

Quality Program Summary

Kankakee Community College's current quality program focus is "Process at work." As a result of submitting our first [Systems Portfolio](#) in November 2005 and receiving our first [Appraisal Report](#) in March 2006, we have focused on gathering and analyzing data to make decisions and educating staff on process.

The AQIP Leadership Team began with an in-depth [analysis](#) of the Appraisal Report and analysis of feedback from an [October 25, 2005](#) all staff meeting. We used the data gathered to update [Category 8](#) and create a [Top Lessons Learned](#) document for the May 2006 strategy forum. Those findings also helped determine the next AQIP Action Projects: [Assessment of General Education Outcomes](#); [Communication](#) and [Continuous Improvement](#). In addition, the analyzed data led to the theme of "Process at work" for an all-staff meeting held [October 24, 2006](#). [Results](#) from that meeting are included on the web site. Five processes discussed in that meeting have become [pilot projects](#) for the Continuous Improvement action project. Updates for the current action projects are available at [KCC Projects](#).

Throughout the fall and spring, leadership team members have worked to update categories in the portfolio. Parallel priorities were to address the three major issues identified in the feedback report and to begin updates on Opportunity and Outstanding Opportunity areas.

Issues Affecting Compliance with the Criteria for Accreditation

- A. Documentation of assessment of student learning in general education and institutional student learning outcomes is lacking.

At the broadest level are program reviews, required by the Illinois community College Board (ICCB) on a five year cycle for each of the academic and student service areas of the college. KCC division chairs collaborate with program faculty to collect and analyze data in multiple areas including cost, enrollment, number of sections offered and measures of student retention and success. They review course syllabi, as well as results from assessment initiatives and curriculum composition for currency and effectiveness. A comprehensive report is then written documenting the analysis and listing strengths and opportunities for improvement.

In addition to the comprehensive program reviews each program area examines quality measures on a more frequent basis. For example, KCC recently reviewed all of its generic descriptions of the Illinois Articulation Initiatives. (IAI)

The Assessment Committee coordinates additional efforts with assessment of student learning. In fiscal year 2006, the committee had the following goals: develop a statement of purpose and overall goals ; plan and hold an institutional assessment day; create and distributed an *Assessment of Student Learning* guidebook for faculty; implement Classroom Assessment Techniques (CATs) with full-time faculty (for both fall 2005 and spring 2006 semesters over 96% of faculty reported using a CAT); revise general education outcomes and have them approved by the Curriculum Committee; publish general education outcomes in the 2006-2007 KCC catalog; conduct a Master Syllabi Review over a three year period to ensure that every course taught at KCC has a master syllabus with measurable outcomes and conduct course assessment in two high enrollment courses in each division.

Results for the assessment of the two high enrollment courses in each division as well as other assessment information will be available on site. Two samples demonstrate the basic outcome, results and plans developed. One of the courses assessed in 2005-2006 was ENGL 1613. Ten sections totaling 152 students were assessed two course outcomes. The first outcome was to “research and incorporate outside sources using MLA style to establish support and credibility.” The participating faculty developed a standard to determine if the students achieved the outcome and decided that 100 of the 152 students achieved the outcome. Strategies for success were developed, including “spending more class time on MLA.” Another course assessed was MATH 1414. Five sections totaling 123 students were assessed two outcomes. One of the outcomes was to “solve a word problem using an equation.” Only 31.7% of students achieved the outcome. An action plan was developed to “review concepts that are presented early in the course.”

The plan for [general education assessment](#) became one of our AQIP Action Projects. The college has moved forward on multiple fronts with its attempts to address the goals of the action project. First, the institution has made significant efforts to not only put the issues of assessment on the mind of faculty, it has also worked to dispel myths and misconceptions related to what assessment is. In October 2006, as part of the institutional day long continuous improvement retreat, faculty members spent the morning addressing assessment as it affects their individual divisions and the institution as a whole. These conversations continued during the spring 2007 in-service held in January. By doing this, many of the faculty members concerns about assessment were addressed.

Next, the assessment committee started efforts to develop linkages between the courses and the institution’s general education outcomes. During the fall 2006 semester the assessment committee mapped out, with the assistance of faculty, the relationship between each course and the general education outcomes. This matrix will provide guidance over the term of the project to which courses need to be included when each general education outcome is examined.

