

**Index to Evidence for the Criteria for
Accreditation**

Kankakee Community College

November 2005

**Academic Quality Improvement Program
The Higher Learning Commission - NCA**

**Index to Evidence for the Criteria for Accreditation
For Kankakee Community College
November 2005**

Criterion 1 – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a – The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- Philosophy and mission statement in our catalog. (Kankakee Community College catalog for 2005-06, pp. 10-11)
- The Board adopted an Ethics Resolution. (5C3)
- We have a statement on plagiarism and other violations of integrity. (KCC 2005-06 catalog, Code of Conduct Section 16.2)

Core Component 1b – In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- In its philosophy and mission statement, the KCC catalog states the expectation that “students... [will] increase awareness and develop a more global perspective of the human condition and one’s adaptation to the total human environment....” (KCC 2005-06 catalog, p. 11)
- In recognition of our mission, our hiring practices reflect a commitment to diversity among our employees. (4P1)

Core component 1c - Understanding of and support for the mission pervade the organization.

- Our general education objectives support our mission of preparing students in a variety of areas: communication, computation, critical thinking, accessing information, diversity, and science. (1C1)
- Coursework is developed to respond to our mission and philosophy, including our orientation course which explains our mission (1C2).
- Results and priorities are communicated via the president’s State of the College Address, College Newsletter, Class Schedule mailer, Office of Marketing and Public Information communications, e-mail updates, Advisory Committee meetings and Web-site links. (8I2)
- The college’s priorities and goals are shared with state representatives, state senators, and U.S. representatives at meetings which are hosted by the college. (3P4)
- Faculty members are involved in institutional goals related to diversity as exemplified by the development of new courses dealing with diversity issues. (1C4,4R3)
- Supervisory training for administrators incorporates ethics and standards in its agenda. (4P3)

- A series of workshops held several times a year for the professional development of supervisors was begun in 2003. (4R1)
- Our documents, policies, and alliances demonstrate our commitment to our mission. (5C3)
- Leadership Seminars for KCC college personnel offer training so our mission, vision, and values are consistent throughout the organization. (5P7)
- KCC conducts a recognition dinner annually for all full-time and designated part-time employees. (4P7)
- KCC participates in a consortium of community colleges for international study. (KCC 21005-06 catalog, Study Abroad Program, p. 173)

Core Component 1d – The organization’s governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- The organization’s structures and processes ensure its mission. (5C1, Fig 5a)
- We ensure that other distinctive objectives align with our mission by providing pre-baccalaureate education, career education and continuing education (2C2)
- Key collaborative relationships are listed that demonstrate KCC’s commitment to community and students by “enhancing quality of life through learning.” (9C1)

Core Component 1e – The organization upholds and protects its integrity.

- Our catalog lists student codes of behavior, regulations, and personnel educational backgrounds. (KCC 2005-06 catalog, pp. 286-322)
- The complaint policy procedures for students are included in the college catalog. (KCC 2005-06 catalog, p. 310)
- We offer educational guarantees for students. (KCC 2005-06 catalog, pp. 11-12)
- We respect intellectual freedom, we have a policy that protects copyright, and a policy against plagiarism. (1C5)
- The gift ban is addressed in the employee handbook (Section 9.2).
- We conduct in-house surveys that have integrated security and privacy protection. (4P8)
- We have unique partnerships with area educators, health care organizations and business/industry leaders (2C1)

Criterion 2 – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a - The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The college employs several methods of identifying changing societal and economic trends. (3P1)
- We seek future opportunities to build and sustain an innovative learning environment. (5P2)
- Institutional vision is centered on student learning and development. (8C1)
- We prepare for the future through advisory boards occupational program reviews, graduate and employee surveys and utilization of focus groups. (9P2, 2P4)

Core Component 2b - The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The college employs a rolling five-year financial plan to evaluate financial resources and trend data. (6P3)
- Our short and long-term strategies focus on the core functions of student learning and student development. Short-term efforts are seen in the Institutional Priorities for any given fiscal year. Long-term, we want to ensure that sufficient resources are available and sustained to maintain the college and to keep excellence in certain established areas as well as in new directions. (8C2)
- In accounting for appropriate resource needs within our strategy selection and action plan implementation, the final decision comes from the President's cabinet and budget committee where they examine institutional priorities in making judgments regarding resource allocations. (8P6)

