

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

KANKAKEE COMMUNITY COLLEGE

March 23, 2006



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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EXECUTIVE SUMMARY

The Systems Appraisal conducted by the Academic Quality Improvement Program of The Higher Learning Commission of the North Central Association of Colleges and Schools provides a comprehensive examination of Kankakee Community College conducted by a trained team composed primarily of higher education peer reviewers. In order to provide fresh and objective insights and perspectives the team also included reviewers from outside higher education.

The complete Systems Appraisal Feedback Report contains evaluation of the processes, performance results, and improvement strategies under each of the nine AQIP categories, pointing out where the team sees Kankakee Community College current activities and practices as strengths and where it sees in them opportunities for improvement.

As you study the results of this Appraisal, do *not* ignore your strengths and focus *solely* on the possibility of improvements. Your strengths offer significant opportunities as well: they can be celebrated as model practices, deployed or imitated in programs throughout the institution, and used to inspire new approaches to performance enhancement in other areas.

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: Critical Characteristics Analysis, Category Feedback, and Strategic and Accreditation Issues Analysis. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that they 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.

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. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements 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 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 institutions 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 has identified gaps in the evidence Kankakee Community College has presented to demonstrate that it complies with the Five *Criteria for Accreditation*. In the team's judgment, areas exist where you have *not yet* provided evidence that you meet one or more Core Components of the Commission's Five *Criteria for Accreditation*, or where the evidence you have presented suggests you might have difficulties, now or in the future, in meeting these expectations. The team is not suggesting that you currently fail to comply with the *Criteria*, but simply that you need to present additional evidence of compliance prior to the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation. AQIP will provide you with courses of action you can follow to provide this additional assurance. The issues regarding accreditation that the team identified are:

- A Documentation of assessment of student learning in general education and institutional student learning outcomes is lacking. Only limited data from a small number of programs is provided in the portfolio. KCC has not fully described the process for assessment, results, or any improvements made as a result of the process. One of the key components that is absent is any explanation of how the institution assesses student

preparedness for either transfer to a baccalaureate institution or to the work place for career programs. As a result, evidence is not present to show how KCC is meeting Criterion Three, Student Learning and Effective Teaching.

- A Currently, KCC does not have an integrated strategic planning horizon beyond one year. This is too short a time frame for them to adequately prepare for a future shaped by multiple social and economic trends. KCC currently lists long term strategic plans in isolated areas of technology, finances, and diversity. What is missing from this is an integrated plan that establishes institutional priorities beyond a single year. As KCC has found with the advising Action Project, some changes will require more than a year to enact, and a good strategic plan can establish a shared road map of milestones and activities to achieve the strategic goals of the college. The lack of strategic planning could become a threat to Criterion Two, Preparing for the Future. Currently, it is unclear how the college determines what makes KCC unique and different. A new strategic planning process would also provide KCC for an opportunity to formally review and identify distinctive objectives. As competition from other colleges increases, KCC will need to address this capability in order to maintain enrollment. While it is too soon to know if the recent enrollment reduction is the start of a trend, the college needs to be prepared to address this possibility, along with the potential of continued changes in state and federal support. In addition, the lack of a strategic planning process inhibits collaborative decision making processes and necessitates a top-down decision making style. The lack of collaborative decision making processes conflicts with Criterion One, Mission and Integrity.

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:

Data showing results are missing from most categories, and what data are provided are ad hoc. Exceedingly little data are provided that is either comparative or shows trends over time. Without data for results, it will be difficult for KCC to move forward with quality improvement. In addition, if results data are not collected, KCC could have a future accreditation issue in regards to Criterion Two, Preparing for the Future. Without data to show results from processes, KCC is unable to make improvements based on results. As data becomes available, KCC will need to demonstrate that they are using it to make improvements in order to complete the quality improvement cycle.

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.

APPRAISAL FEEDBACK REPORT

The body of your feedback report contains two elements: a Critical Characteristics Analysis, and an exploration of your institution's Strengths and Opportunities for Improvement as perceived by the Systems Appraisal team.

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 is a public, not-for-profit, two-year public community college which encompasses most of Kankakee and Iroquois counties and part of Livingston, Ford, Grundy, and Will counties with a total district population of 120,000.
- O1b The service area is primarily agricultural with some industry. There has been an influx of families from Chicago.
- O1c The college plays a major role in workforce development in the district.