Following the development of the matrix, the assessment committee identified that the scientific literacy general education outcome would be the initial target of this project. The disciplines initially targeted include:

Biology Physics Political Science Sociology	Chemistry Physical Science Psychology
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Finally, a task group was developed, consisting of faculty and administration tied to the targeted courses. Following multiple meetings, the group developed a series of questions and a scientific literacy passage that will be incorporated into examinations for each of identified courses. A sample [scientific literacy](#) question is linked.

The task group in conjunction with the assessment committee will work on completing the following tasks prior to Fall 2007:

1. Student prompts
 - a. Solicit feedback from participating faculty about the prompts and the process.
 - b. Make refinements, as necessary, to the prompts and the process

2. Data collection, analysis, and reporting
 - a. Examine the process for collecting student data.
 - b. Develop the process for analyzing student data.
 - c. Develop a process on reporting and making recommendations based upon data.
3. Process for future outcomes
 - a. Have the task group map out the processes and challenges involved in their work so it can be shared with future task groups.

In addition to the identified tasks, the task group and the assessment committee will make sure that the results and effort of the project are documented and placed into the college's Teaching and Learning Center. Also, as efforts to place assessment resources in an electronic database proceed, the results will be entered as well for further availability and access.

Finally, at the time of the report, the task group and assessment team are also considering the use of an outside product, such as College Assessment Institute's GOAL test, to assist in the measurement of course outcomes.

B. Integrated strategic planning horizon past one year

In response to the AQIP Feedback Report, we have made progress in developing, defining and communicating long range strategic priorities for the college. Specifically, The AQIP Feedback Report indicated the following deficits in KCC's *2005 Systems Portfolio* related to strategic planning. Paraphrased, AQIP identified that KCC:

1. KCC does not have an integrated strategic planning horizon beyond one year.
2. It is unclear how the president and cabinet select strategies and address conflicting expectations of the various stakeholders
3. The planning process does not appear to have linkages into the departments and units that must implement the plans
4. Resource allocation is not aligned with action plans
5. There is no evidence of professional development aligning with the college's goals or objectives
6. The lack of a strategic planning process inhibits collaborative decision making processes and necessitates a top-down decision making style.

To address these six areas needing improvement KCC has taken the following actions. First the President's Cabinet reviewed the 2002 – 2006 KCC strategic plan. Although this plan had provided a vision and a road map for the college and was reviewed on a regular basis by the cabinet, it was not widely available to the college community and hence its existence and use was not reflected in the *2005 Systems Portfolio*. Instead, the college community operated from annual goals that were widely shared and linked to annual administrator's goals. In effect, these annual goals reflected the college's long term goals since some annual goals reappeared year after year. For example, a 2003 institutional priority was "complete the first phase of the marketing plan"; the 2004 priorities included "complete second-year goals for marketing plan"; a 2005 priority reads "finish marketing plan implementation and begin development of long range retention plan; while a 2006 institutional priority was to "focus enrollment management efforts on student recruitment and retention". The other five institutional priorities also have common threading

patterns. Thus, while KCC communicated annual goals to faculty and staff, a long-term vision and plan provided a unifying structure.

Since the *2005 Systems Portfolio* was written, KCC has developed and widely communicated a four-year strategic planning process that is linked to the AQIP Systems Portfolio submission process. The steps are as follows:

1. *October 2005* (AQIP Systems Portfolio due in Nov)
All college review of accomplishments for last three years and discussions of KCC's strengths and weaknesses and future direction
 - Internal environmental scan
 - Climate survey
 - Review of systems portfolio
 - Review of AQIP projects
 - Review of long-range and three-year annual goals
 - External environmental scan
 - Clarus study
 - Internally developed data
 - National and state trend information
 - George Boggs
 - Elaine Johnson
 - Current state initiatives affecting KCC
 - Review of college mission and vision
2. *November 2005* - Information from Oct all college planning day was transcribed and forwarded to the AQIP Leadership Team for analysis and synthesis
3. *December 2005* - Broad areas were presented to college community for prioritization
4. *January 2006* - AQIP Leadership Team and College Council consider results and makes recommendations to the president's cabinet.
5. *February 2006* - Draft long-term goals were written and reviewed
6. *March 2006* – Goals were presented to the Board of Trustees at their annual retreat.
7. *Summer 2006* – Long-term goals were finalized
8. *August 2006* – Long-term goals were presented to college community along with the structure placing strategic initiatives under each of KCC's long-term goals.