Core component 2c - The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- We have a gatekeeper system for greater efficiency in the response to requests for reports and we are developing a data warehousing system. (6P3, 7P1)
- Individuals' professional goals are aligned with institutional goals. (7P5)
- We keep both centralized and decentralized data which is used by the college for preparation of reports and by departments and units for maintenance of records, production of reports, and decision-making. (7C2)
- We conduct a yearly employer survey to determine their satisfaction with the services we provide. Seven months after graduation we conduct a survey of degree and certificate completers. In addition we conduct a survey of the Learning Assistance Center and the computer lab tutors. A survey of ASSET placement test examinees is conducted after each testing session. We administered a college wide student survey, CCSSE for the first time in spring of 2004 and again in spring of 2005. CCSSE is useful in identifying student satisfaction as measured in comparison to similar institutions. (3P7)
- During the fall of 2004 Kankakee Community College developed a Quality Improvement Project Guide. The guide describes and provides the process for Quality Improvement at KCC. It includes a flowchart, responsibilities, checklists and forms. As staff recognize areas for improvement within their department or the college, this guide provides the process, flowchart and forms needed to develop the project. (3I1)

- Strategic planning and institutional priorities are used to set institutional goals and directions. (5P1)
- We have developed a yearly strategic planning cycle that incorporates quality systems to determine institutional priorities. (8P1-4)
- KCC is moving toward data-driven decision making. (5P4)
- Surveys of students' engagement, staff climate surveys and faculty surveys are utilized to identify needs. (6C2, 6P1-2, 6P5, 6R1-2)
- The planning process has developed into one that includes greater participation of the college membership in the creation of the institutional priorities with a more data-based foundation for these priorities. (8P5)
- We regularly collect and analyze the enrollment data for the college. During the fall 2005 semester, KCC is developing measures of retention and standardized definitions among early steps to create the core institutional effectiveness measures. These will form part of the Systems Portfolio. The strategic planning process integrates AQIP, strategic planning and administration goals and is too new to be measured. (8P8)
- The program review provides continual evidence of institutional effectiveness and identifies areas of improvement. (1P8)
- We have procedures in place for receiving and responding to complaints. (3P6)

Core component 2d - All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The college's commitment to AQIP and continuous improvement has altered the planning and budgeting process. The president's planning chart illustrates this process. (3I2)
- The planning process has developed into one with that includes a larger greater participation of the college membership in the creation of the institutional priorities with a more data-based foundation for these priorities. (8P5)

Criterion 3 - Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a - The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The expected learning and training objectives are stated in the description for each program in the catalog. (KCC Catalog, 2005-2006)
- The master syllabus includes the goals and objectives expected for each course. (1P4, 6C2, and Teaching and Learning web page; template found in the college internal shared drive under KCC)

Core component 3b - The organization values and supports effective teaching.

- We determine student and other stakeholder satisfaction in various ways. One source is student evaluation of instructors. The information contained therein provides grounds for praising, advising, and retaining qualified faculty. (3P7)
- With its general education objectives, which address communication, computational skills, critical thinking, access of information, cultural awareness of diversity, and scientific literacy, KCC demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. (1C1).
- Good pedagogy is supported and rewarded. (1C5)
- In Spring 2005 we were offering 37 online courses, up from none in 2002. (8I1)
- We have up-to-date classrooms with electronic equipment which enhances teaching. (Institutional Overview table of buildings and rooms, Section 06)
- The Teaching and Learning workshop series for full-time and adjunct faculty and the innovation awards (INNY) promote and support effective teaching. (1P6)
- KCC maintains a Teaching and Learning Center for faculty to learn new classroom and online techniques. (6C2, 6P3)
- The college utilizes the course evaluation process to evaluate effective teaching. (9P2, 9P4)

Core component 3c - The organization creates effective learning environments.