- O2a Online delivery is new since 2002. In 2005-2006, 38 courses were offered online, including an online medical lab technology degree. The Corporate and Continuing Education department offers a variety of courses via online delivery.
- O2b Developmental courses are offered both for GED completion as well as preparation for college-level work. ESL courses are offered for basic communication skills needs but not for college preparation.
- O3a A five year period of enrollment decline was reversed in 2001, but turned downward again in 2005.
- O3b In Fall 2004, the KCC student base consisted of 3,144 credit students and 3,077 Corporate, Continuing, and Adult Education students. Of the credit students, 1,432 were in transfer programs and 1,712 in occupational programs. Almost 54% of the students ranged in age from 17-24.
- O3c 59% of students surveyed reported they were attending KCC to gain or improve employment, and 40% planned to get a four year degree.
- O3d As a response for student desires for more campus activities, in 2005, 38 activities were offered to students and the public, compared to 16 the previous year. Eleven of these were designed for or including families.
- O4a KCC works with local high schools through escrow and dual-enrollment programs, including KCC classes taught at the high schools. Also, articulation credit for some vocational programs is available.
- O4b KCC has a dual admissions agreement with Governors State University, and partnerships with Franklin University and the University of Illinois, Springfield for online degree completion programs.
- O4c KCC has multiple partnerships with Olivet Nazarene University (ONU). Students may enroll at ONU and take some classes at KCC, paying the KCC tuition rate.
- O4d A number of partnerships exist with local hospitals to support medical programs. In addition, partnerships with three institutions allow students to complete a Bachelor Degree in Nursing.

- O4e As one of only 8 TRIO programs in the state, KCC works with public schools, families to prepare under represented students for a college education after high school.
- O5a In Fall 2005, the college employs: 73 administrators (69 full-time, 4 part-time), 205 faculty (55 full-time, 150 part-time), and 175 support staff (103 full-time and 72 part-time).
- O5b In Fall 2005, three-fourths of the full-time faculty members hold one or more master's degrees, and five hold doctoral degrees. Full-time faculty members are evenly divided between male and female and 5.5% are minority. Full-time faculty are represented by the American Federation of Teachers.
- O6a KCC has a 177-acre campus with more than 50 acres of buildings, parking, roads, athletic fields and 125 acres of open areas and farmland. The buildings include over 30,000 sq. ft. including the new in 2004 50,000 sq. ft. Work Force Development Center. Current facilities include 60 classrooms, 30 labs, and 122 offices. A new 22,000 sq. ft. arts and sciences building is being built.
- O6b Severe reductions in funding due to lower enrollments and decreasing state funding have been off set by a history of careful management of resources.
- O6c The community college district is under the direction of a seven-member locally elected Board of Trustees overseen by the Illinois Board of Higher Education.
- O7 The greatest competition is from Olivet Nazarene University which has more aggressively recruited local students for two-year degrees. In addition, adjacent community colleges also provide competition along with proprietary schools. Four year colleges are also a competitor for graduating high school students.
- O8a Since 2002, the college has begun nine quality improvement projects on a variety of processes that are beginning to show results.
- O8b Main vulnerabilities for the college include the economic downturn locally and nationally. Also, many students are under prepared for college, and remediation is a challenge to develop these students so that they can successfully complete a degree.
- O8c A key opportunity for KCC is to provide services for employment, including career awareness, identification and development of new curricula in response to emerging

areas of employment, and support services for adult students redirecting them to new fields.

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

01a KCC is a public, not-for-profit, two-year community college which encompasses most of Kankakee and Iroquois counties and part of Livingston, Ford, Grundy, and Will counties with a total district population of 120,000.

- O1b The service area is primarily agricultural with some industry. There has been an influx of families from Chicago.
- O1d The college plays a major role in workforce development in the district.
- O2a Online delivery is new since 2002. In 2005-2006, 38 courses were offered online, including an online medical lab technology degree. The Corporate & Continuing Education department offers a variety of courses via online delivery.
- O2b Developmental courses are offered both for GED completion as well as preparation for college-level work. ESL courses are offered for basic communication skills needs but not for college preparation.