This cycle will repeat itself every four years beginning again in 2009. The college plans to add a more comprehensive external environmental scan midway through the cycle beginning in fall 2008 to provide additional feedback from external stakeholders. [Strategic goals](#) and college initiatives in support of these goals can be found on the KCC web page.

A college faculty member or administrator has been assigned as team leader for each of the initiatives. KCC's new Director of Institutional Effectiveness will collect information from each leader concerning measurable objectives, timelines, data, and outcomes. Semi annual updates will be provided to the President's cabinet so that identified barriers

may be addressed. At the conclusion of each team's work, the results and recommendations will be shared with the college community and their work will be celebrated. Any recommendations that require funding will be addressed in the following budgeting cycle. These budget requests will receive priority consideration.

The strategic goals and initiatives have been shared with the college community so that commonalities among projects and cross-departmental collaborations can be developed. In addition, each administrator has goals that are tied to these priorities. The President's Cabinet will review the strategic initiatives annually so that new projects in support of the strategic goals can be added as others are completed. This review will also provide an opportunity to discuss barriers to success and monitor outcomes.

The KCC long range strategic plan is reviewed annually by the President's Cabinet.

Issues Affecting Future Institutional Strategies

A. Data collection and the analysis of data to make decisions

In response to the AQIP Feedback Report, we have made progress in developing procedures and practices to more fully use data to inform decision making in order to make improvements in institutional processes and results. The AQIP Feedback Report indicated 7 deficits in KCC's *2005 Systems Portfolio* related to data and its use as a planning and development tool. Paraphrased, AQIP identified that KCC:

1. Had missing data results from most categories
2. Reported ad hoc data
3. Had exceedingly little comparative data
4. Had exceedingly little trends data
5. Appears not to be collecting relevant data
6. Needs to focus on providing results from processes
7. Needs to demonstrate that data is being used to make improvements in order to complete the quality improvement cycle

To address these 7 areas needing improvement KCC has taken the following actions. The AQIP Leadership team has reviewed the comments in the systems appraisal and shared the results with the college community. The President's Cabinet has approved a [continuous improvement project](#) to help all college employees understand how to use data to improve processes or initiate new activities. The Cabinet has also collaborated with the Institutional Effectiveness team to define a set of variables to measure [institutional effectiveness](#) and has charged the team with providing data to the college community measuring these variables on a regular basis.

Additionally, on January 2, 2007, KCC hired a Director of Institutional Effectiveness who is assigned tasks related to institutional advancement, continuous improvement, and strategic planning. Dr. Vicki Magee has a doctoral degree from Harvard's Graduate School of Education and is experienced in higher education administration, as well as quantitative and qualitative program evaluation and research. She will oversee a broad range of activities in order to establish and report on measures of institutional effectiveness, and to promote the college's policies, practices, and activities which enhance and foster a campus culture that values inquiry, evidence, collaboration, and continuous improvement. Her duties include planning (e.g., establishing an institutional effectiveness plan in collaboration with campus-wide offices and departments), establishing a KCC Institutional Effectiveness webpage, participating in the analysis and interpretation of institutional data to support accreditation (AQIP), ensuring that

institutional effectiveness reports address institutional priorities, overseeing reports on institutional effectiveness related to benchmark data collected to compare KCC's progress with other community colleges, converting data to information that can be readily understood by faculty and staff and used as actionable knowledge. She will also assist or initiate research projects or assessment initiatives that provide a stronger data driven program and budget decision making process, and use Datatel/Colleague and Crystal Xcelsius to improve data collection, data analysis, data reporting in collaboration with KCC's MIS and IT departments.

To further address KCC's deficits in using comparative data to inform strategic priorities, KCC joined the 2007 cycle of the National Community College Benchmarking Project (NCCBP). As its website indicates, (<http://www.nccbp.org/>): "NCCBP provides community colleges with opportunities to report outcome and effectiveness data, receive reports of benchmarks, and compare their data with those of other institutions. NCCBP was established in 2003 to satisfy needs for comparative data in critical performance areas. Annual data collection begins in March, and reports of national aggregate data and opportunities to compare benchmark results with other community colleges become available each fall."

Appraisal Report Feedback

Efforts in FY2007 have focused on gathering information related to Opportunities and Outstanding Opportunities. Responses to those items are below.

Category 1 activities

1P1 Efforts in this area have been detailed above in Issues Affecting Compliance with the Criteria for Accreditation letter A.

