benchmark Project to identify how the college compares with other community colleges. Additionally, the college uses CCSSE results to define objectives. Using this information to inform planning and AQIP processes would strengthen KCC's efforts in this category.
- 8P6a S KCC's budget committee, which has representation from all areas within the college, frees up resources based on need aligned with the strategic plan and priority projects. The college has made quality improvements linking the selection of strategies and action plans while taking into account levels of current resources and needs.
- 8P6b O When looking at projects, the college may want to consider that the cost may not always be in dollars but could instead be in man hours. The process for SPOC to account for such needs, or for future needs, is not clear.
- 8P7 S KCC not only addresses but also considers in daily decisions and long-term planning the following risks: 1) budgetary risks; 2) ethical and legal threats; 3) risks related to regulatory mandates; 4) socio-economic risks; and 5) environmental risks. The college purchased EMSI Strategic

Advantage software to track and review economic and labor market trend predictions for the district, region, state and the nation so planning procedures address these trends and resources are allocated appropriately.

- 8P8 O While KCC has worked to build employees' capacity, it is not clear how this training is linked to future needs that will result from the implementation of the strategic plan. For example, while KCC is developing faculty, it is not clear how they are being prepared to improve curriculum development (strategic goal #6). Developing personnel in light of planning will better enable KCC to fulfill its goals and objectives.
- 8R1 OO KCC acknowledges that the college is in the process of establishing systematic methods to effectively measure the effectiveness of planning processes and systems. Thus their effectiveness remains a key opportunity for improvement. The development of standardized handbooks to help keep faculty, staff, and administration on the same page when developing a quality improvement process should be very beneficial if used as intended.
- 8R2 O Although KCC is improving its processes for reviewing performance results across the Institution, KCC is aware of the need to develop measures in this area and should continue its efforts to do so. The lack of centralized results reflects KCC's need to develop processes for monitoring the implementation of its strategies and action plans.
- 8R3 O The college notes that they have targets and projections but does not further describe them.
- 8R4 O Although KCC is a NCCBP member institution, the college has not benchmarked its planning processes with other institutions. Without comparison data, it is difficult to determine success with the planning improvement process.
- 8R5a S The college's CQI efforts have been focused around campus closings, sick day documentation, class cancellations, emergencies, ADA, plant

- work orders, textbook adoption, employee orientation, temp staffing, and LAC assistance.
- 8R5b O KCC is still in the process of defining its **system** for measuring and evaluation of processes and activities and is encouraged to continue this work.
- 8I1 S The college has developed a CQI Handbook and training. Additionally, CQI facilitators assist college units and departments to make improvements. The college's plans to develop a systematic and comprehensive planning process should coordinate and focus the various valuable elements (e.g. CQI, handbooks) to enable more effective progress.
- 8I2 S KCC has identified priorities related to improvements in this category which include: 1) aligning the role of SPOC in college planning; 2) improving how the college reviews and uses data in college planning; and 3) setting realistic performance targets that align with strategic goals. The president is planning on providing the leadership in improvements.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

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

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

Item Critical Characteristic

- OV2 Sustainability, athletics, and workforce development are three distinctive objectives of the college. The workforce development program (WIA) is well-established and undergoes continuous improvements. Measurable outcomes are required annually by the Workforce Board.
- OV5d KCC's six strategic goals are as follows: 1. Grow sustainability initiatives as a local and regionally recognized feature of the college. 2. Strengthen community outreach through strategically developing partnerships and target marketing. 3. Promote effective hiring and increase morale through strong professional/staff development. 4. Benchmark and promote best practices in all aspects of student services and student success. 5. Align college strategic planning linking facility plans, budgeting, resources and institutional effectiveness. 6. Improve curriculum development.
- OV9 KCC notes that it has a strong reputation for having long-standing, productive with community groups.