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.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1C1	S	KCC has an identified set of objectives in place: figure 1a presents a clear, comprehensive listing of general learning objectives. The existence of such clear objectives is helpful to all other planning, implementation, and assessment activities.
1C2	S	A system is in place to evaluate the success of the orientation course which provides evidence of the institutionalization of a quality process.
1C3	S	KCC offers a variety of methods in course delivery, leveraging their many resources to ensure a variety of delivery methods that is used for offering courses.
1C5	S	KCC has an effective plan for professional development for existing and new staff. This will serve them in retaining staff and students and remaining innovative in the pedagogy.
1P1a	S	A solid foundation for establishing, reviewing, and assessing student learning outcomes appears to be in place. In addition, new program and course development and implementation uphold academic standards.
1P1b	O	There is no evidence of a formal process to review baccalaureate program competencies. Outcome competencies are currently being developed, as well as a faculty assessment guidebook. This will help establish measurable objectives, and permit effective assessment of program outcomes. KCC could replicate the process for the other areas not included in this stage for occupational programs.

- 1P2 O There is no evidence of stakeholder review of new course/program material during the development process. This means that it is possible that the new course or program will not adequately meet the perceived needs of the intended users. Planning for future workforce needs might also include some of the Bureau of Labor Statistics projection for occupational needs.
- 1P3 OO While it is asserted that determination of student preparedness is well outlined, there is no evidence regarding how the student's preparedness is assured. In the absence of a process to assure preparedness, some students can be enrolled in courses for which they are not prepared.
- 1P3-1P4 S An ongoing communication system is in place: both general and program specific expectations are communicated to students at the beginning of their studies.

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

- O1d The college plays a major role in workforce development in the district.
- O2a Online delivery is new since 2002. In 2005-2006, 38 courses were offered online, including an online medical lab technology course.
- O3d As a response for student desires for more campus activities, in 2005, 38 activities were offered to students and the public, compared to 16 the previous year. Eleven of these were designed for or including families.

O4c KCC has multiple partnerships with Olivet Nazarene University (ONU). Students may enroll at ONU and take some classes at KCC, paying the KCC tuition rate.

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.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2C1	S	Figure 2a lists 18 distinctive objectives, indicating an extensive and active effort to provide educational opportunities to stakeholders. These distinctive opportunities help to differentiate KCC from other institutions.
2P1	OO	There is no formal process in place to determine other distinctive objectives. In the absence of a process, the college may miss opportunities to serve their stakeholders.
2P3	S	The assessment of faculty and staff needs is regularly conducted through surveys and meetings. Faculty and staff play an important role in determining objectives.
2P4	OO	Workforce development is described in the Institutional Overview as a key function of the college, but it is not being assessed. No formal method of reviewing and incorporating feedback on other distinctive objectives exists.
2P5	S	Figure 2c demonstrates a successful accomplishment through the KCC Foundation Scholarship programs: 100% graduation rate in baccalaureate scholars and 100% Riverside scholars during FY 2005. Data analysis from surveys figures as a key component in analyzing the results of objectives.
2R2	O	The comparisons cited in Figure 6I (in Figure 6R3) do not include data regarding the accomplishment of other distinctive objectives. By not comparing against similar organizations, KCC has little assurance as to the effectiveness of their programs to serve other objectives. The results provided for comparison appear to address issues other than the identified distinctive objectives.

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

- 01a Kankakee Community college is a public, not for profit, two-year public community college which encompasses most of the Kankakee and Iroquois counties and part of Livingston, Ford, Grundy, and Will counties with a total district population of 120,000.
- 01b The Service Area is primarily agricultural with some industry. There has been an influx of families from Chicago.
- 03b In Fall 2004, the KCC student base consisted of 3,144 credit students and 3,077 Corporate, Continuing, and Adult Education students. Of the credit students, 1,432 were in transfer programs and 1,712 in occupational programs. Almost 54% of the students ranged in age from 17-24.
- 04a KCC works with local high schools through escrow and dual-enrollment programs, including KCC classes taught at the high schools. Also, articulation credit for some vocational programs is available.
- 04b KCC has a dual admissions agreement with Governors State University, and partnerships with Franklin University and the University of Illinois, Springfield for online degree completion programs.
- 04c KCC has multiple partnerships with Olivet Nazarene University (ONU). Students may enroll at ONU and take some classes at KCC, paying the LCC tuition rate.