1P2 Data from the bureau of Labor Statistics or similar data is required by ICCB when new programs are proposed. We included this requirement, advisory committee input, assessment plans, needs analysis and other factors in a Curriculum Development Handbook. The handbook documents the process for new course and program development as well as revisions to existing courses/programs. A copy of the handbook will be made available on site.

KCC has close ties with business, industry, and health care providers in the community to be sure that career programs are providing students with the skills to meet current and future needs and that any needed new programs can be developed. For example, KCC's vice president for instruction and the division chair for health care made three trips to Riverside Hospital to meet with different staff groupings to discuss learning outcomes for existing health care programs and need for additional programs. As a result, KCC is changing the composition of its coding and Medical Assistant certificates and adding a Health Information Technology degree. We are also exploring the possibility of a program in sonography.

The dean of Instruction along with other instructional staff meets regularly with community groups representing agriculture and manufacturing to assess future needs. The president is on the Board of the Economic Development Council and meets regularly with community leaders. Recent results from these meetings include a college focus on the possible development of new programs in horticulture, turf management, and Millwright.

1P3 The testing coordinator, director of learning services and director of adult education work together to ensure that placement of students in classes is appropriate for the students'

level of knowledge. KCC's placement tool – COMPASS—identifies those students who take developmental education courses. However, students can contest those scores and retest, or students may be referred by developmental education faculty to advance a level should the student demonstrate the ability to do so. Developmental education student/course and program results are monitored annually by tracking student GPA, success and retention rates not only in the developmental education course but also in the sequential course. If data reveal gaps in progress, learning, curriculum alignment, etc., then instructional adjustments are made and monitored to determine if those adjustments are effective.

In the spring of 2006 KCC benchmarked its placement procedures with those of nearby four-year and two-year institutions. At that time, we discovered that the ACT score of 22 that we were using for college-level placement in English was higher than at most institutions. As a result, we lowered the score to 20 for college-level placement in English beginning in fall 2006 and compared the results. We found that 171 more students registered in English I compared to fall 2005 and the student success rate rose significantly, from 62.8% to 70.9%. We believe the change in score requirements will allow students to attain their educational goals more quickly and in greater numbers.

Category 2 activities

2P1 Although KCC has no formal process in place to determine distinctive objectives; such objectives are identified through the normal planning process. Distinctive objectives identified by the college include the [Comprehensive Campaign](#) for the Foundation,

KCC has also has a distinctive athletics program. The Cavaliers Are Readers, Too (CART) encourages reading development and community involvement for our athletes. Athletes go (in uniform) to area grade schools once a month to read to classes. This program has earned best practice awards from the Illinois Community College Board and the Illinois Board of Higher Education.

2P4 Workforce development courses are determined through input from employers via meetings, surveys and evaluations. We assess employee satisfaction primarily through the evaluations. The information is also gleaned through meetings.

2R2 We will re-evaluate data as part of the normal process.

Category 3 activities

3P1 This section of the report has been rewritten into tables identifying stakeholders such as GED/ESL students, developmental education students, occupational students, transfer students, etc. The table lists both the processes for identifying needs and the processes for reviewing/implementing change. As a sample:

Groups	Process for identifying needs of the group	Process for reviewing and implementing change
Developmental Education	<ul style="list-style-type: none"> KCC's placement tool – COMPASS— identifies those students who take developmental education courses. However, students can contest those scores 	<ul style="list-style-type: none"> Developmental education student/course and program results are monitored annually by tracking student GPA, success and retention rates not only in the developmental education course but also in the sequential course. If data

	and retest, or students may be referred by developmental education faculty to advance a level should the student demonstrate the ability to do so.	reveal gaps in progress, learning, curriculum alignment, etc., then instructional adjustments are made and monitored to determine if those adjustments are effective.
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In addition, a four hour orientation course was created. It is required for all first-time full-time students as a way to address needs identified through the College Success Skills course. Finally, the systems portfolio identified a new method of advising by assigning all students within a degree program to specific advisor groups. A second level of advising has been added to this method. Advisors contact students several times their first semester to discuss course progress, registration and other topics. Based on the first year results of the intrusive advising, several changes have been suggested. The most important of the changes is to provide the advisors with training around common topics of discussion for students, how to ask leading questions, etc.

3P3 While there are still categories of our stakeholders where no implementation process has been defined, the table created for 3P1 (see sample above) shows improved processes for gathering stakeholder needs.

