KCC strives to be a shared governance community, and as such, our mission, vision, and core values were developed with input from the college community and district representatives. KCC’s mission is “Enhancing quality of life through learning”.

Our vision states that “KCC is a flexible organization where teamwork is the expectation and student/client success the driving force. Our shared vision is to be a leader in creatively and rapidly responding to our community's educational needs, emphasizing quality, affordability and effective partnerships.”

In Fall 2008, KCC faculty and staff voted on the core values that best represent the college and describe how they expect themselves and others to behave, set standards, and drive the organization's priorities. The core values represent shared beliefs about the qualities that reflect
KCC’s essential characteristics: Respect, Excellence, Learning, Integrity, Collaboration. The core values are highlighted in both the Faculty Professional Development process as well as the Performance Evaluation of Employees process. Faculty align their professional development activities with one or more core values, and employees are evaluated, in part, on their adherence and promotion of the core values. Both of these processes are detailed in documents located in the flash drive.

The institution’s resources are first and foremost focused on the mission of the institution and our teaching and learning environment. The college uses a variety of strategies focused on student success, persistence, and graduation. All programs are reviewed every five years for their overall effectiveness and continued quality. Based on these evaluations and assessments, resources are used to maintain and strengthen the quality of our programs. The budgeting process begins at the faculty and departmental level where the goals and needs are best assessed. The department and divisional goals for the following year are aligned with the institutional strategic goals.

KCC’s process for strategic planning is led by the Strategic Planning Oversight Committee (SPOC), which includes stakeholders from all divisions of the organization. SPOC facilitated the strategic planning for the period of 2014-2018, and external stakeholders from business and industry were represented as was the Board of Trustees who ultimately approved the strategic plan as presented by KCC’s President.

KCC’s Strategic Plan FY 2014-2018 is the result of a collaboration of the college and the community, and the five strategic goals articulated in the plan are aligned with community need as well as KCC’s mission, and core values.

The mission, vision, and core values are reviewed and approved by the Board of Trustees annually, and all three are publicly articulated through KCC’s website, the course catalog, and department office postings.

Core Component 1.C.

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
KCC is committed to diversity and embraces the value it brings to our college community. KCC recognizes that all aspects of diversity enrich the educational experience and advance the mission of the institution. Inclusion, respect, and sensitivity are the pillars of our commitment, and promotion of diversity, in all its ideals, is our goal.

To that end, KCC has a dedicated Multicultural Student Services Coordinator who provides public service activities of an educational nature, including workshops, seminars, forums, studies for cultural enrichment, and community needs assessments. KCC also promotes a Study Abroad Program which gives students the opportunity to study literature, history, art, and politics in a foreign country for credits applicable to KCC. Faculty are also encouraged to spend time abroad through the Faculty Cultural Exchange Program. Through this program, KCC faculty spend two weeks in another country observing teaching practices, and in return, that faculty member hosts his partner who observes teaching practices at KCC.

Many KCC student clubs and organizations celebrate diversity including Brother 2 Brother, the Gay Straight Alliance, and the Global Awareness Club. In Spring 2016, KCC is implementing a Best Buddies chapter for the developmentally disabled. Student Life also hosts many activities focused on diversity including Black History Month, Native American History Month, Hispanic Heritage Month, and Women’s History Month.

KCC faculty strive to incorporate diversity into the classroom through dedicated curricula. KCC’s Humanities Professor represents KCC at the Midwest Institute for International and Intercultural Study (MIIIE), which is a membership organization where she is in an elected Board position. The Humanities Professor and an Academic Advisor lead Cultural Diversity initiatives to encourage class instruction and program activities toward avenues of culture study and global awareness. Students are encouraged to meet the requirement of the internal recognition outlined in TAG: You’re It. These goals currently include “Take 2 classes with IL State identification of “N” or “D” (Non-western or Diversity courses); Attend four multicultural events; and Give one presentation. Students who complete these requirements are able to list this accomplishment on their co-curricular transcript and receive a pin to wear at graduation.

KCC also highlights diversity through its college-wide learning objective Ethical Reasoning which states that “Students will apply skills in ethical reasoning and come to understand the ways ethical issues affect individual behaviors, individual lifestyles, and public life.” One sub-objective stresses the importance of articulating diverse ethical positions with respect and fairness. This objective is part of many KCC courses and is assessed through KCC’s assessment cycle.
KCC also provides scholarships related to diversity including the Cultural Diversity Awareness Scholarship of $250, the C. Jake and Agnes Gulchinski Study Abroad Scholarship of $3000, and the Rochelle & Ivan Meyer Fund for Cultural Diversity of $2250.

It is the policy of the college that no person on the basis of race, gender, sexual orientation, creed, religion, color, marital or parental status, veteran status, age, national origin, political affiliation and/or beliefs, mental or physical handicap or disability shall be discriminated against. This includes but is not limited to admissions, employment, financial assistance, placement, recruitment, educational programs, or activities.

Core Component 1.D.
1.D. The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

KCC is dedicated to providing quality, comprehensive educational programs and services in a fiscally responsible manner. KCC offers a supportive environment for lifelong learning for the development of the individual and the community.

KCC provides leadership in identifying the future educational needs of our district as related to the seven general educational and community service goals prescribed by the Illinois Community College Board: pre-baccalaureate education, career education, general studies, community education, public service activities, student services, and workforce training.

As a part of its stated philosophy, KCC seeks to provide community education including non-credit, continuing education classes designed to meet individual educational goals; to provide public service activities of an educational nature, which may include workshops, seminars, forums, studies for cultural enrichment, community needs assessments and use of classroom space for seminars, meetings, etc.; and to provide leadership for workforce training and work cooperatively with economic development agencies in the college district.
Like many community colleges around the country, KCC is operating in a rapidly-evolving, increasingly complex, and ever more challenging environment. Over the last several decades, we have seen massive shifts in the global economy; a growing transition toward knowledge- and service-based industry sectors; and increasing economic and workforce competition regionally, nationally, and internationally – placing new expectations and stresses on educational institutions, educators, and students. The recent economic recession (2007-2009), from which the U.S. is still struggling to recover, compounds these dynamics. At the same time, the nation’s community colleges have increasingly been called upon to "be all things to all people": to provide the gateway to four-year degrees; to develop skilled workforces; and to serve increasing numbers of students and more diverse kinds of students, from recent high school graduates to mature workers re-training for new careers, and including increasing numbers of students that face English language barriers and are economically and/or educationally disadvantaged. Adding to the challenge, while demands upon educational institutions have been increasing, funding has remained stagnant or has decreased, requiring that community colleges pursue creative new approaches to partnership, collaboration, and resource-leveraging.

KCC chose to seize this opportunity as it began the process for developing the college’s new strategic plan, pursuing a fundamentally different approach that looked outside of the college’s walls to actively engage diverse stakeholders in the community – as well as internal college personnel and students – to provide input to strategic plan priorities and development. This planning approach was intentionally inclusive and transparent, market-focused, and data-driven, and was designed to engage internal and external college communities not just as stakeholders, but as true "stockholders" in KCC.

KCC’s new strategic plan was formed after months of dialogue with business, economic and community leaders, elected officials and local, state, and national policy experts and culminating in the Community Leaders Forum. Building on the themes from the Forum, the college brought faculty, staff, and students together to identify and shape KCC’s new directions. The broad, collaborative "stockholder" buy-in and resulting partnerships were critically important in launching KCC’s new student success agenda. Two of five strategic goals for FY 2014-2018 involve community partnerships and meeting the needs of the local community.

**Strategic Goal 1: Develop career pathways in target industries**
- Improve regular and sustained interaction with area employers in critical and high-demand sectors to better understand their needs and to create programs and occupational opportunities.
- Enhance workplace learning, contextualized learning, and "earn and learn" opportunities for students.
Strategic Goal 2: Take a convening leadership role to strengthen and sustain community partnerships

- Improve understanding of community challenges.
- Promote community prosperity.
- Increase engagement and partnership development with K-12 system, employers, and community partners.

One example of the College’s engaging in these goals are the CCR (Career and College Readiness) initiatives. This group organizes alignment meetings between KCC English, math, and science faculty and local high school faculty teaching in these disciplines. Their work has yielded significant results. KCC has a record of sustained achievement in relation to its alignment efforts. When we started this work in 2008, 93% of entering students enrolled in at least one developmental course. For the Fall 2014 semester, 82% of entering students enrolled in a developmental course. Developmental course defined as reading, writing, and/or math course, and percentages reflect readiness levels of high schools graduates from the spring semesters immediately prior to Fall 2008 and Fall 2014, respectively.

Another example is the curricula mapping the CTE programs have developed with K-12 partners. Area high-school counselors have worked with KCC’s program coordinators to identify the high-school, career center, and college level courses that lead to a degree in these fields.

Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2.A.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

KCC operates with integrity in financial, academic, personnel, and auxiliary functions. It establishes and follows fair and ethical policies and processes for its governing Board, administration, faculty, and staff. The Board of Trustees’ Policy Manual Section 705.00, p. 44-45 ethics statement reads:

“The Illinois General Assembly enacted the State Officials and Employees Ethics Act, which is a comprehensive revision of State statutes regulating ethical conduct, political
activities, and the solicitation and acceptance of gifts by State officials and employees. The Act requires units of local government and community college districts to implement these regulations by May 19, 2004. The Kankakee Community College Board approved the Ethics Resolution at the May 10, 2004 Board meeting as cited in Public Act 93-615 and amended by Public Act 93-617, codified at 5 ILCS 430/1-1”.

The institution follows guideline set by ICCB in the ICCB Administrative Rules which contains information on Local District Administration, Programs, Students, Finance, Capital Projects, Personnel, and Public Access to Information.

Financial integrity. Related to financial matters, the Board of Trustees annually employs an independent certified public accountant to audit the college’s books of record as specified in the Board of Trustees’ Policy Manual Section 502.00. Additionally, the Board shall adopt each year a budget for the education, operations and maintenance, building restricted, auxiliary, liability protection settlement, audit funds, and other funds which may be available to the college as described in the Board of Trustees’ Policy Manual Section 503.00. A budget schedule is utilized by the Vice President of Finance & Administration and staff to ensure that a drafted budget is submitted to the Board of Trustees in the appropriate timeframe. Instructions are made available to the budget managers for preparation of their budget requests. The budget schedule and instructions for budget managers are located in the flash drive. Procurement policies are specified in Section 509 of the Board of Trustees’ Policy Manual.

Academic integrity. KCC adheres to the ICCB Program Approval Manual which contains information on creating new curriculum and courses. KCC’s master syllabus includes the following statement:

Plagiarism, is defined in section 16.2 of the Code of Conduct: “Representing the words or ideas of another as one’s own. Plagiarism includes claiming credit for assignments completed by someone else.” All instances of intentional plagiarism on any major assignment for this course will lead to the immediate failure of the course with no opportunity for the student to withdraw. The instance of plagiarism will be reported to the Dean of Student Development. If the student has a second instance of plagiarism reported to the Dean of Student Development, the student may be suspended from the institution.

A full statement on academic honesty is included in the Code of Campus Affairs & Regulations: 16.2 An academic community is based on the assumption of mutual integrity shared by its students and faculty. Violations of the athletic or programmatic code of conduct will result in disciplinary action. The following violations of this assumption disrupt the teaching and learning environment and tarnish the public image of the college. Violations will result in disciplinary action by the college against the student.
(a) Cheating: Using or attempting to use unauthorized materials, information, or study aids during any academic exercise or examination.
(b) Plagiarism: Representing the words or ideas of another as one’s own. Plagiarism includes claiming credit for assignments completed by someone else.
(c) Fabrication: Falsifying or inventing information or citations in any academic requirement, such as a term paper.
(d) Cooperative Learning Violation: Claiming credit for group assignments without making a significant contribution.
(e) Team Testing Violation: Participation in team testing without meeting the specific requirement of an instructor, e.g. failure to participate in the study group for the required amount of time outside of class.
(f) Misuse of Materials: Abuse or unauthorized possession of academic materials or removing an article that other students are required to read from the Learning Resource Center or any other location.
(g) Misrepresentation: Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of an assignment or course.
(h) Multiple Submissions: Submitting the same assignment to two or more instructors. If he or she believes that he/she can complete an assignment that meets the requirements of two or more instructors, he/she should obtain prior approval from all instructors involved.
(i) Facilitation of Academic Dishonesty: Helping or permitting another student to violate any provision of this code.
(j) Clinical site violations: Unprofessional behavior or unsafe practices.

KCC also strictly adheres to copyright law, and the Library provides detailed information on copyright, plagiarism, and academic honesty.

**Personnel integrity.** Annually, Board members and all administrators sign and submit a conflict of interest statement. The Human Resources department distributes materials to ensure employees understand and apply ethical practices. An ethics module is included in new faculty and new employee orientation. Course syllabi must include information about copyright laws/violations.

Regarding personnel, the Board of Trustees’ Policy Manual Section 700 Personnel Policies and the Checklist for Advertising, Screening and Hiring which is located on the flash drive are used to ensure that fair practices are implemented and maintained for recruitment of open positions. **Staff, full-time faculty, and adjunct faculty** handbooks are available and designed to serve as a reference source concerning college personnel policies.
It is the policy of the college that no person on the basis of race, gender, sexual orientation, creed, religion, color, marital or parental status, veteran status, age, national origin, political affiliation and/or beliefs, mental or physical handicap or disability shall be discriminated against. This includes, but is not limited to admissions, employment, financial assistance, placement, recruitment, educational programs, or activities.

Additional supporting documentation can be found in the flash drive and online: faculty professional development plans, administrative and support staff evaluations, non-tenured faculty evaluation plan, faculty in-service, student athlete code of conduct, student financial aid services, student costs, student life clubs, athletic events, and dining services.

Core Component 2.B.
2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

KCC offers information on its courses, programs requirements, tuition and fees for courses in the Academic catalog offered online. Semester credit course schedules are available in a print version and online or on KCConnect. Information on faculty and staff is available online in the staff directory, as well as the academic catalog. Various Faculty members have information on individual webpages as well.

The institution promotes the various occupational programs in the business, health, and technology areas by sharing success stories through print media in local and other in-district newspapers, billboard advertisements, KCC’s web page, and recruitment materials examples of which can be located in the flash drive.

KCC makes public all of its partnerships, consortial arrangements, and contractual agreements. KCC is part of the Illinois Articulation Initiative (IAI) and the general education courses offered meet the standards put forth by the IAI. These courses must be reviewed and approved by the appropriate, discipline specific, IAI panel to insure that these standards are met by the individual courses. This will ensure that our courses having IAI approval will articulate with programs at participating four-year institutions in Illinois.