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

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	S	The college has worked to establish a variety of partnerships and collaborative relationships with educational and other organizations within the area it serves. Some examples include CCE, the College Readiness and Transition Program, and collaborations with area high schools, such as dual credit with Kankakee High School. These partnerships have also resulted in educational pathway development, dual enrollment, and program development.
9P1b	O	Although the college supports strong relationships with numerous external partners, the process for prioritizing these relationships is not described. Developing a process for this could provide a framework for how resources are allocated in regard to these relationships.
9P2a	S	KCC has a process in place for creating and building relationships with educational organizations through Career Services activities, Transfer of

- Agriculture program courses and Health Career programs, as well as other programs.
- 9P2b O An opportunity exists to develop a coordinated process that establishes relationships with area employers, in which KCC, systematically seeks input from area employers regarding their needs, monitors employment in specific industries, determines success of its students in those industries, and makes adjustments to its offerings based on these findings.
- 9P3 S Four examples of collaborative relationships with external organizations are cited that describe how the college serves Kankakee CC's students.
- 9P4 O Although the college hosted a vendor conference that allowed the college and the attendees to share information, increase volume, and form collaborative ties, this event does not appear to be routine in nature. Additionally, there appears to be no process outlining this activity or its effectiveness.
- 9P5a S The college has demonstrated how it participates in numerous consortia and community organizations that benefit the college and students.
- 9P5b O It unclear as to the criteria or processes the college uses to prioritize external consortia relationships. Establishing such clarity would enable the college to coordinate its collaborations with these various groups to meet the college's needs and achieve strategies.
- 9P6a S The college engages in a variety of activities to ensure that its partnerships are meeting the varying needs of those involved. These include meeting regularly with its advisory groups, soliciting feedback via surveys, engagement sessions, and via its strategic planning efforts.
- 9P6 O KCC can strengthen these efforts by coordinating them into a systematic process that is carried out on a regular basis, is data driven, and can be carried out college-wide.
- 9P7 O While the college appears to have a system in place in building collaborative and person-to-person relationships through committees, task force groups, etc. it is unclear how more formal relationships within

the college are established. The College Council might be the ideal area to provide leadership. The college could also consider how departments might collaborate with each other to improve their services and/or student learning.

- 9R1a S KCC has identified and incorporates a variety of data to measure the effectiveness of its collaborative efforts. These include market share of high school graduates, dual credit enrollment, and enrollment in CCE courses.
- 9R1b O While the college has defined external measures for external relationships, it is unclear if the measures are tied to specific interventions or processes, and how the data are used. KCC also has an opportunity to develop processes to measure internal collaborative relationships.
- 9R2a S The college has witnessed a significant increase in the number of students enrolled in dual credit courses (i.e., 323%) since 2002. KCC has a market share of recent high school graduates of 28.2%. After dropping in 2006 and 2007, KCC made adjustments in its contacts with high school counselors to remedy the situation. Finally, program specific data indicate that KCC is monitoring its programs.
- 9R2b O The college has an opportunity to improve its data reporting efforts. For example, Corporate and Continuing Education duplicated headcount was at a 3-year low in 2008, yet KCC does not address the drop nor what steps it plans to take to remedy the situation. Rather KCC looks at a 5-year average and says it has increased. Having a process in place to systematically assess relationships and measure their effectiveness would provide KCC the ability to identify potential issues and clarify the implications of the data. Similarly, KCC states that the high school graduate market share for 2008 was above the NCCBP cohort average, but does not provide that average.
- 9R3a S KCC compares its graduates' GPAs at Illinois universities with those of graduates from other community colleges as they wait for the state to improve information sharing in this area. Comparisons of results for CCE

- programs indicate progress in some areas and, in difficult economic times, the program appears to be able to continue its work.
- 9R3b O The college could also consider additional sources of comparison data. For example, in the transfer example stated they could look to the National Clearinghouse for data they are seeking.
- 9I1a S The college has made a number of noteworthy improvements and, perhaps just as important, these improvements could be used to model the benefits of quality management.
- 9I1b O The college notes recent project recommendations from the LERN consult that resulted in demonstrated savings that will allow the college to serve the community more cost effectively. KCC is encouraged to build on this success by looking at outcomes to identify future needs and issues related to collaborative relationships. Finally, the college has an opportunity to describe its systematic and comprehensive processes for building collaborative relationships.
- 9I2 O While the benefits of individual departments identifying their own targets for improvement are many, the college may have an opportunity to consider taking advantage of existing data, and determining how they might align these targets with broader institutional goals in order to ensure resources (i.e., money and people) are allocated effectively.