3P6 Complaint and grievance procedures are managed in multiple areas. A meeting of those responsible resulted in the documentation of areas, types of grievances managed and person responsible. In addition, the group developed an analysis and review process for grievances. These will be documented in the compliance report. Figure 3d from the portfolio is in the incorrect category and will be moved to an appropriate location.

3R1 Student satisfaction is measured via CCSSE results (on the KCC Projects page). On a program level, student satisfaction is analyzed as part of the five year program review. On an instructor level, student satisfaction is measured per course via evaluations. Non-tenured faculty include this factor as part of their annual evaluations. (See 4P6 below)

3R2 The most significant change in building relationships with student since the systems portfolio adds to the portfolio identified new method of advising by assigning all students within a degree program to specific advisor groups. In this added level, advisors contact students several times their first semester to discuss course progress, registration and other topics. Based on the first year results of the intrusive advising, several changes have been suggested. The most important of the changes, based on analysis of the results and discussions with advisors, is to provide training to faculty and advisors on intrusive advising such as “What is it?” and “How should it be done?” A second change is to target high risk students in gatekeeper courses.

Efforts to build relationships with students continue with clubs, organizations and TRIO support. A veteran’s support group had its initial meeting in March 2007. The African-American and Hispanic organizations held a workshop in February and March 2007 to create a Brother-to-Brother mentoring program. This effort links students with other students in a mentoring relationship.

3R3 See Issues Affecting Future Institutional Strategies above. New data will be collected and reviewed with the assistance of the Director of Institutional Effectiveness.

Category 4 activities

4C3 Human Resource staff is able to assess the current situation with charts of age, retirements planned and replacement efforts. A new process for succession is in place for retirees. For example, the current director of Human Resources is retiring in fall 2007. The job was advertised in early spring 2007. The plan is to hire the replacement by late spring 2007 to allow training and overlap time between the existing and new directors. Succession planning, beyond retirees, is being considered for a future project.

4P2 KCC has a well defined process for recruiting, hiring and retaining employees. The process begins when a vacancy occurs or when the college priorities change suggesting a change in staffing.

All vacancies, requests for new positions or position changes are considered carefully by the President's cabinet in the context of the colleges' current needs and direction. All job descriptions are reviewed and revised at this point.

If a position is approved, human resources provides the search committee chair with the written policies related to hiring. Forms are completed and advertising media is selected. Search committees are formed and interview questions written before applications are reviewed. The director of HR reviews both the composition of the committee and the interview question.

Once a new employee is hired, they are paired with a mentor to help them assimilate into the college community during their first year. Human resources conducts a formal orientation and online modules have recently been developed using KCC's course management system to provide employees with instruction about the college's telephone, and email and office computer systems. The supervisor of a position is responsible for arranging job specific training for both new and existing employees. The supervisor works with the employee to create development goals and individual goals tied to institutional priorities.

KCC's plans for changes in personnel on an ongoing basis as discussed above. Recent changes resulting from such a review include the elimination of one vice president and the addition of a director of Institutional Effectiveness, a Director of the Foundation and a Director for the KCC radio station. All the new positions were created in response to institutional priorities or distinctive objectives.

4P3 This will be incorporated as part of the long term strategic planning efforts described above in Issues Affecting Compliance with the Criteria for Accreditation.

4P5 Human Resources plans internal training sessions based on climate survey results and environmental/legal needs. The process to link input mechanisms to sessions presented will be incorporated into the portfolio.

4P6 The review process for non-tenured faculty was revised. Beginning September 2006, new faculty members have a comprehensive review each year by the faculty member (themselves), their supervisor and a team of peers. The review incorporates comments from student evaluations. Results are not yet available for this effort. We hope to expand the process to tenured faculty once the process has been thoroughly tested and evaluated with non-tenured faculty.

4P7 The INNY awards are being re-evaluated and efforts to ensure that all individuals that could be eligible for a given award are notified. At this time, Continuing Education faculty are

not considered for the INNY awards.

4P8 The climate survey extends to all full-time employee groups including faculty. See the climate survey [presentation](#) from Oct. 24, 2006 and the [2006 action project update](#) for details.

4P9 Several efforts have been made to improve levels and directions of communication. First, a [communication action project](#) has been created to identify avenues of communication and problems. Second, a middle administrators group has been established to increase two way communications between middle administrators/professional staff and the president. Third, the introduction of any meeting, training, report or email includes references to the climate survey data or other data which triggered the event. As an example, the email from the president describing the middle management group and revisions to the existing supportive staff advisory council began by referring to results of the climate survey.