Evidence of programs and services are displayed clearly and completely to students and the public through KCC’s website including the following:

- KCC’s partnership with Bradley University
- KCC’s partnership with global campus
- KCC’s partnership with the University of Illinois Global Campus to offer two new online bachelor's degree completion programs.
- KCC’s partnership with Northern Illinois University
- Dual Admission Program signing with Governors State University
- Health Careers program accreditation information

Tuition rates and course fees are located in the academic catalog. The college communicates required preparation and learning objectives for credit programs, courses, degrees, and credentials on the website and a hard copy of the catalog.

KCC is accredited by the Higher Learning Commission and information regarding the accreditation process is directly available through the website. Health career programs also have their own dedicated accreditations.

Six KCC programs carry professional accreditation or approval: Medical Laboratory Technology, Nursing, Phlebotomy, Physical Therapist Assistant, Emergency Medical Technician- Paramedic, and Respiratory Therapist programs. An additional program, Paralegal/Legal Assistant Studies has received approval.

The Medical Laboratory Technology program receives accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The last accreditation cycle ended in March 2012. The program was not cited for any non-compliance of accreditation standards and was awarded continued accreditation until October 31, 2019.

Nursing (Candidate for Accreditation): Site visit completed Oct 6-8, 2015 with Accreditation Commission for Education in Nursing (ACEN). Evaluation Review Panel will review the site visit report on January 25-29, 2016. The Board of Commissioners will meet Feb 29- March 4, 2016 to render the final decision on ACEN accreditation. KCC to receive official notification by April 4, 2016.

The Phlebotomy program also receives accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Approval was initially granted on September 21, 2012 and will continue to October 31, 2016. A self-study report is due February 1, 2016.

The Physical Therapist Assistant program receives accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). Accreditation was initially granted on April 19, 2011. On May 2, 2012 accreditation was continued based on the compliance report submitted March 28, 2012 in which the program was judged to be in compliance. CAPTE will be on campus January 24-27 for onsite visit.
Emergency Medical Technician- Paramedic (Initial Accreditation): The Commission on Accreditation of Allied Health Education Programs (CAAHEP) voted on March 20, 2015 to award initial accreditation to the Emergency Medical Technician-Paramedic program at Riverside Medical Center, Kankakee, IL.

The Respiratory Therapist program receives accreditation from the Commission on Accreditation of Allied Health Education Programs through the recommendation of the Committee for Accreditation of Respiratory Care (CoARC). On August 30, 2013 accreditation was continued based on the annual report submitted for Year 2013. The Respiratory Therapist Program to submit an annual report, due on July 1st.

The Paralegal/Legal Assistant Studies received American Bar Association initial approval in August 2005 for a period of seven years. The ABA reapproved the program in March 2012 for a period of seven years, during which the Site Visit Team made no recommendations for continuous improvement. The Site Visit Team instead made six suggestions to “further enhance the Program” before the 2019 re-approval visit. The Program has had no compliance issues since it first earned initial approval.

Core Component 2.C.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The college is governed by a seven-member elected Board of Trustees with 6 year term limits. The Board convenes monthly on campus. The sample agenda and Board of Trustees meeting minutes from June 8, 2015 list what is discussed at a typical BOT meeting pertaining to priorities of the institution. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
The Board of Trustee Policy Manual includes the following directives:

122.00 A
To interpret or cause to be interpreted the educational and financial needs of the college and the district as they relate to one another, including the periodic reevaluation of these needs.

122.00 B
To develop or cause to be developed policies and procedures in accordance with the educational needs of the citizens to be served by the college.

122.00 O
To provide means for keeping the citizens of the district and appropriate state and federal officials informed of institutional purposes, values, conditions and educational cultural opportunities provided by the college.

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. The Board of Trustee’s Policy Manual directly prohibits Board members from accepting gifts in accordance with the State Officials and Employees Ethics Act:

The Illinois General Assembly has enacted the State Officials and Employees Ethics Act which is a comprehensive revision of State statutes regulating ethical conduct, political activities, and the solicitation and acceptance of gifts by State officials and employees. The Act requires units of local government and community college districts to implement these regulations by May 19, 2004. The Kankakee Community College Board of Trustees approved the Ethics Resolution at the May 10, 2004 Board meeting as cited in Public Act 93-615 and amended by Public Act 93-617, codified at 5 ILCS 430/1-1.

The Board also addresses issues regarding Conflicts of Interest in the Board Policy Manual: Any duality of interest or possible conflict of interest on the part of any Board member should be disclosed to the other members of the Board and made a matter of record, either through the annual procedures or when the interest becomes a matter of Board action. A Conflict of Interest memo and policy is located in the flash drive.

The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. Shared governance is ensured and facilitated at Kankakee Community College through its campus committees. The structure of this system is comprised of cross-functional and cross-departmental teams whose work is guided by purpose statements and aligned with the College’s strategic goals. Membership of committees is
determined by the Vice President of Instruction and Student Success and the Faculty Association President who also evaluate the selection process and membership on an annual basis.

Each college committee is empowered to submit recommendations regarding significant academic decisions to the Vice President of Instruction and Student Success who makes recommendations to the College President for ultimate approval. Additionally, any significant academic issues which emerge from sources external to the committee structure are (re)directed to the appropriate committee with the request to offer recommendation to the Vice President of Instruction and Student Success. Faculty members are Chairs of some campus committees as listed on the committee assignments webpage. Faculty members may also serve as the director or coordinator of their respective occupational program. They are responsible for the organization, administration, periodic review, continued development, and general effectiveness of the program. They are identified in the academic catalog.

Core Component 2.D.
2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

The college supports freedom of expression and the pursuit of truth in teaching and learning by supporting academic freedom in the classroom as outlined in the Faculty Labor Contract, Article IV, Section I:

Within the scope of their duties and responsibilities, the Board, the Association, and the faculty members covered by this agreement recognize their responsibility to protect and encourage the search for knowledge and its dissemination. Faculty members have both the freedom and the obligation to adequately investigate and to present to their students, based upon their professional judgment, available information and matters, related to the subject being taught and to the education and training of their students in that subject. Faculty members shall at all times try to be accurate, show respect for the opinion of others, present controversial issues in an unbiased manner, identify their own personal persuasion on controversial issues, and make every effort, where appropriate to indicate that they are not institutional spokespersons.

Within the broad framework of academic freedom affirmed above, the faculty shall have the individual right and responsibility to determine the teaching methods and materials to facilitate student learning of the course learning outcomes as determined by the college and approved by the Illinois Community College Board and the Illinois Articulation Initiative panels. The primary course text will be selected by the faculty to promote and
support student learning while seeking to minimize the cost to students. In general, the use of the same primary text in all sections of a specific course will be encouraged.

The college is dedicated to providing quality, comprehensive educational programs and services in a fiscally responsible manner. The college identifies educational needs of the district as related to the seven general educational and community service goals prescribed by the ICCB as listed in the Philosophy and Mission on our website and in the catalog.

Individual faculty members are encouraged to share their teaching philosophy on their webpage. For example, Professors Cari Stevenson, Kristine Condon, and Kristen Larson share their philosophies.

KCC strives to ensure students’ ethical use of resources. KCC upholds ethical practices and academic honesty. Board members, all administrators, and all new employees sign a conflict of interest statement (Board Policy Handbook including support of the Ethics Act). A copy of the conflict of interest statement is provided in the flash drive. The Illinois General Assembly enacted the State Officials and Employees Ethics Act, which is a comprehensive revision of State statutes regulating ethical conduct, political activities, and the solicitation and acceptance of gifts by State officials and employees. The Board approved the Act in 2004, which was in line with the Ethics Resolution timeline. Regarding Human Subjects Research, in 2011, the Office of Institutional Research established a U.S. Department of Human Services-approved Institutional Review Board. Individuals conducting research at KCC seek IRB approval. Regarding students, the Dean of Student Development oversees charges related to students’ academic honesty and integrity. The college has a copyright policy, a section on plagiarism in the Student Code of Conduct, and labor-contract language, which prohibits faculty from benefiting from outside activities.

The institution offers a series of Faculty Development Modules, one of which titled “Classroom Management and Ethics” is completed by all new faculty and voluntary adjuncts. An overview of the module can be found in the flash drive.

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Core Component 2.E.

2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Faculty, staff, or students may be asked to participate in research. Individuals or other organizations and institutions who want to conduct research involving human subjects at KCC must have their work reviewed by the Institutional Review Board. KCC’s Office of Institutional Research oversees the work of the Institutional Review Board.

2.E.2 Students are offered guidance in the ethical use of information resources. The Harold and Jean Miner Memorial Library offers guidance to students in the ethical use of information resources. Syllabi must include guidelines for adhering to copyright laws and the Library offers electronic and print materials on copyright laws. The Library offer Research Tips on the library website.

- Choosing and Developing a Topic
- Developing a Research Statement and Search Terms
- Finding and Choosing Resources
- Evaluating Resources
- Integrating and Citing Sources

KCC librarians also offer face-to-face and online instructional services. Librarians regularly guest speak in the classroom and offer workshops on various topics. Online, the librarians offer a service called “Ask a Librarian” which is made available to instructors for placement in their online courses. This feature allows students to have one-click access to a librarian for help with a research, documentation, and information literacy.

Students may register for the LRCS 1512 - Library & Information Literacy course where students receive practical experience in using information, regardless of its format (print, subscription database, or Internet) or source (library or Internet). A full description is available in the course catalog.

The institution has and enforces policies on academic honesty and integrity. The academic catalog and the master syllabus contain KCC’s college-wide plagiarism policy:

- Plagiarism, is defined in section 16.2 of the Code of Conduct: “Representing the words or ideas of another as one’s own. Plagiarism includes claiming credit for assignments completed by someone else.” All instances of intentional plagiarism on any major assignment for this course will lead to the immediate failure of the course with no opportunity for the student to withdraw. The instance of plagiarism will be reported to the
Dean of Student Development. If the student has a second instance of plagiarism reported to the Dean of Student Development, the student may be suspended from the institution.

A full statement on academic honesty is included in the Code of Campus Affairs & Regulations:

16.2 An academic community is based on the assumption of mutual integrity shared by its students and faculty. Violations of the athletic or programmatic code of conduct will result in disciplinary action. The following violations of this assumption disrupt the teaching and learning environment and tarnish the public image of the college. Violations will result in disciplinary action by the college against the student.

(a) Cheating: Using or attempting to use unauthorized materials, information, or study aids during any academic exercise or examination.
(b) Plagiarism: Representing the words or ideas of another as one’s own. Plagiarism includes claiming credit for assignments completed by someone else.
(c) Fabrication: Falsifying or inventing information or citations in any academic requirement, such as a term paper.
(d) Cooperative Learning Violation: Claiming credit for group assignments without making a significant contribution.
(e) Team Testing Violation: Participation in team testing without meeting the specific requirement of an instructor, e.g. failure to participate in the study group for the required amount of time outside of class.
(f) Misuse of Materials: Abuse or unauthorized possession of academic materials or removing an article that other students are required to read from the Learning Resource Center or any other location.
(g) Misrepresentation: Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of an assignment or course.
(h) Multiple Submissions: Submitting the same assignment to two or more instructors. If he or she believes that he/she can complete an assignment that meets the requirements of two or more instructors, he/she should obtain prior approval from all instructors involved.
(i) Facilitation of Academic Dishonesty: Helping or permitting another student to violate any provision of this code.
(j) Clinical site violations: Unprofessional behavior or unsafe practices.

KCC courses have access to Turnitin, an originality check, online grading, and peer review system embedded within the Canvas Learning Management system. Students submit their work through Turnitin which highlights all source material within the document, allowing students and faculty to verify that all source material is properly cited.
KCC has a procedure in place for the reporting and documenting plagiarism and academic honesty violations. By committing any of the actions listed above, the student is subject to immediate disciplinary action including – but not limited to – being asked to leave the classroom and receiving a grade of an “F” for the course.

The Dean of Student Development may impose additional appropriate penalties and record the instance of academic dishonesty. More severe penalties are imposed for additional infractions should they occur in the future per the Student Code of Conduct.

As appropriate, the College provides notification, education, or training to faculty and staff on compliance with intellectual property, copyright, and fair use guidelines (Board approved 9-8-03; Section 201.06). Tutors receive ten hours of training, which includes ethics and plagiarism policies.

The Human Resources department distributes materials to ensure employees understand and apply ethical practices. An ethics module is included in new faculty and new employee orientation. Course syllabi must include information about copyright laws/violations, and all new employees sign a Conflict of Interest statement. Each June, current administrators re-sign the statement, and KCC posts the plagiarism and copyright policy on the Library webpage. A podcast is available for training related to copyright and plagiarism.

Employees receive FERPA training, and in the Health Careers Division, faculty, and other staff receive HIPAA training on patients’ privacy rights.

### Criterion Three. Teaching and Learning: Quality, Resources, and Support

*The institution provides high quality education, wherever and however its offerings are delivered.*

### Core Component 3.A.

3.A. *The institution’s degree programs are appropriate to higher education.*

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance
delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.A.1 and 3.A.2 KCC is part of the Illinois Articulation Initiative (IAI) and the general education courses offered meet the standards put forth by the IAI. These courses must be reviewed and approved by the appropriate, discipline specific, IAI panel to insure that these standards are met by the individual courses. This will ensure that our courses having IAI approval will articulate with programs at participating four-year institutions in Illinois.

IAI Ongoing Course Review Process
A process of ongoing course review (formerly known as five-year review) was designed to evaluate the efficacy of a panel’s recommendations. For more information, see below the Ongoing Course Review Functions sub-sections in both the General Education Core Curriculum (GECC) Panels and Major Panels sections.

KCC participates in ongoing course review.

Both IAI course descriptions and individual courses that have previously been granted an IAI code will periodically be reviewed.

Selection Process: Each year, panel managers will pick IAI course identifiers to review for each panel. Courses to be reviewed for IAI course identifiers will be selected at random. Each semester each panel will review no more than 50 courses.

Panel Responsibilities
1. Review the IAI course identifier and make any necessary changes to reflect changes in the field
2. Review the panel’s course decision making criteria
3. Review the panel’s core competencies
4. Review the panel’s other related standards
5. Review the outcomes recommended by the panel
6. For GECC panels, the review should also include a review of the objective outcomes by which panels approve courses for inclusion in the GECC package
7. A general review of institutional offerings to evaluate alignment of current course offerings within the course descriptions provided by the institution for approval
8. For each individual course under review, panel members should limit their review to:
   a. Verify that the institution’s course description aligns with the IAI course descriptor
   b. Review the topical outline to ensure the course’s core competencies are
c. Review the course outcomes to ensure they are appropriate for the IAI course identifier

Management: GECC panels will be managed by Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) staff.