O4d A number of partnerships exist with local hospitals to support medical programs. In addition, partnerships with three institutions allow students to complete a Bachelor Degree in Nursing.

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>
3C1-3C2	S	Figure 3a is a comprehensive listing of all stakeholders, along with their short-and long-term expectations. This clear understanding of stakeholder expectations is helpful to their planning process and useful in communicating with faculty and staff. The Clarus Market study identified the needs of students and stakeholders.
3P1	O	KCC has a top-down approach for determining student needs at the cabinet level. It is unclear how this information and resulting action plans are communicated to other parts of the organization, in particular those that actually build and maintain the relationship with students.
3P3	O	In general, the process of gathering input from stakeholders is unclear. It is particularly unclear how a course of action is developed to meet changing stakeholder needs in light of the recent drop in enrollment and other changes in the district. These appear to be changes that should have a clear response.
3P4	S	Processes exist to build relationships with each of the key stakeholder groups. The program of contact with key stakeholders reaches a broad range of people and generates actionable items for the college.
3P5	S	The process for determining new students and stakeholder groups is well defined and includes a clearly articulated process. This process results in decisions based on wide-ranging input and involvement.
3P6a	O	The process for collecting and analyzing complaint information provides no aggregation of complaints in a central location, unclear analysis steps, and no description of how the resulting actions are communicated, assessed, or evaluated.

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| 3P6b | O | Figure 3d demonstrates the goals that were set for Kankakee enrollment, however it indicates that only two goals were met. It is unclear what changes are planned to meet future goals. |
| 3R1 | O | CCSSE results could provide more explanation and analysis regarding the percentage of the job placement services use and dissatisfactory percentage rate of career counseling and tutoring services. Student enrollment is one measure of satisfaction, but retention may be a more important indicator of how satisfied students are once they enroll. |
| 3R2 | O | The CCSSE data provides several opportunities for follow-up. In particular, the increase in activity in student organizations has to be measured against only 65% participation. |
| 3R3 | O | Periodic brief surveys of targeted employers could provide KCC with feedback on satisfaction of graduates. |
| 3R4 | S | Results show some success in establishing relationships with new stakeholder groups and the maintenance of existing relationships. |

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

- | | |
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| O2b | Developmental courses are offered both for GED completion as well as preparation for college-level work. ESL courses are offered for basic communication skills needs but not for college preparation. |
|-----|--|

- O4e As one of only 8 TRIO programs in the state, KCC works with public schools, families to prepare under-represented students for a college education after high school.
- O5a In Fall 2005, the college employs: 73 administrators (69 full-time, 4 part-time), 205 faculty (55 full-time, 150 part-time), and 175 support staff (103 full-time and 72 part-time).
- O5b In Fall 2005, three-fourths of the full-time faculty members hold one or more master's degrees, and five hold doctoral degrees. Full-time faculty members are evenly divided between male and female and 5.5% are minority. Full-time faculty are represented by the American Federation of Teachers.
- O6c The community college district is under the direction of a seven-member locally elected Board of Trustees overseen by the Illinois Board of Higher Education

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.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4C1	S	Scheduling of classes and office hours appears to be organized according to student needs rather than staff convenience. KCC has flexible work hours and faculty teach day, evening and Saturday classes.
4C3	O	The age distribution of employees may be an issue to consider in light of planning for retirements.
4C4	S	Figure 4a shows an increase of 56% in the number of teaching and learning module workshop offerings in 2005 compared to 2004. A diversity of faculty and staff learning opportunities are available for professional development.
4P1	S	KCC has an established hiring method and has a "promote from within" philosophy. They are committed to providing in-house training.
4P2	O	The response to this item lists many programs indicating "what" is done to recruit and hire employees, but little emphasis on the processes (how) followed. Planning for change appears focused on filling vacancies. This lack of process might result in hiring that reacts to vacancies rather than planning to enrich staff with higher skills, newer techniques, more qualified hires and addressing inconsistencies in job responsibilities.