An additional change related to employee satisfaction involves the analysis of climate survey results. During the October 2006 all-staff meeting, a call for volunteers was made. A volunteer group of faculty, supportive staff, and administrators met to develop ways to address those areas most in need of improvement based on climate survey results. During the meeting, the following suggestions were brought forth:

1. Brown bag luncheons with vice-presidents

The two vice-presidents invite employees to join them for brown bag lunch and conversation several times each semester. Any staff member is invited to ask questions or share any concerns at these informal sessions.

As a result of informal discussions during the VP lunches, a new communication group is currently being formed which is comprised of upper grades of supportive staff and lower grades of administrators. Prior to this, supportive staff had a group of elected representatives that met with the President monthly to facilitate information sharing and to express concerns directly. Lower grade administrators had no direct line of communication with the President, and during the brown bag lunches, they expressed that they would like a group similar to that of the supportive staff. As a direct result, a revised group of supportive staff and the new group of supportive staff and administrators are being formed to allow for an additional communication line. Initial meetings of the groups are planned for the first week of April.

This initiative responds directly to the negative climate survey rankings for "I believe that employee suggestions are used to improve our institution" and "The administration takes feedback from staff seriously and institutes appropriate changes".

2. Posting job openings in the employee newsletter

The volunteer group indicated that staff wanted to be aware of open positions. This would allow those interested in career advancement to view the positions and position requirements. Positions had been physically posted on campus, but not everyone was comfortable going to specified posting points. The solution the group suggested was to post all openings via the electronic employee newsletter. A link was established from the postings to the weekly electronic newsletter. Staff now have a convenient way to know what positions are open at the college at any time, as well as to assess the position requirements against their skill set.

4R1 We established a [communication action project](#) to investigate further. In addition, clarifying and analyzing data are planned as part of [Issues Affecting Future Institutional Strategies](#) above.

4R2 See [Issues Affecting Future Institutional Strategies](#) above.

4R3 Administrators productivity and effectiveness at KCC is evidenced in their annual performance reports. The narrative in the annual report includes the accomplishments of the past year and the goals for the following year. The goals are linked to KCC's strategic goals. Administrative productivity and effectiveness is currently discussed at the individual level. Plans are underway to collect major accomplishments and goals from these reports and share them at the institutional level, thus helping all to see how their part fits into the whole and helping identify needed areas for collaboration.

Faculty complete individual professional development plans each year and report on the results at the end of the year. These reports, along with assessment results, program reviews, and student classroom evaluations speak to the effectiveness of KCC faculty. Productivity is measured by comparing KCC's unit cost to the state average for each program as part of the five-year program review cycle. Productivity for faculty is also measure by increases in enrollment and increases in average section size. Staff effectiveness and productivity is measured on their annual evaluations and is not aggregated at this time.

When a faculty, staff, or administrative position at KCC is vacated, it is not automatically replaced. The supervisor is asked to provide justification for replacing a position and consideration is given to changing job descriptions to ensure that new hires will meet the current needs of the college. The final decision to replace or reconfigure a position or hire a new position rests with President's Cabinet. Such consideration has led to many job description changes and restructuring in the organization. For example, in August 2006 one of the three KCC vice presidents retired. The decision was made not to replace this position but rather to move the areas of responsibility to the president and another vice president at the college, thus improving productivity.

Category 5 activities

5P4 While data-driven decision making is not fully integrated, it is growing rapidly. The current use of data is described below. Additional efforts are described in [Issues Affecting Future Institutional Strategies](#) above and the [Institutional Effectiveness](#) team web update.

Who	What data	When
President's Cabinet	Enrollment (by various categories, annual and five yr.)	Beginning & end of each semester
	Yield from high schools	Fall semester
	EAV	Spring budget cycle
	Benchmarking data (Johnson County project)	Summer
Instructional Administrators	Enrollment by division	Beginning & end of each semester
	Percent of class sections cancelled	Beginning & end of each semester
Student Service Directors	Student satisfaction (ACT)	Alternate years
	Students receiving financial aid	Spring semester

	(numbers and amount)	
Enrollment & Retention Committee	Retention rates (semester and annual, for various categories)	Fall and spring semesters
	Enrollment	Fall and spring semesters
Faculty & instructional administrators	CCSSE	Odd numbered years
	Student success rates in high enrollment/high risk courses	Each semester
	Degree completers by program	Annually

5P5 See 4P9 above and the [communications action project](#).