Meetings: GECC panels usually meet once per semester, but may meet more often as required to fulfill their established duties. JAC

KCC ensures that courses, programs and degrees meet appropriate learning outcomes. Course and program outcomes are monitored by the Associate Deans within each division and our Dean of Instruction. These same outcomes must be met by all offerings of a particular course and/or program regardless of the instructor or modality. Courses have discipline and program-wide outcomes that are monitored as well. (KL)

The College engages in an oversight over curricula development to ensure program quality and learning goals are consistent. The process of curriculum approval is outlined below through a committee known as the Curriculum and Academic Standards Committee (on which faculty, academic administrators, and student services staff serve). JAC

Overview of the Course Development Process

1. **Initiators** (faculty member, coordinator, associate dean)  
**Determines** Transfer, Occupational, or Corp/Cont. Ed  
**Meets with Curriculum Support Manager/Admin Asst. IV to Instructional and Student Success for assignment of:** appropriate prefix, course number, PCS code, and CIP number. If proposed course is a transfer/baccalaureate course with a PCS of 1.1, initiator meets with IAI Transfer Specialist.  
**Who is informed:** Associate Dean

2. **Division Review**  
- Advisory Committee if appropriate  
- Division Fulltime Faculty Input  
- Program Coordinator, Division Associate Dean, and/or Division Administrator review and comment on proposal  
**Moves to the next step when:** Appropriate administrator submits to VP of Instructional and Student Success (new programs and new courses) or appropriate administrator submits proposals...
to Curriculum Support Manager to be added to the agenda for the next CAS committee (changes to existing curricula should be addressed – such as course sequencing)

**Who is informed:** Associate Dean (new courses or programs) or CAS committee (for corrections), Curriculum Support Manager (for review of course number and prefix)

3. **Vice President of Instruction and Student Success Review of new courses and programs**
   Associate Dean Approval for Courses & Programs. (Associate dean can bring minor changes directly to CAS). Media specialist must review catalog descriptions and information for consistency and works with presenter on suggested revisions.  
   **Moves to the next step when:** Associate Dean submits to CAS  
   **Who is informed:** CAS committee

4. **Curriculum and Academic Standards Committee**
   **Prior to meeting:** Online forms must be completed and submitted to Curriculum Support Manager in order for the supporting documents to be included with meeting agenda and available in the CAS folder on the O:Share drive.  
   Course or program information supporting the need for the course must be complete. Committee members review supporting documents and contact initiator or appropriate administrator with comments and/or concerns prior to first reading.  

   **During meeting:** Responsible person (faculty member or associate dean) must be present. Discussion is held. If proposal is accepted as a first reading and requires a second reading, initiator or appropriate administrator will present a second reading at next CAS meeting.  

   **Moves to the next step when:** Committee Approves  
   **Who is informed:** Marketing, appropriate faculty members and advisors.  
   Note: division administrative assistants must receive copies of the CAS minutes in order to be aware of classroom and scheduling needs.

5. **ICCB Submission**
   **Transfer/Baccalaureate Courses with PCS 1.1**
   Form 13 – Articulation Agreements are prepared and sent to nine four-year Illinois institutions by Curriculum Support Manager. Current complete syllabus is provided by lead instructor. A minimum of three approved articulation forms have to be received and submitted to ICCB when proposed course is submitted via ICCB’s CurricUNET website for approval.

   **Occupational/Technical Courses with PCS 1.2**
Curriculum Support Manager submits proposed course and complete syllabus that has been provided by lead instructor to ICCB via ICCB’s CurricUNET website.

**Community Education (noncredit) with PCS 1.3 and General Studies with PCS 1.5**
The non-fundable courses do not have to be submitted to ICCB for approval. Curriculum Support Manager researches appropriate available numbers in Colleague and enters non-fundable courses. Division administrative assistants build the appropriate section(s).

**Remedial Education (not to be used for student classification) with PCS 1.4**
**Adult Basic Education with PCS 1.7**
**Adult Secondary Education with PCS 1.8**
**English As A Second Language with PCS 1.9**
Adult education staff member(s) meet with Curriculum Support Manager to identify and assign appropriate course number. ICCB Form 11C is completed by Adult Education and Family Literacy staff member and sent to CSM electronically. CSM submits proposed course and Form 11C to ICCB for approval electronically via ICCB’s CurricUNET website.

**Vocational Skills with PCS 1.6**
The associate dean for Continuing Education and Career Services identifies the need for the course and contacts the CSM for the appropriate, available course number. The associate dean for Continuing Education and Career Services submits the course electronically to ICCB via the CurricUNET website. If ICCB approves the course, a staff member in CECS provides the approved documentation to the CSM who then enters the course in Colleague.

**6. ICCB Action**

**Approved:** Curriculum Support Manager receives email notification and enters new course in Colleague. CSM e-mails CAS members and appropriate staff. Division administrative assistant builds course section(s) as appropriate.

**Denied:** Curriculum Support Manager receives email notification for additional supporting documents. CSM provides additional supporting documents upon request and resubmits proposed course.

Curriculum Support Manager receives email notification of denial and e-mails CAS members and appropriate staff. **Do we need this level of detail about the course development approval process? Should it go somewhere else? (JAC)**
Associate deans are responsible for supervising, promoting, organizing, coordinating, and evaluating of the courses and curricula of the division as well as assisting in course and curriculum development. Additionally, these administrators supervises and evaluates personnel in the division, including both full- and part-time instructors and recommends discipline/discharge of staff exhibiting unsatisfactory performance. Associate deans collaborate with faculty to evaluate current division curriculum and recommends changes to improve course offerings and ensure the completion of course and general educational assessments for the division. (See associate dean job description.) Furthermore, dual credit courses and instructors must be approved by the appropriate associate dean prior to being offered. (See dual credit renewal and request form for process.)

Associate deans observe instruction online and in face-to-face formats at all locations (part-time, full-time, and dual-credit faculty). They evaluate and/or discuss the following with faculty members in order to ensure the institution’s program quality and learning goals are consistent across all modes of delivery and all locations:

1. Professional development and instructional activities that foster student learning
2. Student evaluations of instruction
3. A review of course and curriculum materials
4. Fulfillment of professional responsibilities to students and the college
5. The Tenured Faculty Evaluation Form requirements (for tenured faculty)

Adjunct faculty are evaluated during their first academic year (or first two semesters/terms) as explained in the Adjunct Faculty Contract and as deemed necessary in preceding years.

Staying current and innovative is important to our institution. As mandated by the Higher Learning Commission, KCC strives for continuous improvement by pursuing Action Projects that are focused on that mission.

Furthermore, faculty are required to engage in professional development and they submit reports on the results of their activities annually. Full-time faculty are now allowed an increased level of funding to engage professional development ($550 for the 2016 AY, $650 for the AY, and $750 for the 2018 AY), $1,975 in tuition reimbursements at other institutions, and up to 8 credit hours tuition free for KCC classes. Furthermore, full- and part-time faculty are provided professional development opportunities during two in-services—one in the spring and one in the fall. In addition to the regular activities provided through their associate deans, The Teaching and Learning Center provides training on:

- iClickers
Whether an educator is a new adjunct or a seasoned professor, the Teaching and Learning Center has resources to help him or her in the classroom:

- Professional development publications available at the Miner Memorial Library
- Online professional development tools
- Presentation equipment and classroom aids

**Online professional development tools**

Faculty members may sign up for STARLINK, a premiere source of higher education professional development. As a KCC professor, they have access to more than 160 hours of high quality material.

Full- or part-time faculty may enroll in **MVCR courses** offered through the Illinois Online Network with KCC's membership discount. "The Making the Virtual Classroom a Reality (MVCR) series of online faculty development courses is designed to help students and faculty members acquire the skills and knowledge needed to teach and learn online, to help staff and administration support online education, to improve the quality of online education across the globe, and to research the online teaching and learning context. Faculty plan to spend five to ten hours per week in each MVCR course."

Additionally, the Teaching and Learning staff provide a [regular schedule] of professional development events on a nearly weekly basis.

This allows faculty to remain current with their disciplines and learn more ways to be innovative in their courses.

Faculty engage in course-level, General Education, and Program-level assessments as directed by the Assessment Committee.

**Course and program improvement** - Assessment provides feedback to determine how courses and programs can be improved to enhance student learning.

**Self evaluation of instruction** - Assessment can be used by faculty to help them self-evaluate and improve their teaching.
**Course design and revision** - Assessment can help in the design of new courses with respect to rationalizing the need for that new course and how it should be positioned in the curriculum. Additionally, learning outcomes can be used by the faculty in the classes that they teach to assist them in developing assignments that include the intended abilities, knowledge, values and attitudes of that course or program.

**Current assessment activities** include information on a full range of projects and activities recently completed or currently underway to gauge student learning, make improvements or respond to accountability interests.

1. Changes are being implemented in Gen Ed courses in Fall '15 based on results of reading comprehension data analyzed this spring. Data will be recollected and analyzed again in Spring '16.
2. KCC gathered Gen Ed data in Quantitative Reasoning in Spring '15 to be analyzed in Fall 2015.
3. KCC will gather data from all Gen Ed courses that list Inquiry and Analysis as a Gen Ed outcome during Fall 2015.
4. Course Assessments - A program of 15 or so faculty from all divisions will pilot a course assessment program in Fall 2015 that will integrate LiveText with course rubrics and Student Learning Outcomes. The data pulled from these courses will be analyzed, and any changes needed to improve student success will be implemented in the courses. Then, these faculty will champion the program with the rest of the college.
5. Program Assessments are continuing to be done in CTE programs per their certification process.

(Should this highlighted part be relocated somewhere more appropriate? JAC)

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**Core Component 3.B.**

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to
students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

3B1 and 3B2
Due to Kankakee Community College’s commitment to the Illinois Articulation Agreement, the general education courses that hold an IAI designation maintain appropriate purpose, content and learning outcomes in order to articulate properly within the KCC but also with other institutions of higher learning. [http://www.itransfer.org/IAI/gened/default.aspx?file=iai&section=students](http://www.itransfer.org/IAI/gened/default.aspx?file=iai&section=students)

Most recently, as one of our Action Projects, the general education outcomes were revised college-wide.

Campus plans for gathering evidence of student learning might include institution-wide or program-specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.

3B3.

**General Education plan**

The following General Education outcomes will be assessed during the listed semester:

- Quantitative reasoning - spring 2015
- Inquiry and Analysis - fall 2015
- Verbal communication - spring 2016
- Written communication - fall 2016
- Ethical reasoning - spring 2017
- Reading comprehension - fall 2017

The rotation will then begin again which puts every outcome on a 4-year rotation.

- Only recognized General Education Courses that list the outcome as a general education learning objective will be assessed. The list of courses is found in the academic catalog.
- All courses and sections will conduct the General Education assessment.
- Lead Course Instructors will develop assessments to give those students, have them scored, and data entered into LiveText.
- The data analysis subcommittee and IR will analyze the data the next semester and present results.
- Academic divisions will decide appropriate implementation of change
- Gen Ed outcome that was affected by changes need to be re-assessed the next semester after implementation for re-analysis.
- The outcome will then be re-assessed in 4 years.

Program and course assessment plans are in progress.

Current assessment activities include information on a full range of projects and activities recently completed or currently underway to gauge student learning, make improvements or respond to accountability interests.

1. Changes are being implemented in Gen Ed courses in Fall '15 based on results of reading comprehension data analyzed this spring. Data will be recollected and analyzed again in Spring '16.
2. KCC gathered Gen Ed data in Quantitative Reasoning in Spring '15 to be analyzed in Fall 2015.
3. KCC will gather data from all Gen Ed courses that list Inquiry and Analysis as a Gen Ed outcome during Fall 2015.
4. Course Assessments-A program of 15 or so faculty from all divisions will pilot a course assessment program in Fall 2015 that will integrate LiveText with course rubrics and Student Learning Outcomes. The data pulled from these courses will be analyzed, and any changes needed to improve student success will be implemented in the courses. Then, these faculty will champion the program with the rest of the college.
5. Program Assessments are continuing to be done in CTE programs per their certification process. JAC

KCC recognizes the human and cultural diversity of the world in which students live and work, and to that end we currently offer eight degree and four certificate distance education programs. There are 54 courses being offered in the online format, accounting for about 13% of the total credit hours awarded. Online learning is incorporated into KCC’s systems of governance and academic oversight. Further, online learning is aligned to the college strategic goals including 1. Create a culture of completion and 2. Promote an environment of excellence and innovation. Online provides access, availability, and opportunities for our students to learn and obtain degrees and certificates in a flexible format, even at a distance.
KCC faculty strive to incorporate diversity into the classroom through dedicated curricula. KCC’s Humanities Professor Penelope Stickney represent KCC with Midwest Institute for International and Intercultural Study (MIIE), which is a membership organization where she is in an elected Board position. Professor Stickney and Academic Advisor Elise Schultz leads Cultural Diversity initiatives to encourage class instruction and program activities toward avenues of culture study and global awareness. In addition, Professor Stickney sponsors the Global Awareness Club. Students are encouraged to meet the requirement of the internal recognitions as that is outlined in TAG: You’re It. These goals currently include “Take 2 classes with IL State identification of “N” or “D,” (Non-western or Diversity courses); Attend four multicultural events; and Give one presentation. Students who complete these requirements are able to list this accomplishment on their co-curricular transcript and receive a pin to wear at graduation. (JAC)

3B5
Our faculty members and students engage in substantial scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the KCC’s mission.

Examples from faculty include the following:

Kristine Condon, Professor and Program Coordinator: Paralegal/Legal Assistant Studies

Dissertation Published, The Community College as Entrepreneur: Developing and Sustaining Effective Noncredit Workforce Training Partnerships, National Louis University, 2014
Presenter, The Implementation of WorkKeys(R) as a Career Readiness Tool in a Career and Technical Education Program, College Changes Everything Conference, 2014
Presenter, The Techno-Savvy Paralegal: Incorporating Technical Certifications Into the Paralegal Curriculum, American Association for Paralegal Education North Central Regional Conference, 2014

John Bordeau, Professor and Program Coordinator Computer Graphic Technology

Presentations
Autodesk University 2012
● Introduction to Materials in AutoCAD 2013
● Introduction to Animation in AutoCAD 2013
Autodesk University 2011
Creating 3D Primitives and Composites in AutoCAD
Introduction to Parametric Drafting in AutoCAD 2012
Dynamic Block Tools in AutoCAD

Research

- 3D Modeling
- CAD Management
- Rapid Prototyping
- Learning Management Systems

Trisha Dandurand, Professor of English

"To Be Applicable: Preparing Students for Discipline-Specific Writing". Two Year College English Association Conference, October 2015.
“Hybrid Learning: Roundtable on Student Engagement and Success”. Kankakee Community College In-Service Presentation, August 2014.
Expectations for Student Behavior”. Kankakee Community College In-Service Presentation, August 2013 and January 2014.

Students are encouraged to engage in scholarly work as well. Students frequently present academic work and showcase their creative abilities in the yearly student art show.