- 4P3a S KCC has a committee (Supportive Staff Advisory Committee) used to measure the climate of the college through a survey. KCC does provide training and development based on survey results after the President's Cabinet analyzes the results.
- 4P3b O While it is asserted that KCC offers flexibility to supervisors in order to promote innovation, cooperation, high performance, and empowerment, and encourages ethical practices, there is no process to gather evidence that this is effective.
- 4P4 S Figure 4a indicates the professional development training programs are in place. Alignment of development modules for faculty might include awareness education on the "millennials" as new collegians.
- 4P5 O The survey results determine the training needs along with the recommendations received by the occupational advisory councils in the specific academic programs. However, it is not clear how the training is tied to the institutional goals and objectives.
- 4P6 O The nascent efforts to strengthen the evaluation process appear to be directed in a positive direction. As part of strengthening the role of student learning in the evaluation process, input from discipline peers as well as immediate supervisors could be beneficial.
- 4P7a S Both full-time and part-time faculty are eligible for teaching awards. Part-time faculty also receive increased pay in recognition of completing faculty development. It appears that there is a systematic process for recognition, reward, and compensation for faculty and staff.
- 4P7b O It is not clear if faculty teaching in workforce development and non-credit areas are eligible for recognition as the academic faculty are.
- 4P8a S Surveys are used to assess motivation and satisfaction of staff and administration.
- 4P8b O Faculty appears to be excluded from the satisfaction surveys.
- 4P9 O There is no evidence regarding efforts to evaluate and improve employee satisfaction. While evaluations are conducted and results summarized, and actions taken, employees may not realize the connection if the action is not communicated.
- 4P10 S Processes appear to be in place to collect measures of valuing people.

- 4R1a O An array of measures and surveys are directed at a positive morale and addressing employee job satisfaction. Figures 4e and 4h demonstrate inconsistencies in the processes of communication and areas that require attention to improve.
- 4R1b O The information presented in figures e,f,g and h is unclear. This is an opportunity for KCC to better represent the results of their data.
- 4R2 O The data analysis would be enhanced by being correlated with students' perspectives on effectiveness at KCC. KCC has conducted their surveys for two years and have a source of comparison within the organization but not with other similar institutions.
- 4R3 O Better measures to provide evidence to indicate the productivity and effectiveness of faculty, staff, and administrators may be required. For example, productivity should have increased whenever an open position was not filled. Current measures are not able to provide an indication one way or the other.

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

- 03a A five year period of enrollment decline was reversed in 2001, but turned downward again in 2005.

- 04a KCC has a dual enrollment agreement with Governors State University, and partnerships with Franklin University and the University of Illinois, Springfield for online degree completion programs.
- 04b A number of partnerships exist with local hospitals and three institutions to allow students to complete a bachelor degree program in nursing.
- 05a In Fall 2005, the college employs: 73 administrators (69 full time, 4 part time), 205 faculty (55 full time, 150 part time), and 175 support staff (103 full time and 72 part time).
- 05b In Fall 2005, three-fourths of the full time faculty members hold one or more master's degrees and five hold doctoral degrees. Full-time faculty members are evenly divided between male and female and 5.5% are minority. Full time faculty are represented by the American Federation of Teachers.

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>
5C1	S	Figures 5a and 5b represent a comprehensive listing of key leadership groups and the communication vehicles. AQIP is explicitly integrated into these structures. These structures also indicate that the institution clearly has active communication systems in place among key leadership groups that are helpful in ensuring effective leadership in the college.
5C3	S	KCC has adopted an explicit ethics statement. This action helps to ensure that all staff will understand and follow the expectations requiring ethical behavior.
5P1	S	KCC indicates AQIP is a primary tool for setting institutional goals and directions, including the college's strategic planning and institutional priorities setting process. This linking to strategic planning and AQIP gives the employees a participation in shaping the future.
5P4	O	It is unclear what data are being used, by whom, and for what decisions. In general, limited results data are provided in most categories, suggesting that data-driven decision-making is not yet fully integrated as a process.

- 5P5 O Currently the focus on communication appears top-down rather than two-way. The AQIP implementation should provide a model for communication that integrates bottom-up, top-down, and sideways.
- 5P7 S KCC has implemented a method for training and identifying best practices through grant-funded activities, including leadership seminars to develop leadership capacity. The institution implemented supervisory training to promote consistent leadership practices, and encourages administrators and faculty members to participate in professional development activities. These activities will help to ensure the existence of a well-trained work force.
- 5P8 O There is no formal succession planning process in place. A formal succession plan could be effective for some positions, given the nationwide turnover in community college faculty and administrators. Such a plan would be helpful in maintaining continuity in the work force, and also supports KCC's promote from within philosophy.
- 5P9 S Both administrative effectiveness and climate surveys are used to measure leadership and communication. These surveys may yield important information to guide improvement efforts.
- 5R1-5R2 O KCC climate surveys do show improvement in the perceptions of leading and communicating, yet they have no comparative data except their first survey.
- 5R2 O There are no comparative data regarding leadership and communication results.