5P8 See 4C3 and 4P2 above.

5R1-5R2 Additional results are found in each of the [action project updates](#) and the [Oct. 24th](#) meeting presentation on the climate survey.

5R2 See [Issues Affecting Future Institutional Strategies](#) above.

Category 6 activities

6C1 The tables being created as part of 3P1 above are also being used to identify sources of data and needs for support services.

6P1 [CCSSE data](#), as well as sources identified in 3P1 above, are being utilized to create a more systematic review for support services. In addition, support service areas have been added to the five-year cycle of program reviews conducted by KCC.

6R1-6R2 We feel this issue will be resolved through the efforts document for [Issues Affecting Future Institutional Strategies](#) above, the [continuous improvement project](#) and the [Institutional Effectiveness](#) efforts.

Category 7 activities

7C1 See [Issues Affecting Future Institutional Strategies](#) above and the [Institutional Effectiveness](#) update on the web page.

7P1 Efforts in this area have been detailed above in [Issues Affecting Compliance with the Criteria for Accreditation](#) letter A. See also [Issues Affecting Future Institutional Strategies](#) above.

7P2 Efforts in this area have been detailed above in [Issues Affecting Compliance with the Criteria for Accreditation](#) letter B as well as in 3R1.

7P3 See [Issues Affecting Future Institutional Strategies](#) above and the [Institutional Effectiveness](#) update on the web page.

7P4 Efforts have begun in this area. In addition to [Issues Affecting Future Institutional Strategies](#) above and the [Institutional Effectiveness](#) update on the web page, in October, 2006 KCC's first institutional effectiveness report was distributed to all college employees. This report was KCC's first attempt to deliver unrequested data to all college staff. The report included student and district demographic information as well as the effectiveness measures of average student credit hours completed, cumulative GPA, degree completers

within 10 years, first-time, full-time student retention, and credit hour and FTE enrollment compared to other Illinois community colleges.

7P6 Most of the systems and projects for administrative applications go through a process of being identified at a SIG (System Implementation Group) committee or WebAdvisor/KCConnect committee meeting. Once implementation is started on each project, these committees report on the progress/problems/successes that are happening. Before and after tests are performed on each system and its data as part of upgrades and conversions. After a project is rolled out, there is a review of the project success and what improvements will be needed down-the-road. These two committees meet bi-monthly and reports are given by each of the major functional areas of the college (HR, Accounting, Registration, Financial Aid, etc.) Minutes are kept and action items identified to keep all projects on task.

As an example, the Instructional Technology and Alternative Delivery area updated online course systems in 2006. Following the conversion of KCC's online courses from WebCT to ANGEL, courses were examined to ensure that the course content was successfully transferred. This was done as a joint effort between individual faculty and the director of instructional technology and alternative delivery. Corrections were made as needed to obtain missing data and correct data problems that occurred as part of the transfer.

In addition, prior to the installation of course management updates, the director will check the functionality of key features within one course. Following the update, the same features are checked to ensure that data is not corrupted.

7R1 See Issues Affecting Future Institutional Strategies above.

Category 8 activities

8P1 Efforts in this area have been detailed above in Issues Affecting Compliance with the Criteria for Accreditation letter B.

8P2 Part of the purpose of the all staff meetings (see October 24, 2006) is to survey all staff regarding input on priorities. See Issues Affecting Compliance with the Criteria for Accreditation letter B for details. Once institutional priorities are established, the priorities drive decisions regarding budgeting and initiatives. Budget requests are prioritized first at the department level. All departments within a division meet to examine requests and prioritize across departments. Prioritized division budgets then go to the Administrative Council. The Administrative Council reviews prioritized division requests against institutional priorities that will go forward to the Vice President.

8P4 Efforts in this area have been detailed above in Issues Affecting Compliance with the Criteria for Accreditation letter B.

8P5 See Issues Affecting Compliance with the Criteria for Accreditation letter B above, [October 25, 2005](#) and [October 24, 2006](#) meeting information.

8P6 Resources are allocated based on budgets that are prepared on a yearly basis by departments and divisions. See 8P2 above for details.

8P7 Faculty professional development projects (PDP), which are completed on a yearly basis, are required to be aligned with improvement of student learning or retention of students. The PDPs are submitted for approval to a committee prior to the start of the

project by the faculty member, to assure that the project meets one of the college's goals.

8P8 See [Issues Affecting Future Institutional Strategies](#) above.