This past spring two notable students presented on academic topics to the college community. Zach Rupp, a student who Study Abroad in spring 2015 semester presented May 5 about his experience in studies in a presentation titled: “Divided By a Common Language.” Sade Johnson also presented on a Cultural Studies Presentation related to the Genocide in Darfur in Spring 2016. Additionally, in spring 2016, students presented their own original poetry in a college-wide student poetry reading.

Core Component 3.C.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. **Instructors** are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that *instructors* are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. **Instructors** are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3C1

Associate deans and the Vice President of Instructional and Student success are responsible for ensuring sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

For example (Taken from the Humanities and Social Sciences Associate Dean Job Description)

1. Supervises the promotion, organization, coordination, and evaluation of the courses and curricula of the division; assists in course and curriculum development.

2. Assists the Vice President for Instructional and Student Success in the recruitment and selection of personnel for full-time instructional positions within the division.

3. Supervises and evaluates personnel in the division, including both full- and part-time instructors. Recommends discipline/discharge of staff exhibiting unsatisfactory performance.

4. Collaborates with faculty to evaluate current division curriculum and recommends changes to improve course offerings.

5. Ensures the completion of course and general educational assessments for the division.

6. Uses research on student enrollment, retention, and success to create positive change for the division.

3C2 Associate deans periodically audit faculty credentials and review all newly hired faculty members to ensure faculty teaching general education and other non-occupational courses must have a master’s degree or higher in the discipline or subfield. If the master’s degree is in a discipline other than that which he or she is teaching, the faculty members should have completed a minimum of 18 graduate credit hours in the discipline. The college adheres to HLC’s official guidelines for determine qualified faculty which was updated on August 31st of...
2015 to include the assumed practices which go into effect in September of 2017. We note the guidance regarding “Determination By Factors Other Than Credentials” and “Using ‘Tested Experience’ As a Basis for Determining Qualified Faculty” which we may apply to faculty members teaching courses which are not general education or non-occupational. (See attached example audit from HSS Division.)

JAC

3C3 All instructors are evaluated on a regular basis by their immediate supervisors. Tenured faculty, as explained in the Full-Time Faculty Contract, are evaluated every 3 years. Full-time faculty members submit a Professional Development Plan every Academic Year and engage in these professional development activities, submitting a report on the results of their learning at the end of the year to their associate dean.

Associate deans observe instruction online and in face-to-face format. They evaluate and/or discuss the following with faculty members:

1. Professional development and instructional activities that foster student learning
2. Student evaluations of instruction
3. A review of course and curriculum materials
4. Fulfillment of professional responsibilities to students and the college
5. The Tenured Faculty Evaluation Form requirements

Adjunct faculty are evaluated during their first academic year as explained in the Adjunct Faculty Contract and as deemed necessary in preceding years.

3C4 Staying current and innovative is important to our institution. As mandated by the Higher Learning Commission, KCC strives for continuous improvement by pursuing Action Projects that are focused on that mission. Faculty receive support for online instruction from the college’s Teaching and Learning Center (TLC). TLC staff deliver training in various formats to accommodate the varying schedules and learning styles of instructors teaching online. These include face-to-face, hands-on, online formats as well as personal consultations. The TLC also pays for faculty interested in taking individual ION MVCR courses and pursuit of the Master Online Teacher certificate. A faculty centric TLC Blog provides posts on new Canvas features, tips and tricks, and best practices for online instruction.

Furthermore, faculty are required to engage in professional development and they submit reports on the results of their activities annually. Full-time faculty are now allowed an increased level of
funding to engage professional development ($550 for the 2016 AY, $650 for the AY, and $750 for the 2018 AY), $1,975 in tuition reimbursements at other institutions, and up to 8 credit hours tuition free for KCC classes. Furthermore, full- and part-time faculty are provided professional development opportunities during two in-services—one in the spring and one in the fall. In addition to the regular activities provided through their associate deans, The Teaching and Learning Center provides training on:

- iClickers
- Canvas (Our Learning Management System)
- LiveText
- Smartboards
- Screencasting
- TurnItIn

Whether an educator is a new adjunct or a seasoned professor, the Teaching and Learning Center has resources to help him or her in the classroom:

- Professional development publications available at the Miner Memorial Library
- Online professional development tools
- Presentation equipment and classroom aids

**Online professional development tools**

Faculty members may sign up for STARLINK, a premiere source of higher education professional development. As a KCC professor, they have access to more than 160 hours of high quality material.

Full- or part-time faculty may enroll in MVCR courses offered through the Illinois Online Network with KCC's membership discount. "The Making the Virtual Classroom a Reality (MVCR) series of online faculty development courses is designed to help students and faculty members acquire the skills and knowledge needed to teach and learn online, to help staff and administration support online education, to improve the quality of online education across the globe, and to research the online teaching and learning context. Faculty plan to spend five to ten hours per week in each MVCR course."

Additionally, the Teaching and Learning staff provide a regular schedule of professional development events on a nearly weekly basis.

This allows faculty to remain current with their disciplines and learn more ways to be innovative in their courses.
3C5 Faculty are mandated by the Faculty Contract to hold a minimum of 7.5 office hours every week in order to be available for student inquiry as well as be available for student support additional hours if requested by students (meetings at mutually convenient times). While part-time faculty are not required to hold office hours, they generally make themselves available before and after class, and tutors are available for supporting all students’ academic needs. JAC

3.C.(6) Helpful services [http://www.kcc.edu/students/Pages/index.aspx](http://www.kcc.edu/students/Pages/index.aspx), Online learning support services [http://www.kcc.edu/students/helpful/onlinelearningsupport/Pages/default.aspx](http://www.kcc.edu/students/helpful/onlinelearningsupport/Pages/default.aspx), Tutoring [http://www.kcc.edu/students/helpful/tutoring/Pages/default.aspx](http://www.kcc.edu/students/helpful/tutoring/Pages/default.aspx), Financial Aid [http://www.kcc.edu/future/paying/fedstateaid/Pages/default.aspx](http://www.kcc.edu/future/paying/fedstateaid/Pages/default.aspx), Academic advising [http://www.kcc.edu/students/advising/Pages/default.aspx](http://www.kcc.edu/students/advising/Pages/default.aspx), Co-curricular transcripts [http://www.kcc.edu/students/studentlife/Pages/cocurricular.aspx](http://www.kcc.edu/students/studentlife/Pages/cocurricular.aspx), qualified staff [http://www.kcc.edu/FacultyStaff/Pages/default.aspx](http://www.kcc.edu/FacultyStaff/Pages/default.aspx).

### Core Component 3.D.

**3.D. The institution provides support for student learning and effective teaching.**

1. *The institution provides student support services suited to the needs of its student populations.*
2. *The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*
3. *The institution provides academic advising suited to its programs and the needs of its students.*
4. *The institution provides to its students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practices sites, museum collections, as appropriate to the institution’s offerings).*
5. *The institution provides to students guidance in the effective use of research and information resources.*

3.D.1 KCC offers learning support services including a [bookstore](http://www.kcc.edu/students/Pages/index.aspx), [career counseling](http://www.kcc.edu/students/helpful/onlinelearningsupport/Pages/default.aspx), [disability services](http://www.kcc.edu/future/paying/fedstateaid/Pages/default.aspx), [IT Helpdesk](http://www.kcc.edu/students/helpful/tutoring/Pages/default.aspx) including online self-service features available 24/7/365, online learning support, [testing services](http://www.kcc.edu/students/helpful/tutoring/Pages/default.aspx), [53 computer labs](http://www.kcc.edu/students/helpful/tutoring/Pages/default.aspx), Internet access via wired and Wi-Fi across the main campus and extension centers, Microsoft Office software home use program, a [Transfer Center](http://www.kcc.edu/students/advising/Pages/default.aspx), a [Veteran’s Center](http://www.kcc.edu/students/studentlife/Pages/cocurricular.aspx), [tutoring](http://www.kcc.edu/students/helpful/tutoring/Pages/default.aspx), [student employment opportunities](http://www.kcc.edu/students/studentlife/Pages/cocurricular.aspx), [reference library](http://www.kcc.edu/FacultyStaff/Pages/default.aspx), [student clubs and organizations](http://www.kcc.edu/FacultyStaff/Pages/default.aspx), and convenient [campus locations](http://www.kcc.edu/FacultyStaff/Pages/default.aspx).
3.D.2 The College provides placement testing and resources for students to study for placement tests. KCC requires that all new degree or certificate seeking students complete new student orientation before registering for their second semester. Part-time students are encouraged to complete orientation. Tutoring is provided for career and technical degrees in labs designed for particular fields. The College supports several tutoring labs: biology, math, science, and accounting; writing; health careers, and technologically-supported learning.

The College provides developmental coursework in reading, writing, and math to prepare students who need additional instruction in these areas prior to transfer- or credential-focused coursework. The College employs qualified faculty with the specific experience and background in preparatory instruction. The College has made it one of their strategic goals to design and implement initiatives that will help students progress through their developmental coursework successfully and in a timely fashion. For example, the Foundational Coursework Committee has combined two courses as co-requisites: Accelerated Writing Instruction (English 1422) and English I (English 1613). Qualified students can now simultaneously fulfill developmental and general education composition requirements by scheduling the two classes back-to-back.

Three sections of the course combination were offered for the first time this semester. Students spend 50 minutes of classroom time in Accelerated Writing Instruction and 50 minutes in English I. Both classes are taught by the same instructor, allowing for a continuity of instruction and faculty/student interaction.

Enrolling in the co-requisite courses eliminates the need for students to take Fundamentals of Writing (English 1413) as a prerequisite to English I. Because English 1422 is one less credit hour than English 1413, this also saves tuition costs. In addition, students only need to purchase one set of textbooks.

3.D.3 Students are required to meet with an advisor their first term and create a Master Academic Plan to ensure completion and success in their chosen programs and to aid them in tracking their progress. TRiO staff members serve students who meet low-income and/or first-generation eligibility requirements (2014 Systems Portfolio, 1P7). Academic Advisors, a Transfer Coordinator, and a Career Development Counselor help students select programs of study. (2014 Systems Portfolio, 1P7). Advisement services offers specific advising for health Careers, Occupational/Technology, Career Development and Transfers

Advisement services are made conveniently available to all students through scheduled appointments or walk-ins for express advising at the Riverfront Campus or the Harold and Jean Miner South Extension Center Advising locations. Additional advisors are made available during peak enrollment periods to accommodate more students. Meet with an Advisor. The
college employs qualified advisors who utilize their training and experience in assisting, guiding and encouraging new or returning students in their educational path. [Health Careers, Transfer, Occupational/Technology]. CTE Academic Advisors attend CTE program advisory committee meetings to remain up-to-date regarding student, program, and industry needs. Evidence – [Computer Graphic Technology] (KO)

3.D.4 The College offers support to students and instructors for online learning through [Canvas Learning Management Systems]. The [Teaching and Learning Center] offers instructional resources, such as: professional development publications, online professional development tools, and presentation equipment and classroom aids.

[Inquiry and analysis] is one of our General Education Outcomes and is integrated throughout the curriculum offered at the College. (JC) [Inquiry and analysis] and quantitative reasoning are two of our General Education Outcomes and are integrated throughout the curriculum offered at the College. (FC)

The institution provides instructional space that will accommodate 24 students per laboratory.

All laboratories are provided with the appropriate seating, ventilation and safety equipment – eyewash stations, safety showers, fire safety, spill kits, and in some laboratories safety shields. Gloves and lab aprons are also provided to insure the student’s safety. Students are provided with the necessary glassware, chemicals, and miscellaneous materials to complete labs.

Resources necessary to support teaching and learning are as follows:

- Each biology lab is provided with 24 Olympus brand microscopes for the examination of tissues and other microscopic organisms.
- Students taking courses in Anatomy and Physiology are provided with enough models and bones to accommodate students working in groups of 3. Along with the use of a male and female cadaver, students learn all aspects of anatomy and the physiologic functioning of the body. Where assigned anatomy students are provided with dissection equipment and materials such as fetal pigs, sheep hearts, eyes, and kidneys for study.

- Students taking general biology courses are provided with appropriate glassware for measuring, electronic balances for weighing, and water baths or hot plates for heating substances. Chemicals provided support learning of the chemicals of cells, photosynthesis, cellular respiration and enzymatic reactions to name a few.
Along with the above mentioned resources students taking advanced biology courses are provided with 13 different types of live specimens for examination such as Amoeba, Paramecium, Spirogyra, and Volvox and dissection materials such as pigeons, rats, and flowering plants. In addition microbiology students are provided with and must name chemical reactions for 27 different types of bacterial organisms.

The Chemistry laboratory has the following equipment to support the classroom learning experience for the Basic Chemistry, General Chemistry and Organic Chemistry classes: electronic balances, analytical balances, spectrophotometers, drying oven, melting point apparatuses, centrifuges, pH meters, magnetic stirring/hot plates, model kits, vortex mixers, burets and Vernier Lab Pro systems.

The Physics laboratory has the following equipment to support the classroom learning experience for Physical Science and Physics classes: Vernier Lab Pro systems, 2 air track systems with accessories, force tables with pulleys, inclined planes, wheatstone bridge apparatuses, Hooke’s law apparatuses, Ballistic pendulums, centripetal force apparatuses, loop-the-loop apparatuses, linear expansion apparatuses, steam generators, power supplies, multimeters, electrophoreses, Wimshurst machine, celestial globes, world globes, astronomy computer programs, mineral and rock sets, fossil sets, and model kits and a telescope. There is also an optics lab for Physics III students.

3.D.5 The Office of Institutional Research offers Research Resources for information such as: Illinois and United States data/demographics, grant writing, and institutional research guidance. The College offers students services at the Miner Memorial Library where students can seek information from a reference librarian or conduct their own research. Additionally, the Library offers 18 subject guides, over two million e-books, and nearly 50 research databases to help students conduct virtual research. (JC) The Library staff members provide support and guidance in the effective use of research and information resources. A reference librarian staffs a reference desk during high traffic times in the Library. (JC) The librarians offer workshops for courses to teach students how to access information at the library and via the library databases. (JC) In 2014, library staff began the “Embedded Librarian” initiative where a discussion board is open to students and a participating librarian on Canvas, our learning management system, where students ask the librarian questions about research. The turn-around time for responses is typically 24 hours during the week. (JC) The Miner Memorial Library webpage offers Research Tips to help students guide through the research process. (EB)

Core Component 3.E.
3.E. The institution fulfills the claims it makes for an enriched educational environment.
1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The KCC Office of Student Life provides co-curricular student clubs (21 clubs) and organizations, activities, and events in order to enhance the quality of the student experience while enrolled at KCC. A co-curricular transcript records a student’s campus and community involvement and leadership experiences. It can be sent to other colleges, universities or employers to highlight your achievements, experiences and skills. A co-curricular transcript can also help develop a resume and prepare for job interviews. Activities on a co-curricular transcript may include:

- Campus involvement such as through participation in clubs and organizations, intramural sports, or athletics. Also, participation in or volunteering for on-campus programs and events may be included.
- Community service such as volunteering at nonprofit organizations or participating in community events.
- Career development such as volunteering or interning in the student’s field of study or job shadowing a professional in the field of study.
- Leadership development such as being a club or organization officer, planning an event, being a student ambassador, etc.
- Honors, awards, recognition such as any formal recognition of student achievements.