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

- O5a In Fall 2005, the college employs: 73 administrators (69 full-time, 4 part-time), 205 faculty (55 full-time, 150 part-time), and 175 support staff (103 full-time and 72 part-time).
- O6a KCC has a 177-acre campus with more than 50 acres of buildings, parking, roads, athletic fields and 125 acres of open areas and farmland. The buildings include over 30,000 sq. ft. including the new in 2004 50,000 sq. ft. Work Force Development Center. Current facilities include 60 classrooms, 30 labs, and 122 offices. A new 22,000 sq. ft. arts and sciences building is being built.
- O6b Severe reductions in funding due to lower enrollments and decreasing state funding have been off set by a history of careful management of resources.

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>
6C1	O	Figure 6a identified student and stakeholder's needs based on anecdotal evidence only.
6P1	O	A systematic review of student support needs and systems might provide more utility than the current ad hoc and piecemeal process.
6P2	S	Data from survey results have been helpful to KCC.
6P3	S	The college has clearly articulated many of its processes and how it manages to update key support services.
6P4	S	Several techniques for gathering information are cited, including anecdotal knowledge, comment box queries, and annual surveys. The use of multiple techniques provides opportunity to gather more comprehensive data.
6R1-6R2a	O	CCSSE and CCFSSSE data should also provide results for other areas of KCC operations beyond the few described. These data could provide some measure of the impact of processes.
6R1-6R2b	O	Most results are levels of activity that do not indicate the effectiveness of systems and processes. The quantity of activity is not a measure of the

effectiveness of the activity. There appears to be a lack of consistent tracking systems to evaluate qualitative results to outcomes.

6R3a	S	IPEDs data provides comparison of some measures against peer institutions.
6I1	S	The new retention project is an example of a change driven by a response to results, though it is not listed as such.
6I1-6I2	S	KCC is developing quality systems for improvement throughout the college.

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

- O3a A five-year period of enrollment decline was reversed in 2001, but turned downward again in 2005.
- O6b Severe reductions in funding due to lower enrollments and decreasing state funding have been off set by a history of careful management of resources.
- O8a Since 2002, the college has begun nine quality improvement projects on a variety of processes that are beginning to show results.

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.

Item	S/O	Comment
7C1	O	KCC doesn't appear to have a clear and consistently used set of core indicators for systematic quality review.
7P1a	S	The recognized need for systematic data collection should serve KCC by gaining an understanding about student learning patterns and effectiveness.
7P1b	O	Assessment efforts should be beyond the just starting stage for general education and should also be integrated into other programs and departments.
7P1c	O	The satisfactory management and use of information resources is not in place due to a computer system changeover that has taken six years to get up to speed. KCC should focus on this concern as their data can prove vital to planning for improvement and to developing a profile definition of their students.
7P2	O	Current processes are very ad hoc and are not integrated into decision making processes beyond course enrollment. No consistent guidelines to determine the information and data needs by divisions and programs to ensure the needs are met is apparent.
7P3	O	A defined procedure for data collection and analysis should be developed to evaluate the impact of changes in processes. In addition, there appears to be no systematic, formal process for comparing data within or outside of the college. The absence of such a process allows the college to miss opportunities for improved service.
7P4a	S	An effort has been initiated to be more systematic in data collection and analysis.
7P4b	O	Data are analyzed at the unit, division, or upper administration level. There is no evidence of a process to aggregate data for analysis, problem solving, and improvement. This could result in overlooking college-wide opportunities.
7P5	S	Aligning individual goals with institutional goals is in the early stages of development. A process is in place requiring administrators to indicate how their goals align with institutional goals. When fully operating, this will permit a focused, targeted approach to accomplishing institutional goals.

O8b Main vulnerabilities for the college include the economic downturn locally and nationally. Also, many students are under prepared for college, and remediation is a challenge to develop these students so that they can successfully complete a degree.