8R2 See [Issues Affecting Future Institutional Strategies](#) above and the [Continuous Improvement project](#). Results are analyzed and utilized to determine the focus of all-staff meetings.

8R3 See [Issues Affecting Future Institutional Strategies](#) above.

8R4 The AQIP Leadership team is one of the conduits which provides analysis of staff input into planning. See [Issues Affecting Compliance with the Criteria for Accreditation](#) letter B above, [October 25, 2005](#) and [October 24, 2006](#) meeting information for examples of data collected. The analyzed information is provided to the cabinet to assist in decision making. Faculty members have participated in the climate survey for the past two years. Additional results are found in each of the [action project updates](#) and the [Oct. 24th](#) meeting presentation on the climate survey.

8I2 See the [Continuous Improvement project](#).

Category 9 activities

9P1 KCC collaborates with multiple external stakeholder groups to ensure that the college is meeting the educational needs of the community. The president, vice president for Instruction and Student Services and the dean of Instruction visited with the superintendents of each district high school to discuss dual credit opportunities and other ways that collaboration could occur to smooth the educational pipeline and increase the college attendance rates for high school graduates. In addition to these meetings, the president, vice president or dean attended a school board meeting for every district high school. Through these collaborations, KCC has increased the dual credit enrollment from six courses and 75 students in fall 2002 to 21 courses and 276 students in spring 2007.

KCC has partnered with Kankakee High School on some specific initiatives because this high school is the closest to the college but has one of the lowest rates of college attendance compared with other high schools in the district. This is a large high school with a high percentage of students who are minorities and/or economically disadvantaged. KCC has partnered with Kankakee High School by providing a bridge program that invites high school graduates with no post graduation plans to attend KCC in the summer tuition free with additional support and mentoring to ensure success. Results from 2005 and 2006 showed that most of these students enrolled in college the following fall semester.

Staff from the high school and the college has developed opportunities for college advisors to visit students at the high school and for high school students to visit the college for different purposes in each of the four high school years. The intent is to help students start thinking about college and plan for it in their future. Results will take several years to develop, but will be measured in increased college-going rates.

A similar initiative is the vertical team approach. KCC is a member of the South Metropolitan Higher Education Consortium (SMHEC). Five two-year and eight four-year colleges collaborate on many projects to form a stronger whole. Two recent examples are the Vertical Team initiative and the Brother to Brother project. KCC's vertical team consists of one representative each from a junior high school, Kankakee High School, KCC, and a

member of the community. These vertical teams work to ensure cooperation among institutions, develop smooth transitions, and begin college plans early.

The Brother-to-Brother project is based on a national model and provides mentoring to help males of color enter and finish college. KCC faculty staff and community members have been trained along with an initial cohort of 15 male students. After the college chapters are established, each college will assist a high school to establish a similar program to allow students to transfer from a high school chapter to a community college chapter to a university chapter. Success will be measured by increases in enrollment and completion of males of color.

KCC also collaborates with business and industry as described in the response to 1P2. In addition, KCC is working with the two major area hospitals and Governor's State University to develop a BSN completion program locally so that KCC's ADN students can complete their BSN while working at the local hospitals. The hospitals rely on KCC for most of their nursing needs but need a greater percentage of BSNs to achieve magnet status. We are proposing a 90/30 completion program to GSU and hope to have the agreement finalized by the summer.

9P2 See Issues Affecting Compliance with the Criteria for Accreditation above. Curricunet is being implemented to assist in the analysis of scheduling. This includes identifying low enrollment courses. In addition, the curriculum development handbook (see 1P2 above) identifies the process for changing courses and programs.

9R1 See Issues Affecting Future Institutional Strategies above. The data exists in these areas in program reviews and evaluations. Results will be more fully incorporated into the next portfolio submission.

9R2 See Issues Affecting Future Institutional Strategies above.

9I1 Alumni surveys are still primarily in the occupational areas. However, we have begun the process to improve the method of collecting and analyzing student evaluations by purchasing an improved Scantron system. Student evaluation forms are being converted to the new system. In addition, more rigorous analysis of student evaluations has been incorporated into the non-tenured faculty review. The processes and results surrounding student complaints and concerns will be addressed in the compliance report.

9I2 Data surrounding collaborative relationships will be addressed as part of Issues Affecting Future Institutional Strategies above. As part of the capital campaign, an initial survey of administrator involvement in outside and community organizations has occurred. The process for expanding that data collection effort is not yet developed.