KCC offers intercollegiate men's basketball, women's basketball, baseball, softball, men's soccer and volleyball as part of co-curricular activities.

KCC has been deemed Military Friendly and is proud to serve and provide an education for students who have served our country. We are committed to helping veterans as they return to college life.

KCC, under specific federal and state laws, provides full educational and training benefits for qualified veterans and the children of deceased or disabled veterans.

Federal and state-affiliated educational programs currently administered:

- Chapter 30 (Montgomery GI Bill)
- Chapter 31 (VA Vocational-Rehabilitation)
- Chapter 32 (VEAP Veterans Educational Assistance Program)
The Veterans Club is for KCC students and staff who are military veterans, members of the military community, and supporters. Its purpose is to provide a community atmosphere, camaraderie, a gateway to leadership development, and accessibility to benefits. The Veterans Club continues its service by facilitating outreach in the local community, with those who have served, and their families.

The KCC Veterans Club is an approved chapter of Student Veterans of America. JAC

The HSS Division has developed cohorts of veterans and is offering a speech course learning community for veteran students in spring 2016. JAC

The KCC Office of Disability Services works closely with students and instructors to accommodate individual student learning needs. The college’s services and programs for disabled student and staff populations coordinates access to education for all.

KCC faculty, staff, and students are supported to embrace and develop their religious and spiritual beliefs without discrimination. It is the policy of the college that no person on the basis of race, gender, sexual orientation, creed, religion, color, marital or parental status, veteran status, age, national origin, political affiliation and/or beliefs, mental or physical handicap or disability shall be discriminated against. This includes, but is not limited to admissions, employment, financial assistance, placement, recruitment, educational programs, or activities. KCC informs, enlightens, and inspires from a diverse cultural, educational and socio-economic background.

In support of KCC's mission "Enhancing quality of life through learning," the Office of Institutional Research collaborates with other college departments to collect, analyze, interpret, and report on data to aid college planning, effectiveness, and resource allocation. The KCC Office of Institutional Research is a member of both the national and state Associations for Institutional Research and upholds their Code of Ethics.
Institutional effectiveness is the systematic and continuous process of measuring how well a college achieves its mission. KCC measures four areas: Accreditation, Institutional Research, Strategic Planning and Outcomes Assessment. It maintains a strategic plan as a guide to reaching its goals. Also, the college uses continuous quality improvement to improve teaching and learning, and institutional operations.

To promote community engagement, the Board of Trustees is comprised of community members who are responsible for establishing institutional policies, approving financial expenditures and the tax levy, as well as appointing and supervising the college president. The extension sites provide the community accessibility to the college programs and events. Also, local transportation is available to the KCC main campus and extension sites.

KCC also promotes community engagement by offering non-degree programs to meet a variety of community needs, including workforce development and remedial education, through its office of Continuing Education and Career Services and its Division of Adult and Community Education.

The College demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of economic development. Job placement rates in CTE programs 80.9% (from 67 respondents in occupational programs) for FY 2015. JAC

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**Criterion Four. Teaching and Learning: Evaluation and Improvement**

*The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.*

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**Core Component 4.A.**

4.A. *The institution demonstrates responsibility for the quality of its educational programs.*

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.A.1 KCC regularly engages in cyclical reviews of our programs, reporting to the Illinois Community College Board. Associate deans, directors, and coordinators analyze costs and revenue of CTE, transfer, developmental education, and student service related departments and/or programs. For program reviews related to academic programs, administrators and faculty analyze course completion and success rates as well as programmatic best practices and exemplary innovation. These teams develop improvement goals, strategies, and timelines. The year following these program reviews, the college reports on the progress these specific teams have made in achieving their improvement goals. Program reviews include assessment of employment rates (See Physical Therapist Report, for example) and of effectiveness of preparation for advanced study, depending on the degree. Program Review Guidebook.

4.A.2 KCC evaluates credit the institution grants from its credit courses.

Credit for Prior Learning

Assessment of prior learning is a means of demonstrating that a person has previously acquired college-level knowledge. KCC students may have prior learning reviewed and assessed by college personnel to earn college credit that applies to their programs. Students may earn credit through any one or a combination of the following:

- Advanced Placement Program (AP)
- College Level Examination Program (CLEP)
- College-sponsored proficiency examination
- Review of recognized professional license or certificate to advise for potential credit-by-examination possibilities (credit is not advanced based on license or certificate)
- U.S. Armed Forces Institute courses/training recommended by the American Council on Education (military transcript required)
• Career programs completed at the Kankakee Area Career Center or Livingston Area Vocational Center which are articulated with KCC courses
• Transfer credit evaluations for classroom, correspondence or independent study courses taught at colleges accredited by The Higher Learning Commission and a member of the North Central Association or other regional accrediting associations.
• College-level coursework taken at another accredited institution. Visit the transcript request page for more information.

KCC does not award credit for life experience.

Students seek credit for prior learning by contacting an advisor in Student Services or the director of Admissions and Registration for additional information and proper procedures for requesting an evaluation.

**Advanced Placement (AP)**

The Advance Placement (AP) program, sponsored by the College Board, gives high school students the opportunity to complete college-level studies. High school students, who have completed one or more AP exams, must have their scores sent directly to KCC before credit can be evaluated and awarded. Overall, KCC accepts limited credit hours by exam so please check with the Office of Admissions and Registration before taking multiple AP exams. KCC accepts the following exams for credit.

**College Level Examination Program (CLEP)**

The College Level Examination Program (CLEP) is a national credit-by-examination program which gives high school and college bound students of a wide range of ages the opportunity to earn college credit for what they already know, regardless of how that knowledge was acquired. Currently, CLEP testing is not available through KCC, but KCC does accept certain CLEP exams as long as scores meet minimum requirements. Information on CLEP exams, testing sites, etc., can be found by going to the College Board website's CLEP information page. Overall, KCC accepts limited credit hours by exam so students must check with the Office of Admissions and Registration before taking multiple CLEP exams. Also, students must have their scores mailed from CLEP directly to KCC before credit can be evaluated and awarded. KCC accepts these exams for credit.

**Proficiency Exams**
Students can petition for a proficiency examination to earn credit for a course. If the student passes the exam, course credits will be added to the total credits on his or her transcript as Credit by Proficiency "PR". The following conditions apply:

- A student must have a current admissions form on file
- A student have not already completed the course for a grade. Conversely, a student may not retake a course for a grade if the student earned a "PR" for the course previously.
- A student have not already completed a higher-level course in the same discipline, as determined by the division chair or program coordinator.
- The student may take a proficiency exam for a specific course only once.

4.A.3 KCC assures quality of credit it transcripts through transfer.

KCC participates in the Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating college or universities in Illinois. IAI works best for students who know they are going to transfer but undecided on the college or university that will grant their baccalaureate degree.

All colleges and universities participating in the IAI agree to accept a “package” of IAI general education courses in lieu of their own comparable lower-division general education requirements. Keep in mind, the IAI General Education transfers as a package. Course-to-course transfer is not guaranteed.

IAI also includes major recommendations for the first two years of college in several popular majors. Faculty panels, which have expertise in the major field of study, created these recommendations. IAI major recommendations work best for students who have chosen their majors, are going to eventually transfer, but are undecided on the college or university that will grant their baccalaureate degree.

**KCC Transfer Evaluation Guidelines**

- Restrict what is taken to 45-55 credit hours towards the identified degree to assist Financial Aid with their calculations.
- Highest level prerequisite courses will be taken for courses in program and may be in addition to the maximum hours.
- Must be credits toward program of study.
- No courses accepted above 400 level and restrict 300 level courses.
- CAS approved up to 8 credit hours of occupational courses may apply to a transfer program degree elective requirements.

**Policies**
Only accept courses from the following Regionally Accredited college/universities:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges
- Association of Theological Schools

Transfer credit from foreign colleges and universities will be reviewed after an approved agency completes an official evaluation of credit. Foreign transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES). KCC will make the final determination as to acceptance of credit.

KCC only accepts courses with a grade of "C" or better.

For science classes transferred in- Since KCC only has lab science courses worth 4 credit hours, but IAI says the lab science category only needs 7 credit hours and only one course is required to have a lab component, we will accept transfer in courses as meeting our 8 credit hours lab science category as long as they meet the IAI standard. One credit hour from any transfer credit may be used to fulfill the degree requirements.

Courses may be combined to create an equivalency. This most commonly occurs with an Anatomy course combined with Physiology to equal our A & P I, II. It is also common among occupational courses that differ in credit hours.

Courses that meet a degree requirement, prerequisite, or testing requirements, but do not have an equivalency may be accepted in the elective category. Transfer curriculum may only use it for electives, but occupational curriculum may use it to satisfy an general education category as well if the category is open (e.g., Take MATH 1414 or a higher level math). If the course is not equal to or greater than semester hours at KCC, then use elective prefix (e.g., MATH 110T for 3 semester hours of Intermediate Algebra). When the course does not meet credit hours for the category, student must request exceptions through the Graduate Review committee (with exception on IAI lab science mentioned above).

Electives are recorded as follows:

- ELEC150T – transfer course does not have an equivalency, but meets an elective category.
- ELEC110T – occupational course does not have an equivalency, but meets an elective category.
- MATH150T – transfer math course does not have an equivalency, but meets a math or elective category.
- MATH110T – occupational math course does not have an equivalency, but meets a math or elective category.

A nonstandard action may be assigned when the course is necessary for a degree requirement, but it is difficult to determine a standard equivalency. This occurs once in a while. If it is deemed necessary, the course is identified with an NS next to the equivalency. This is not recorded for the masterfile in Datatel, but stands alone on the student’s transcript.

Quarter hours - quarter hour courses are taken by multiplying the QH by 0.66. The QH meets the degree requirement if it is 2.5, 3.5, or 4.5 or higher for the equivalent 3, 4, or 5 course. Additional credit from any other course may be used to fulfill the degree deficient due to the difference between quarter hours and semester hours.

Transfer credit from foreign colleges and universities will be reviewed after an approved agency completes an official evaluation of credit. Foreign transcripts must be evaluated by a member of the National Association of Credential Evaluation Services (NACES). KCC will make the final determination as to acceptance of credit.

On rare occasions, we may use our old course numbers on a transcript that is also old to prove a prerequisite or meet a minimum requirement.

Student interested in special admissions health careers programs will be evaluated for the General Studies degree unless they have already been accepted and assigned into a health careers program. **Note: If the student has already been awarded an associate degree or higher, then the transcript will only be evaluated on the health program the student is interested in pursuing.

Courses **not** accepted at this institution:
- Orientation courses from other college/universities unless it has overall college strategies and/or study skills and not just an introduction to that particular college.
- Reading courses from other colleges.
- Courses that equate to our 0900 courses. We only take 1200 and level and above.
- Other colleges proficiency exams unless the testing criteria is specified on the back of the transcript and it appears to have a college standard associated with it.
- Courses that can be interpreted as our Corp and Con Ed classes (usually has minimum hours).
• English course taken in a foreign country does not come in as our English course unless the country’s primary language is English. The Registrar makes the final determination.

KCC is part of the Illinois Articulation Initiative (IAI) and the general education courses offered meet the standards put forth by the IAI. These courses must be reviewed and approved by the appropriate, discipline specific, IAI panel to insure that these standards are met by the individual courses. This will ensure that our courses having IAI approval will articulate with programs at participating four-year institutions in Illinois. Some courses (General Education) from receiving institutions share IAI numbers. The courses identified for majors will be equated to the KCC course number. The other course(s) will retain their IAI numbers.

4.A.4 Associate deans and faculty review dual credit instructors’ syllabi and assignments and ensure alignment between expectations at KCC on-site courses and dual credit high school courses. (See attachments about the dual credit course and instructor approval and example credential audit.)

Associate deans review dual credit (note: also all full- and part-time) instructors’ credentials and approve or deny requests for dual credit courses based on credentials and adequacy of submitted curricular materials. Associate deans observe and evaluate dual credit faculty similarly as adjunct faculty through classroom observations and reviews of Student Evaluations of Instructions (SEIs). They make appropriate interventions and provide professional development as needed.

The College’s Curriculum and Academic Standards (comprised of faculty, academic administrators, and student services staff members) exercise authority over prerequisites for courses. Faculty members must follow this committee’s process in requesting changes or additions to curriculum by providing rationale and details regarding the proposed changes or additions. Such proposals go through two readings and then are voted upon by members of the committee. Examples of items that must be approved by the CAS Committee are the following: course descriptions, prerequisites, objectives/outcomes, syllabi, and credit hours awarded for courses offered.

The institution maintains and exercises authority over rigor of courses through our IAI and ICCB processes for reviewing and approving transfer courses and/or career and technical courses. Both transfer and career and technical education departments and faculty members regularly meet with advisory committees and/or part of IAI panels in order to align curricula with four-year institutions and industry expectations as appropriate.

KCC provides access to support services including a bookstore, career counseling, childcare, disability services, IT Helpdesk, online learning support, testing services, computer
labs, free Wi-Fi, a Transfer Center, a Veteran’s Center, tutoring, student employment opportunities, reference library, student clubs and organizations, and convenient campus locations (JF) (2013 Systems Portfolio, 1P7). (MB)

**TRiO** staff members serve students who meet low-income and/or first-generation eligibility requirements (2014 Systems Portfolio, 1P7). (MB)

KCC requires that all new degree or certificate seeking students complete new student orientation before registering for their second semester. Part-time students are encouraged to complete orientation. (MB)

The College provides placement testing and resources for students to study for placement tests including free tutoring in the Learning Lab. (JC)

The College provides developmental coursework in reading, writing, and math to prepare students who need additional instruction in these areas prior to transfer- or credential-focused coursework. The College has made it one of their strategic goals to design and implement initiatives that will help students progress through their developmental coursework successfully and in a timely fashion. (JC)

4.A.5 The College’s Phlebotomy, Nursing, Paramedic, Physical Therapy, Radiography, Respiratory Therapy, Medical Laboratory Assistant, Welding, Early Childhood Education, Paralegal/Legal Assistant Studies, Air Conditioning and Refrigeration, and Manufacturing Technologies Programs are accredited by National Accrediting Bodies. (See Health Careers Accrediting Bodies and Business and Technology Accrediting Bodies attached documents.)

4.A.6 **KCC’s Assessment Committee** works with faculty to assesses general education outcomes to assure students are prepared for advance study as detailed in the following section (4.B.1).