- CCSSE survey results address the question "How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?" (3R2)
- Admissions requirements and advising services are designed to help students achieve their ultimate goals. (1P4-5)
- Scheduling software to evaluate scheduling and the design of programs for completion according to a timeline help to create a good learning environment. (1P7)
- Projects to improve technology within the classroom, develop technical skills, increase faculty knowledge regarding teaching and linking library collection development to teaching contribute to the effective learning environment. (6P3)
- On-line courses have been developed in recent years, and these offerings continue to grow. (1C3, 8I1)
- We are using and receiving training in the use of WebCT for instruction. (4R2)

Core component 3d - The organization's learning resources support student learning and effective teaching.

- There is support for learning for students as well as the opportunity for development and further training for faculty. (1P9)

- CCSSE survey results address the issue of student satisfaction with support services. (3R1)
- Key student support areas and processes align with categories one and three. Resource allocations to both the Teaching and Learning Center and the Learning Resource Center have increased. Collection development in both areas ties to faculty and student needs and show increased use. Use of technology and student activities have also grown to promote student learning and effective teaching. (6P3, 6R1-2)
- Special populations students show success. (1R3)

Criterion 4 – Acquisition, Discovery and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a – The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Our unique partnerships with area educators, health care organizations and business/industry leaders are indicative of the value we place on learning (2C1).
- We support Students Learning by guaranteeing transferability of credits and successful preparation to enter the workforce (2C3)
- The organization demonstrates community service and responsibility. (5C3)

Core Component 4b – The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Extra-curricular opportunities are broad and increasingly are integrated with curricular offerings. (1P10)
- We have developed new courses to broaden our offerings with diversity issues. (1C4)

Core Component 4c – The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Our courses address technical skills and an understanding of diversity (1C4).
- Our occupational and transfer programs are assessed by a variety of means. (1P8)
- We receive feedback from certifying agencies, employers and other colleges, as well as alumni, regarding successful preparation. (1P12, 1R1)
- Our formal program review process produces information from faculty, employers, students, and alumni regarding the quality, economics, and relevance of all occupational programs. This information is reviewed by the appropriate administrators and faculty and forwarded to the ICCB. Specific recommendations are made regarding the future direction of the programs being reviewed. (3P7)
- We assess the usefulness of our curricula through advisory boards and focus groups. (9P2, 9P4)

Core Component 4d – The organization provides support to ensure the faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Intellectual freedom is safeguarded, pedagogy is supported, good teaching is rewarded, responsibility is encouraged. (1C5)
- A guidebook for faculty on assessment is under development in 2005. (1P1)
- We offer leadership seminars, supervisor workshops, stress management workshops, and teaching excellence awards. (4P4-5, 5P7)

Criterion 5 - Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**Core Component 5a – The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

- We assess and review objectives. (2P5)
- We employ a variety of methods for identifying the changing needs of constituencies and for resulting actions. (3P1)
- KCC assesses the usefulness of its curricula through advisory boards and focus groups. (9P2, 9P4)

Core Component 5b – The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- We demonstrate the capacity and commitment through various communication venues (2P2), faculty and staff participation (2P3) and training (4P5).
- The Department of Corporate and Continuing Education is identified as serving the community. (9C2, 9R1)

Core Component 5c – The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Our college and its members respond to the college constituencies by serving on local and state boards and partnering with local agencies/organizations to create better jobs and training. (2C1, 2R3)
- The President's Cabinet is responsible for addressing the changing needs of our key stakeholders. The president, AQIP Leadership Team and others as appropriate develop the strategic plan (see chart in this section for details). (3P3)
- Bullet points provide detailed descriptions of activities and programs conducted to build and maintain relationships with key stakeholder groups. (3P4)
- We demonstrate this responsiveness through the use of graduate surveys and suggestion boxes. (9P2, 9P4)

Core Component 5d – Internal and external constituencies value the services the organization provides.

- Our unique partnerships with area educators, health care organizations and business/industry leaders are indicative of the value placed on relationships with KCC. (2R3)
- CCSSE survey results address the questions “Would you recommend this college to a friend or family member?” and “How would you evaluate your entire educational experience at this college?” Figure 6f lists our market share (percentage of high school graduates in our district who enroll at KCC). (3R1)
- KCC has been the designated service provider for WIA for twenty years and partnered with the Department of Education in offering programs, such as TRIO, for over fifteen years. In the past year KCC has been awarded grants in excess of \$2,000,000 to provide programs throughout the area. (3R3)