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	OO	There does not seem to be a comprehensive strategic plan for the college beyond one-year plans. An integrated long-range plan will provide an infrastructure for the one-year planning cycle and enable KCC to meet goals that are beyond the scope of a single year.
8P2	OO	It is unclear how the president and cabinet select strategies and address conflicting expectations of the various stakeholders.
8P1-8P4	S	KCC has identified a procedure for integrating AQIP projects and priorities into strategic planning.
8P2-8P4	S	The systematic portfolio review is in place to identify strengths and areas for improvement. In figure 8a, the strategic planning cycle for institutional priorities and AQIP projects are clearly spelled out.
8P4	OO	The planning process does not appear to have linkages into the departments and units that must implement the plans.
8P5	O	KCC will through the 'state of the college' and focus meetings discuss project progress and areas for improvement arising from the Systems Portfolio.
8P6	O	There is no process identified to account for resource needs, other than to indicate the college President controls the funds. Resource allocation is not aligned with action plans and could result in plans that are not effectively implemented.
8P7	O	Faculty and staff development activities are focused on responding to survey results. There is no evidence of professional development aligning with the college's goals or objectives. In the absence of such alignment, progress toward goal attainment may be slowed by insufficient staff capabilities.

- 8P8 O The college is in the early stages of implementing core institutional effectiveness measures, integrating AQIP, strategic planning, and goals.
- 8R1 S KCC has an AQIP wall display for review of progress and some of their accomplishments. Included is the institution's successful accomplishment of the FY2004 priorities including technology, strategic marketing planning, online instruction implementation, and completion of human resource reviews of positions.
- 8R2 O Results from completed projects should provide a model for establishing projections for future projects once they have been identified.
- 8R3 O KCC has an opportunity to create a comparative database for their projections relative to other community colleges to enable comparisons with other institutions.
- 8R4 O It is unclear where staff and administration satisfaction is with the planning process, and it is also unclear the level of participation in this process beyond the cabinet. In addition, it appears that faculty have not been included in survey efforts. Other stakeholders may also have different levels of satisfaction with and inclusion in the process.
- 8I2 O KCC shows no evidence that they have institutionalized the AQIP process into an improvement process and institutional support is not evident that this is occurring.

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

- 04a KCC works with local high schools through escrow and dual-enrollment programs, including KCC classes taught at the high schools. Also, articulation credit for some vocational programs is available.
- 04b KCC has a dual admissions agreement with Governors State University, and partnerships with Franklin University of Illinois, Springfield for online degree completion programs.
- 04c KCC has multiple partnerships with Olivet Nazarene University (ONU). Students may enroll at ONU and take some classes at KCC, paying the KCC tuition rate.
- 04d A number of partnerships exist with local hospitals to support medical programs. In addition, partnerships with three institutions allow students to complete a Bachelor Degree in Nursing.
- 04e One of only 8 TRIO programs in the state, KCC works with public schools, families to prepare under represented students for a college education after high school.
- 08a Since 2002, the college has begun nine quality improvement projects on a variety of processes that are beginning to show results.

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>
9C1	S	Figure 9a represents a comprehensive listing of organizations with which KCC maintains collaborative relationships.
9C2	S	KCC's collaborative relationships support and advance the college's mission in many ways, including providing valuable feedback to the college that contributes to curriculum, internship opportunities, better response to community needs, and assistance in evaluating programs.
9C2	S	Partnerships support the KCC mission and are also beneficial to partner organizations.
9P1a	S	Figure 9b lists methods and procedures for developing relationships with a wide variety of organizations. This clear identification is helpful to ensure the existence of effective relationships.

- 9P1b O Outside of the corporate and continuing education area, there is no evidence that KCC has a process, to prioritize, ensure, and measure to what extent needs of external stakeholders are being met, other than advisory committees.
- 9P2 O Program reviews seem to be specific to occupational programs. It is unclear how KCC determines the currency of transfer programs and courses. Likewise, it is unknown how low enrollment courses are updated or inactivated.
- 9P3 S Informal and ad hoc processes are in place for developing partnerships that appear to be meeting KCC's needs, although no results are available to support this conclusion.
- 9R1 O Results are ad hoc and limited in scope. KCC lists a range of partnerships and other relationships, but no data are provided beyond a few isolated examples.
- 9R2 O There is no formal system to compare collaborative relationships with other institutions.
- 9I1-9I2 OO The college needs to follow through on the gaps it has identified.