KCC’s Career and Technical Education programs host advisory committee meetings which allow the programs directors and faculty to communicate with area businesses regarding employment trends and opportunities. An example of advisory committee members and committee minutes can be seen on the Computer Graphic Technology website. KCC regularly engages in cyclical reviews of our programs, reporting to the Illinois Community College Board. Associate deans, directors, and coordinators analyze costs and revenue of CTE, transfer, developmental education, and student service related departments and/or programs. For program reviews related to academic programs, administrators and faculty analyze course completion and success rates as well as programmatic best practices and exemplary innovation. These teams develop improvement goals, strategies, and timelines. The year following these
program reviews, the college reports on the progress these specific teams have made in achieving their improvement goals. Program reviews include assessment of employment rates and of effectiveness of preparation for advanced study, depending on the degree; we learn this information by surveys that are sent to graduates by our Institutional Research Department. Program Review Guidebook.

Core Component 4.B.
4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The college-wide general education objectives are:
- Communication: Students will communicate with precision, clarity, fluency, accuracy, and coherence through their reading, writing, and verbal communications.
- Quantitative Reasoning: Students will reason and solve quantitative problems from a wide array of contexts.
- Ethical Reasoning: Students will apply skills in ethical reasoning and come to understand the ways ethical issues affect individual behaviors, individual lifestyles, and public life.
- Inquiry and Analysis: Students will examine complex topics and apply systematic processes resulting in formed conclusions.

The general education program at KCC is designed to enable students to acquire communication and reasoning skills at a level reflecting college-level learning. Students who complete the general education program will be able to examine complex topics and apply systematic processes to form conclusions. Part of faculty member’s essential duties outlined in the Faculty Handbook (see appendix) is to assess student learning outcomes at the class, course, and program levels as defined by the faculty Assessment Committee. Assessment involves the use of data to improve student learning. Results from assessment are not used to evaluate individual faculty members’ performance.
The institution engages in regular program reviews, **cyclical General Education Assessment**, and continual course-level learning outcome assessment to assess the achievement of its learning outcomes for curricular and co-curricular programs. Faculty members engage in assessing these general education objectives as well as course-level objectives. Professors use Livetext to record and interpret the data they gather.

Faculty members engage in course-level and general education assessment and work with the assessment committee as well as their subcommittees to analyze and to interpret data and to develop **assessment plans** and recommendations for improvements. **Evidence of student learning** includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. assessment) student learning as well as institutional performance indicators (e.g. licensure pass rate).

Current assessment activities include information on a full range of projects and activities recently completed or currently underway to gauge student learning, make improvements or respond to accountability interests.

1. Changes are being implemented in Gen Ed courses in Fall '15 based on results of reading comprehension data analyzed this spring. Data will be recollected and analyzed again in Spring '16.
2. KCC gathered Gen Ed data in Quantitative Reasoning in Spring '15 to be analyzed in Fall 2015.
3. KCC will gather data from all Gen Ed courses that list Inquiry and Analysis as a Gen Ed outcome during Fall 2015.
4. Course Assessments- A program of 15 or so faculty from all divisions will pilot a course assessment program in Fall 2015 that will integrate LiveText with course rubrics and Student Learning Outcomes. The data pulled from these courses will be analyzed, and any changes needed to improve student success will be implemented in the courses. Then, these faculty will champion the program with the rest of the college.
5. Program Assessments are continuing to be done in CTE programs per their certification process.

**Assessment Plans**

Campus plans for gathering evidence of student learning might include institution-wide or program-specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.

**General Education plan**
The following General Education outcomes will be assessed during the listed semester:

- Quantitative reasoning - spring 2015
- Inquiry and Analysis - fall 2015
- Verbal communication - spring 2016
- Written communication - fall 2016
- Ethical reasoning - spring 2017
- Reading comprehension - fall 2017

The rotation will then begin again which puts every outcome on a 4-year rotation.

- Only recognized General Education Courses that list the outcome as a general education learning objective will be assessed. The list of courses is found in the academic catalog.
- All courses and sections will conduct the General Education assessment.
- Lead Course Instructors will develop assessments to give those students, have them scored, and data entered into LiveText.
- The data analysis subcommittee and IR will analyze the data the next semester and present results.
- Academic divisions will decide appropriate implementation of change.
- Gen Ed outcome that was affected by changes need to be re-assessed the next semester after implementation for re-analysis.
- The outcome will then be re-assessed in 4 years.

Program and course assessment plans are in progress.

However, preliminary work in course assessment have yielded significant results.

Below is one specific example from the nursing department. Two nursing faculty members focused on improving RNUR 1129 student success and retention rates by working collaboratively to apply best teaching practices based on current research and the May 19, 2014 “Flipping the Classroom without Flipping Out” live event facilitated by Tim Bristol, PhD, RN, CNE, ANEF and hosted by Richland Community College, Decatur, IL. Student success and program excellence are two main goals within the nursing program. This process requires learning and collaboration on the part of the faculty, and instilling these values in nursing students. For the past 3 semesters, student success/retention rates for RNUR 1129 had been 62% (Sp13), 67% (Fa13), & 63% (Sp14) despite faculty members’ efforts to work with RNUR 1106 instructors and RNUR 2443 to better align the curriculum. Therefore, based on student evaluations and best teaching practices, they planned to institute new teaching strategies to help improve our student success/retention rates. In the Fall 2014 semester professors incorporated best teaching practices based on “Flipping the Classroom” conference content from Tim Bristol, PhD, RN, CNE ANEF and from research completed by T. Schwartz (2014) titled “Flipping the
Statistics Classroom in Nursing Education” from the Journal of Nursing Education, volume 53, issue number 4, pp. 199-206. This entailed putting all of our lectures online in Canvas and utilizing class time for active learning activities. In the Fall 2014 term, 32/40 (80%) students successfully completed RNUR 1129. This is a considerable increase from our 62-67% average in previous semesters. Based on these results and student evaluation feedback, professors believed that flipping the classroom was a major factor in improving our retention rates.

By way of another example, chemistry professors analyzed course success and course assessment data, learning that students who earned a “D” in CHEM 2714, Organic Chemistry I, were unable to pass CHEM 2724, Organic Chemistry II. Therefore, chemistry professors led an initiative through our Curriculum and Academic Standards process in order to attach the requirement of “a grade of ‘C’ or better” in CHEM 2714 in order to progress to CHEM 2724.

As a third example, the English Department significantly redesigned its ENGL 1623: Writing Across the Disciplines course. In the first two semesters of its offering, faculty members collected data and then made targeted changes to the curricula to improve student success the following academic year, data is forthcoming. JAC

KCC regularly engages in cyclical reviews of their programs, reporting to the Illinois Community College Board. The Program Review produces data which then may be used to make viable changes to the program increasing students’ success. Included in these reviews are assessments of curricular and co-curricular programs and goals for the coming academic year related to curricular and co-curricular programs. Program Review Guidebook.

Program coordinators and directors complete program outcome assessment plans in September, for each program outcome that will be assessed for that year. Program directors and coordinators are also responsible for developing program goals (collaboratively, usually with advisory committees), which they assess in a variety of ways including metrics related to licensure test pass rates, employment rates, and rates of students meeting program student learning outcomes/program goals. (See the Paralegal Program Goals and Health Careers Scorecard in the appendix for example.) Then they complete and submit their assessment reports at the end of the year. Reports are submitted to the division associate deans and assessment committee chair by email to assessment@kcc.edu. (JAC)

KCC allows students to create a co-curricular transcript, which is a record of campus and community involvement and leadership experiences. It can be sent to other colleges, universities or employers to highlight students’ achievements, experiences and skills.

A co-curricular transcript supplements a student’s academic transcript.
The co-curricular transcript helps students to develop resumes and to prepare for job interviews. Activities may include:

- **Campus involvement** - Involvement in clubs and organizations, intramural sports or athletics. Participation in or volunteering for on-campus programs and events.
- **Community service** - Volunteering at nonprofit organizations or participating in community events.
- **Career development** - Volunteering or interning in a student’s field of study, or job shadowing a professional in the student’s field of study.
- **Leadership development** - A student’s position as a club or organization officer, planning an event, student ambassador, etc.
- **Honors, awards, recognition** - Any formal recognition of a student’s achievements.

The institution engages all faculty members in a process of assessing course-level and general education learning outcomes. The assessment committee analyzes data and collaborates with faculty in all divisions to improve curricula.

Evidence of student learning is used to identify areas where changes in policies and practices may lead to improvement, inform, institutional decision-making, problem identification, planning, goal setting, faculty development, course revision, program review, and accountability or accreditation self-study. The assessment committee works with faculty to identify specific strategies for improving instruction. For example, this past spring and this fall, the committee worked with Reading and English faculty members to formulate action plans for improving reading skills in general education courses. By way of another example, the English Department used results from their course-level assessments of English II (ENGL 1623) to revise curricula to improve student engagement and success. Another example was developed by health careers faculty who “flipped the classroom,” increasing pass rates in courses. Get details from Sheri.

### Core Component 4.C.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

4.C.1 KCC has built a Strategic Plan detailing processes such as supporting student success and building community. Within this plan, KCC’s Strategic Goals are outlined, as well as the Mission, Vision, Philosophy, and Core Values of the institution.

FY 2014-18 Strategic Goals

- Create a culture of completion
- Promote an environment of excellence and innovation
- Develop career pathways in target industries
- Take a convening leadership role to strengthen and sustain community partnerships
- Redesign college foundational coursework

The College has an Enrollment Management Team that regularly meets and has consulted experts (Pam Cox-Otto) in the field of Enrollment Management. This team develops goals and strategies to improve retention, persistence, and completion. This team is comprised of administrators, a faculty representative, an IT representative and student services staff.

The role of the Enrollment Management IT representative is to provide technological support for initiatives and insight about the most appropriate and current technology available that fosters efficiency and student-friendly experiences within the scope of enrollment management.

The role of the faculty representative is to serve as the instructional liaison for enrollment management initiatives. The faculty representative will also serve as the enrollment management liaison to instructional conversations and planning.

The role of the Institutional Results representative is to support the data needs of the team including predictive, qualitative and quantitative analytics which will help to inform the decisions and actions of the Enrollment Management team. This representative is not expected to
attend all EM meetings. Instead should be available when the team determines attendance is necessary.

The role of the Enrollment Management team is to respond to and plan for the enrollment needs of Kankakee Community College. Required membership includes representatives from Marketing, Student Services including advising, recruitment and admissions representatives.

Some of the goals for this academic year include the following:

- Move orientation to the front end of the student experience.
- Obtain more feedback and data regarding an application fee
- Funnel Data – track people from application to registration and identify where we lose them
- Change deregistration to 3-5 weeks before the semester starts
- Rethink the intake process from the standpoint of the student
- Implement Student Planning Module. Student Planning is an online resource that allows students and advisors to work together in developing a student’s master academic plan (MAP). The student planning module streamlines the registration process for students by allowing them to search for courses, create a schedule and then register directly from the course plan. Integrated in this process are warning messages for students regarding pre-requisite course work and scheduling conflicts as well as an opportunity for advisors to provide approval/suggestions for student’s academic plan and/or schedule.

4.C.2 The Institutional Research Office collects and analyzes information on student retention, persistence, and completion of its programs. This data is used by faculty members, staff, and administrators to develop action plans to improve retention, persistence, and completion. Currently, divisions and department managers and staff have “sign-on” access to view data powered by Colleague and Informer to include measures of student retention, persistence, and completion of its programs. For example, an associate dean has worked with faculty to develop an action plan to increase online course success for the division. Using data to make informed decisions has been a year-long AQIP action project that concludes in spring 2016. Phase II, another AQIP action project, which engages training more employees in the effective use of data to improve processes and most importantly, student retention, persistence, and completion of its programs will begin in fall 2016.
See examples below.

4.C.3 and 4.C.4 The Department of Student Services begins the student success and completion goal-setting process each year with a review of data from sources such as results from the Center for Community College Student Engagement report, the KCC Student Success scorecard, and the Achieving the Dream and Voluntary Framework of Accountability reports. Three programs are highlighted below.

**Automatically awarding certificates and degrees**

The first auto-award process began in 2012 when we swept the student database system for a three-year period. More than 600 students were identified as being 75-99% complete in a certificate or degree and were invited to return to complete the courses still needed or transfer back credits from the four-year institution. Of that group, 203 returned and since January 2013, 42 have completed requirements. Since Fall 2012, 506 certificates/degrees have been auto-awarded to the population who met all credential requirements. This process is now integrated into our semester procedures.
Mandating orientation for first-time, certificate or degree seeking students

Before reviewing best practices data, our existing orientation program was optional and intended for first-time/full-time students. After data review, we learned that students who were required at other colleges/universities to complete a college orientation program earned more credits and completed more degrees than those students who were not required. Orientation programs are identified as high impact initiatives that positively influence student success and completion. After two years of development, we created an online orientation program that can be completed on campus with a facilitator or in a student’s home. It has been required for all first-time certificate and degree seeking students beginning with the Fall 2014 semester. Since Fall 2014, the 499 students who completed the orientation have earned an average GPA of 2.26 versus the 239 students who did not complete orientation and earned an average GPA of 1.47. The data suggests we’re on the right track to support student success with a mandatory orientation program.

Requiring the development of a master academic plan

Our data review also prompted the development of the master academic plan (MAP) for students. Giving a student a master academic plan helps him or her stay informed about program requirements and stay on track to achieve educational goals. Beginning with the Fall 2014 semester, we made the development of a master academic plan mandatory for all new students who are pursuing a degree or certificate. Students who do not develop the plan in their first semester are prevented from registering until the plan is complete.

Initial results show that 71.8% of the students with a MAP were retained to the next semester whereas only 53.4% of the students without a MAP were retained. The average GPA for each group is also revealing; students with a MAP earned a 2.46 average and those without a MAP earned a 1.70 GPA.

These are three student success and completion initiatives that were implemented in the department of Student Services after reviewing best practice reports and local college success results. Data supports the effort to give students earned credentials even after they transfer or stop out, requiring orientation, and developing master academic plans for first-time certificate or degree seeking students will positively influence success and completion.

4.C.4 The Institutional Research Office collaborates with division associate deans, directors, and coordinators as they complete the program reviews for their areas. We analyze and report to the Illinois Community College Board cost and revenue of programs, factors affecting quality of programs (such as faculty professional development, syllabi and curricular materials, students’
completion and success rates, and programmatic best practices and exemplary innovations), and improvement goals (along with strategies and timelines to achieve these).

KCC’s new AQIP action project, Enhancing Institutional Results Through Informed Decision Making, is underway with the goal of increasing the use of data to inform decision-making. The Institutional Research Office has created scorecards and dashboards to help decision-makers make informed decisions about class schedules and to see trends in persistence, retention, completion, and success in particular courses and course sequences in order to recognize where improvement it needed. Moreover, these tools help stakeholders become involved and informed about decisions because they have access to this real time data.

KCC created a glossary of terms to ensure that institutionally the metrics used are understood and measured consistently. The definitions are based on IPEDS and Illinois Community College Board parameters. The Institutional Research Office works closely with the MIS Coordinator in the Institutional Technology department to insure that data is analyzed, using consistent methods, and appropriate metrics are reported to state and national entities.

Building upon the work of Enhancing Institutional Results Through Informed Decision, AQIP project, plans are in progress for the next stage where more employees are trained on data usage.

Summary of Criterion 4
The College regularly reviews data to inform our decisions and strategies related to continuous improvement. Throughout the program review as well as general education and course-level assessment processes, faculty members and academic administrators reflect and formulate plans to improve teaching and learning. The IR department utilizes sound data collection and reporting models, enabling administrators and faculty members to make informed decisions in order to promote continuous improvement. Such findings have aided the College in creating and maintaining student services such as information/library services, academic advising services, and academic services (tutoring) to increase student completion, persistence, and success.
Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5.A.

5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

4. The institution’s staff in all areas are appropriately qualified and trained.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.A.1 See N.L. Survey Section 1: Campus Culture and Policies. The 2015 Noel Levitz Satisfaction survey results indicate that the institution’s fiscal and human resources are sufficient in achieving our objectives.

The college’s Information Technology Services SQL Migration Team responded to the challenge by successfully completing an 18-month migration to SQL in Spring, 2015.

The Board of Trustees adopted a formal Fund Balance board policy at its September 14, 2015 Board meeting. The policy is as follows: “Fund balance is the balance of a fund after all liabilities have been deducted from the assets of the fund. The goal is to establish and maintain a general fund balance of thirty-five percent of operating expenditures. In the event the balance falls below twenty-five percent, based on audited data, the administration shall develop a plan to restore the fund balance to its goal of thirty-five percent. The plan shall be submitted in conjunction with the proposed budget for the ensuing fiscal year.”
The Board Handbook describes the budgeting and financial monitoring processes.

- The fiscal year commences at 12:01 a.m., July 1 and ends midnight, June 30 the next calendar year.
- Each year, the Board employs an independent Certified Public Accountant to audit the college's books. The audit includes a financial audit of operating, restricted, and other funds of the college, and includes a compliance audit of specific restricted funds and certain other enrollment and financial data as required by the ICCB or other grantor agencies. The audit report includes recommendations from the auditor concerning potential improvements in accounting methods or. Upon completion, the college presents the Budget to the Board for approval. The Board formally receives the audit and directs the administration to take specific action concerning recommendations made by the auditor. The college provides copies of the audit to ICCB, the County Clerks of Kankakee, Livingston, Iroquois, Grundy, Ford, and Will Counties (and other agencies and officials, as required by law or regulation).
- The Board approves Budgets no later than September 30.
- The Board also adopts Budgets for restricted funds.
- The Board may amend the Budget at any time during the fiscal year, following the required provisions of the Illinois Public Community College Act governing such amendment. Within each fund, the President or his designee may authorize transfers of budgetary authority between line items of the Budget so long as the aggregate Budget amount adopted by the Board does not exceed 10% of the aggregate Budget of the specific fund.
- Where the Board accepts grants or other restricted monies after the adoption of the Budget, the Board shall establish at the time of acceptance a restricted fund Budget for the specific grant.
- Copies of all current Budgets adopted by the Board are available for public review in the business office of the college. Administrators provide copies of the Budget to ICCB, the County Clerks of Kankakee, Livingston, Iroquois, Grundy, Ford, and Will Counties (and other officials/agencies as may be required by law or regulation).

At the October 13, 2015 Board of Trustees meeting, the board accepted the audit report from the college's auditing firm Groskreutz, Abraham, Eshleman, and Gerretse for submission to the Illinois Community College Board. There were no audit findings or questioned costs.

For the past several years, the Budget Committee has been aligning resources with the college’s strategic goals. The Strategic Planning Oversight Committee (SPOC) has implemented a process that ensures priority project costs align with the budget process as well.
Four statements in the Employee Satisfaction Survey that was taken in February, 2015, address fiscal and human resources issues. These statements tell us we are doing significantly better than our peers of 43 other two year colleges across the nation.

<table>
<thead>
<tr>
<th>Statement</th>
<th>KCC Satisfaction Mean</th>
<th>Peer Satisfaction Mean</th>
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</thead>
<tbody>
<tr>
<td>The institution makes sufficient staff resources available to achieve important objectives</td>
<td>3.54</td>
<td>3.14</td>
</tr>
<tr>
<td>The institution makes sufficient budgetary resources available to achieve important objectives</td>
<td>3.67</td>
<td>3.23</td>
</tr>
<tr>
<td>My department has the staff needed to do its job well</td>
<td>3.48</td>
<td>3.10</td>
</tr>
<tr>
<td>My department has the budget needed to do its job well</td>
<td>3.58</td>
<td>3.12</td>
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*Sufficient Physical infrastructure*: The college currently consists of the main river front campus and four remote education centers placed throughout the district consisting of approx. 450,000 square feet of facilities for education, teaching, staff, and administrative purposes. The facilities which are located in the City of Kankakee (Riverfront Campus and Manufacturing and Industrial Technology Center), the Village of Bradley (North Extension Campus), the town of Watseka (South Extension Campus), and the town of Pontiac (Livingston Workforce Services), are strategically placed to benefit the student’s needs as well as that of our community partners all of which are capable of supporting expanded classes and operating schedules. Additional construction or planning efforts include: construction at the main campus of a 22,000 square foot building to support the alternative technologies education programs, which consists of 2 classroom/lecture spaces, and four learning labs plus staff and support space; an architect working with staff to develop concept designs for renovating the current library into a brand new student success center; space planning in the Manufacturing and Industrial Technology center for potential placement of new or expanded educational classes such as HVAC, diesel mechanic, fork lift training, or truck driver training; and lastly transferring the college’s main power feed supply lines to secure underground cabling, thus eliminating future power interruptions due to outdated, fragile, weather susceptible overhead service.
Sufficient Technological Infrastructure: Sufficient technological infrastructure exists on the College’s main campus as well as four recently added remote sites. Over our last reporting period, smart classrooms increased by 14% and computer labs increased by 9%. The College’s Internet bandwidth increased by 400% providing better access to student, faculty, and administrative resources. Technology was implemented to streamline various internal processes including allowing students to complete college orientation online, identifying college completers for the automatic awarding of certificates and degrees, implementation of a web based online admissions application, and the deployment of scorecards and dashboards to aid in decision-making. The College’s student information system (SIS) database was upgraded to SQL, an industry standard system, providing for better data reliability, more robust reporting options, and greater access to support resources.

5.A.2 During the budget process, departments and divisions align their goals with the institutional strategic goals. The institution’s strategic goals focus on student completion, alignment of coursework with industry and occupational demand, and increase student readiness for college-level coursework and strengthen and sustain community partnerships. To increase student completion, the college has increased the allocation of funds for tutoring. The Manufacturing and Industrial Technology Center is a direct result from the expressed needs of industry in the area. Purchases of equipment for NATEF certification for the auto program help to provide the training needed to meet the automotive industry demand. Once the needs are identified, each instructional dean meets with the Vice President of Instruction to discuss their needs. The Vice President of Instruction sits on the budget committee to ensure that the needs of the instructional departments are included in the budget. In the FY 2016 budget, 44% of operating expenditures are allocated for instruction and academic support functions up from 35% in FY 2013.

5.A.3 The institution’s resources are first and foremost focused on the core mission of the institution and our teaching and learning environment. The college uses a variety of strategies focused on student success, persistence and graduation. All programs are reviewed every five years for their overall effectiveness and continued quality. Based on these evaluations and assessments, resources are used to maintain and/or strengthen the quality of our programs. The budgeting process begins at the faculty and departmental level where the goals and needs are best assessed. The department and divisional goals for the following year are aligned with the institutional strategic goals.

Kankakee Community College’s mission statement is Enhancing Quality of Life Through Learning. In fact, the Preamble: Philosophy Statement identified in our negotiated agreements with the full and adjunct faculty emphasizes the importance of student engagement in their learning.
The institution’s five strategic goals:
1. Creating a culture of completion.
2. Promote an environment of excellence and innovation.
3. Develop career pathways in target industries.
4. Take a convening leadership role to strengthen and sustain community partnerships.
5. Redesign foundational coursework.

The strategic goals were developed from a strategic planning process that was conducted in 2011-12. Feedback, recommendations and inquiries were provided from a number of sectors across the community. Faculty, staff and students also provided feedback into the overall five strategic goals. Annually, the institution’s budgeting process prioritizes the next year’s top strategies and aligns them with the institution’s strategic goals thus providing the resources aimed at enhancing the institution’s position and overall outcomes.

**KCC’s statement of its mission, vision, core values, and philosophy** offer an appropriate and realistic foundation for its goal setting and strategic planning processes. KCC’s **process for strategic planning** is led by the Strategic Planning Oversight Committee (SPOC), which includes stakeholders from all divisions of the organization. As SPOC facilitated the strategic planning for the period of 2014-2018, external stakeholders from business and industry were represented as was the Board of Trustees who ultimately approved the strategic plan as presented by KCC’s President.

**KCC’s Strategic Plan FY 2014-2018** is the result of a collaboration of the college and the community, and the five strategic goals articulated in the plan are aligned with community need. KCC’s Strategic Plan FY 2014-2018 is informed and supported by an **Environmental Scan** completed in March of 2013. The Environmental Scan includes stakeholder voicing which identifies opportunities for the college; among additional factors addressed in this report are economic conditions and population trends which impact enrollment and sources of revenue. The College’s identified strategic goals are well supported by the College budget. Priority of these goals is ensured by developing strategy-aligned **AQIP Action Projects**. For example, a current AQIP Action Project is aimed at redesigning developmental education which is a strategic goal for 2014-2018; another AQIP Action Project is aimed at strengthening and sustaining community partnerships which is also a strategic goal in the 2014-2018 plan. Aligning AQIP Action Projects with strategic goals ensures that the goals remain high priority opportunities during the resource allocation and budgeting processes.

**5.A.4 Applicant qualifications** are reviewed during the screening process in filling open positions at KCC. Only those applicants who possess the minimum qualifications are referred to the
screening committee for their review and consideration. Minimum qualifications are determined by the approved position description. Annual performance evaluations of faculty, administrators and staff include an area to identify training opportunities for the upcoming year. Training opportunities may include conferences, seminars or additional coursework. Human Resources may incorporate the suggested training into the annual “Days of Learning” or In-Service events for faculty and staff.

In Fall 2015, the Vice President for Instructional and Student Success instructed the associate deans to audit all full time and adjunct faculty credentials to ensure that ICCB and HLC guidelines are being followed. Associate deans periodically audit faculty credentials and review all newly hired faculty members to ensure faculty teaching general education and other non-occupational courses must have a master’s degree or higher in the discipline or sub-field. If the master’s degree is in a discipline other than that which he or she is teaching, the faculty members should have completed a minimum of 18 graduate credit hours in the discipline. The college adhere’s to HLC’s official guidelines for determine qualified faculty which was updated on August 31st of 2015 to include the assumed practices which go into effect in September of 2017. We note the guidance regarding “Determination By Factors Other Than Credentials” and “Using ‘Tested Experience’ As a Basis for Determining Qualified Faculty” which we may apply to faculty members teaching courses which are not general education or non-occupational. (See attached example audit from HSS Division.) JAC and FC

5.A.5 The budget process begins at the division and department level where discussions occur among staff to determine needs and goals for the upcoming year. The budget manager for the department completes the budget worksheet requesting the funds needed to meet the needs and goals identified by their staff. The budget managers align their requests with the institution's strategic goals. Budgets are reviewed at the divisional level to assure collaboration and coordination at that level. The budget requests are then submitted to the business office where the requests are compiled. The compiled requests are then sent to each member of the budget committee. The budget committee consists of vice presidents, dean, and business office staff. The committee continues to meet until the budget is balanced. The budget is then presented to the Board of Trustees for approval.

Budget manager training is provided to budget managers. Budget managers have access to many reports in the college’s financial reporting system that enable them to view actual expenditures and compare that to the current budget for each account. There are also reports that enable the budget manager to view monthly expenditures and calculate the unexpended balance. These reports help budget manager monitor spending to ensure they do not over spend their budgets.

Audits
The Board shall employ each year an independent certified public accountant to audit the college's books of record. Such audit shall include a financial audit of all operating, restricted and other funds of the college and shall include a compliance audit of specific restricted funds and certain other enrollment and financial data as required by the ICCB or other grantor agencies. The audit shall be performed in the manner prescribed by the ICCB Fiscal Management Manual as may be from time to time revised by the ICCB. The audit report shall include recommendations from the auditor concerning potential improvements in accounting methods or other fiscal management matters.

The audit shall be completed and copies presented to the Board of Trustees for their review no later than the first regular Board meeting in October. The Board shall each year formally receive the audit and direct the administration to take specific action concerning recommendations made by the auditor. Copies of the audit shall be provided to the ICCB, the County Clerks of Kankakee, Livingston, Iroquois, Grundy, Ford, and Will Counties and such other agencies and officials as the college may be required by law or regulation to provide copies. A copy of the audit shall be made available for public inspection in the college's business office.

**Budget**

The Board shall adopt each year a budget for the education, operations and maintenance, building restricted, auxiliary, liability protection settlement, audit funds, and other funds which may be available to the college. Such budget shall be adopted no later than September 30 of each year. The Board shall also adopt at the same time budgets for such restricted funds as begin with the fiscal year and are known at the time of adoption of the budget document. Copies of the budget shall be made available for public inspection in the business office of the college for a period of thirty days prior to the budget hearing, which shall be held immediately prior to the adoption of the budget by the Board of Trustees. The Board may amend the budget at any time during the fiscal year, following the required provisions of the Illinois Public Community College Act governing such amendment.

Within each fund, the President or his designee may authorize transfers of budgetary authority between line items of the budget so long as the aggregate budget amount adopted by the Board is not exceeded and so long as total transfers do not exceed 10% of the aggregate budget of the specific fund.

Where the Board accepts grants or other restricted monies after the adoption of the budget, the Board shall establish at the time of acceptance a restricted fund budget for the specific grant. Copies of all current budgets adopted by the Board shall be made available for public review in the business office of the college. Copies of the budget shall be provided to the ICCB, the
Core Component 5.B.

5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.B.1 KCC has seven Board Trustees, elected to six year terms, and one Student Trustee, elected annually, on the Board. The Trustees meet on a monthly basis to conduct official college business. The responsibility for administration and operation of all college programs and facilities is delegated by the Board to the President. In the absence of the President, this responsibility is sub-delegated to other administrative officers in the following order:

Vice President for Finance and Administration
Vice President for Instructional and Student Success
Dean of Student Development
Division Associate Deans in order of seniority

In addition, the trustees receive a mid-month report of upcoming activities, events, issues and policies once a month. The Board, as part of its monthly official meeting, receives a focused tour of the institution in order to learn more about that specific area and in addition is provided a monthly “Board educational program” focused on such topics as budget preparation, the bonding process, strategic plans and directions, program areas and featured guests. In addition, every Board agenda contains financial reports, which include institutional investments, budget summaries, expenditures and all bills as action items. Moreover, the Board reviews and receives any updates to academic and institutional policies three times per year. Twice a year, the Board is presented with any policy recommendations for changes, and once per year at its annual planning meeting the Board is presented with an opportunity to review all of its policies. Once
per year, the president organizes a Board retreat where Board members review the mission, vision, and core values to ensure relevancy, and if needed, to make changes. The full-time and part-time faculty association leadership representatives are present at all regularly held Board meetings. Trustee Dick Frey, is KCC’s representative to Illinois Community College Trustee Association, where he engages in community college advocacy and trustee development opportunities and brings what he learns from these monthly meeting to KCC Board meetings and retreats. Lastly, the Board has general counsel present at all of its Board meetings and is provided a legal update each month.

KCC’s Board of Trustees meets on a regular basis to provide oversight of the KCC’s financial and academic policies. Each monthly meeting includes an educational session during which key institutional leaders provide detailed information regarding essential aspects of the College’s financial and academic operations.

KCC’s Board of Trustees retains the service of legal counsel and a treasurer to ensure that it meets legal and fiduciary responsibilities.

As articulated in article 111.0 in KCC’s Board Policy Manual, KCC’s “Board of Trustees of Community College District 520 derives its authority from the Illinois Public Community College Action (Sections 3-31 through 3-43).”

Section 121 of KCC’s Board of Trustees Policy Manual provides that the seven members serving as trustees are “elected by the qualified voters of District 520.”

Article 122 of KCC’s Board of Trustees Policy Manual provides the Board with “legally constituted authority for the operation of Kankakee Community College,” and lists the following specific duties.

A. To interpret or cause to be interpreted the educational and financial needs of the college and the district as they relate to one another, including the periodic reevaluation of these needs.
B. To develop or cause to be developed policies and procedures in accordance with the educational needs of the citizens to be served by the college.
C. To select and employ a chief administrator for the district who shall serve as the executive officer of the Board and provide appropriate leadership for the college.
D. To receive and consider recommendations by individual trustees, regular and special counsel, treasurer, auditor, ad hoc and standing committees of the Board, consultants to the Board, etc.
E. To adopt regulations for the admission of students which are compatible with the regulations of the Illinois Community College Board.
F. To consider and take appropriate action upon the curricular offerings of the college upon the recommendation of the President.
G. To cause to be prepared and to approve the annual budget and all subsequent modifications.
H. To approve the expenditure of all college funds.
I. To consider and take appropriate action on administrative recommendations concerning appointments, retention or dismissals of all college employees and to affix the amounts of their salaries.
J. To serve as a board of appeal for students, employees, and citizens of the district on matters of policy and policy interpretations.
K. To appoint a treasurer who will receive the taxes of the district, and notify tax collectors in writing accordingly.
L. To retain legal counsel.
M. To provide for an annual external independent audit of all funds handled under the supervision of the college.
N. To conduct all elections as provided by law.
O. To provide means for keeping the citizens of the district and appropriate state and federal officials informed of institutional purposes, values, conditions and educational and cultural opportunities provided by the college.
P. To perform other duties specified by state statutes.

KCC’s Board of Trustees Policy Manual requires that an “independent certified public accountant (individual or firm) registered to practice in the State of Illinois shall be appointed by the Board to conduct an audit of any or all funds for which the Board shall be directly or indirectly accountable” (article 123.07)


Bi-annually, the President’s Cabinet participates in an open dialogue re: processes, policies, procedures and any issues re: student life with the college’s Student Advisory Council. Based on these conversations, a feedback report and actions taken are provided to the students.

The faculty and institutional negotiated agreement identifies the faculty leadership and President’s Cabinet will meet twice a year to discuss and resolve any outstanding issues or concerns. This policy has resulted in on-going open communication between the faculty association, both full-time and adjunct, and the leadership of the institution.
The institution’s practice for soliciting feedback from the institution’s administrative and support staff includes monthly meetings with the institution’s Communications Committee. The Communications Committee consists of representatives (administrative and support staff) from around the institution. Those representatives are charged to serve as liaisons with the rest of the institution’s staff. Open communication flows from the college community to the administrative team and back to the representatives. In addition, the college also has a number of standing committees, made up of faculty, staff and administration, unique to instructional and institutional policies and procedure. Further, whenever there are more timely issues facing the institution, the college’s weekly electronic newsletter Update contains an icon notifying the college community that input or feedback is desired.

5.B.3 KCC strives to be a shared governance community, and as such, our mission, vision, and core values were developed with input from the college community and district representatives. KCC’s mission is “Enhancing quality of life through learning”. KCC revamped its committee structure to create a greater balance of key stakeholder representation. As a result, each committee has has representation of all key stakeholders. As demonstrated by the committee membership list, faculty members are taking leadership roles as committee chairs where appropriate.

Core Component 5.C.
5.C. The institution engages in systematic and integrated planning.
1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.C.1 The institution’s resources are first and foremost focused on the core mission of the institution and our teaching and learning environment. The college uses a variety of strategies focused on student success, persistence and graduation. All programs are reviewed every five years for their overall effectiveness and continued quality. Based on these evaluations and
assessments, resources are used to maintain and strengthen the quality of our programs. The budgeting process begins at the faculty and departmental level where the goals and needs are best assessed. The department and divisional goals for the following year are aligned with the institutional strategic goals.

KCC’s process for strategic planning is led by the Strategic Planning Oversight Committee (SPOC), which includes stakeholders from all divisions of the organization. As SPOC facilitated the strategic planning for the period of 2014-2018, external stakeholders from business and industry were represented as was the Board of Trustees who ultimately approved the strategic plan as presented by KCC’s President.

KCC’s Strategic Plan FY 2014-2018 is the result of a collaboration of the college and the community, and the five strategic goals articulated in the plan are aligned with community need.

KCC’s Strategic Plan FY 2014-2018 is informed and supported by an Environmental Scan completed in March of 2013. The Environmental Scan includes stakeholder voicing which identifies opportunities for the college; among additional factors addressed in this report are economic conditions and population trends which impact enrollment and sources of revenue.

The College’s identified strategic goals are well supported by the College budget. Priority of these goals is ensured by developing strategy-aligned AQIP Action Projects. For example, a current AQIP Action Project is aimed at redesigning developmental education which is a strategic goal for 2014-2018; another AQIP Action Project is aimed at strengthening and sustaining community partnerships which is also a strategic goal in the 2014-2018 plans. Aligning AQIP Action Projects with strategic goals ensures that the goals remain high priority opportunities during the resource allocation and budgeting processes.

5.C.2 KCC’s Outcomes Assessment Framework provides guidance for assessment of student learning at the course, program, and institutional levels.

KCC uses evidence from assessment of student learning outcomes to “identify areas where changes in policies and practices may lead to improvement” and “inform institutional decision-making.”

Associate Deans and Program Directors utilize reports and data from assessment of student learning outcomes to develop divisional and programmatic budget requests. Budget requests are considered by the budget committee and approved on an annual basis.
Industry best practice standards drive evaluation of health career operations, planning, and budget. According to the 2014 NCSBN simulation study results, as much as 50% of designated clinical time can take place in a simulation environment for nursing students when student’s learning is assessed and evaluated. Institute of Medicine reports that in order to improve patient outcomes, interprofessional communication must occur. Simulation, both interprofessional and discipline specific, exposes health career students to clinical situations which cannot be guaranteed in various clinical settings. Students are evaluated against student learning outcomes during their simulation experiences. Based on our assessment and evaluation, simulation enhances and ensures student learning as essential clinical functions and student learning outcomes are measured.

The KCC Foundation awards innovation grants each year to award innovative practices across the college. Innovation grants are a mini-grant project established by the KCC Foundation to encourage the development of new ideas and/or innovations that support student success. Current innovation grants under review, such as Advice Week, submitted by faculty member Jennifer Huggins, is aimed at increase in enrollment. The Foundational Coursework Redesign Committee intends to ask administrators, staff, and faculty to join in the effort to increase enrollment at KCC. Advice Week - April 11-15, 2016 - will be a college-wide initiative aimed at encouraging students to meet with their advisors to register for the Fall 2016 semester. This project builds on efforts currently underway on campus to increase enrollment led by Student Services (classroom visits) and involving faculty in select courses, which have already made a marked improvement in enrollment numbers this semester to date as compared to the same period last academic year.

This program will be open to all administration, faculty, and staff, who will be encouraged to take a role in helping students to persist and complete their academic goals. This program is designed to help students fulfill their academic goals by making wise registration decisions (based on their MAPs), registering on-time for classes (even early), and connecting with faculty and advisors on campus to facilitate their registration process and to select courses that align with their needs and responsibilities outside the academic setting.

The English Department has established ENGL 1422 Accelerated Writing Instruction as a co-requisite to ENGL 1613 English I and Psychology 1813 Introduction to Psychology. The course is tied to one section of English I and Introduction to Psychology. The course scheduled on different days from the English I and Introduction to Psychology so that students would be able to work on areas from those courses in which they may be experiencing difficulties. Faculty were chosen to teach the ENGL1422 had experience teaching English I and the Fundamentals of Writing course that is the prerequisite course to English I.
In combining two courses as co-requisites: Accelerated Writing Instruction (English 1422) and English I (English 1613), qualified students can now simultaneously fulfill developmental and general education composition requirements by scheduling the two classes back-to-back. Three sections of the course combination were offered for the first time fall 2015 semester. Students spend 50 minutes of classroom time in Accelerated Writing Instruction and 50 minutes in English I. Both classes are taught by the same instructor, allowing for a continuity of instruction and faculty/student interaction.

Enrolling in the co-requisite courses eliminates the need for students to take Fundamentals of Writing (English 1413) as a prerequisite to English I. Because English 1422 is one less credit hour than English 1413, this also saves tuition costs. In addition, students only need to purchase one set of textbooks. The college allocated funds to the instruction of these courses (requiring co-enrollment) in order to shorten the time students spend in developmental education and in order to increase student success. The ENGL 1422 section is capped at 12 students, while the co-enrolled course is capped at 25 students. Allowing for a smaller section has helped these students in ENGL 1422; however, the institution has had to direct funds to this initiative, which is also a strategic goal. JAC

General education and course assessment plans are located on the assessment webpage. This gives faculty, staff, and other stakeholders to see the processes KCC uses in its assessment strategy. All data collected from assessment items (whether it is from Gen Ed or course) are input into LiveText assessment software. LiveText is then used to analyze assessment data to help close the loop and improve student success.

5.C.3
Student, employees and community members are actively involved in KCC’s planning process.

For the development of the College’s strategic goals external constituents were invited to participate in a community forum to provide feedback. Internal constituents participated in roundtable discussions along with strategic planning leadership to assist with goal definition and refinement.

Students are given voices in planning processes and infrastructure. Students are able to provide feedback online or through Candid Comment boxes located throughout campus. Student Advisory Committee regularly meets to give administrators and others feedback about how to improve college services. For example, we gained feedback that students wanted more opportunities to use the library and its resources earlier in the morning (prior to 8:00 am courses). We began opening at 7:30 am and have seen increase foot traffic now that students
know that the library is available. [JAC] Students recently participated in focus groups intended designed to better understand their enrollment reasons.

**5.C.4**

As a way to manage the fluctuations of the institution’s various sources of revenue KCC issues general obligation bonds every two years for the purpose of construction renovations, improvements, and equipment and computer software acquisitions. The most recent bonding cycle funded building and technology projects for KCC’s main campus, North Extension Center (NEC) in Bradley, IL, and the Manufacturing Industrial Technology Center (MITC) in Kankakee, IL. The projects included roof, computer, and network equipment upgrades for the main campus, installation of smart classrooms, computer labs, and network equipment for the NEC and MITC. MSO

**5.C.5**

In order to better anticipate emerging technology factors KCC technology leaders participate in various organizations

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**Core Component 5.D.**

**5.D. The institution works systematically to improve its performance.**

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

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**5.D.1**

KCC develops and documents evidence of performance in its operations through the use of scorecards and dashboards. Managers assess and strategize with stakeholders, faculty, and staff in order to develop action plans to increase Instructional and Student Success. Enrollment and Retention for Credit, Continuing Education and Career Services (CECS) and Adult Education; to improve Student Development and Student Services Student Satisfaction, Completion and Transfer Rates, Student Success, Enrollment; and more effectively to engage in Marketing and Public Relations. Recruitment and Retention, Strategy Development, and Advertising

Each area uses the data collected to improve process and/or student success. For example, Academic Advising used data collected regarding the completion of Master Academic Plans (MAP) to track retention and GPA correlations. 91% of new degree seeking students who met with their advisor to develop a Master Academic Plan (MAP) re-enrolled in the next semester...
versus 54% of degree-seeking student without a MAP re-enrolled. The average GPA for students with a MAP was 2.46 on a 4.0 scale whereas the average GPA for a student without a MAP was 1.70 on a 4.0 scale. Academic Advising implemented mandatory MAPs for all first time/full-time students in order to engage and retain students.

The Health Careers division ties its learning outcomes to their various accreditation agencies standards. The result was the development of a divisional scorecard links data collection to measuring those learning outcomes. The scorecard is used to make instructional improvements and make budgetary requests for infrastructure upgrades and improvements.

In addition to data collected on the scorecards, Marketing and Public relations also uses outside resources such as online surveys in order to assess the media preferences of Fall 2014 and Spring 2015 local students. These surveys were conducted by Interact Communications, Inc.; there were 350 responses to the survey. The survey asked students about the communication devices they use, how they like to receive different types of information and when, and their preferred social media sites and radio genres. Many students like to receive program information electronically, but want financial aid information mailed to them. Marketing and Public relations will participate for the next year or two in order to obtain comparative data. For fall 2015, the information collected helped to targeted the following groups with a series of personal phone calls and follow-up emails, postcards and media mailings to assist with next steps to enrollment: 1) ACT testers who never registered; 2) COMPASS testers who never registered; 3) New applicants who had not yet enrolled; and, 4) Students who had attended in spring term but had not yet registered for fall. The contacts with the COMPASS testers yielded a good enough return (50%) to justify continuing to contact this group. The return percentages on the other groups are being reviewed for whether to pursue them in the future.

The Program Review guidebook is designed to complement college-level planning and decision making in addition to providing information so that ICCB can fulfill its responsibilities.

The Program Review Data Request form is an example of how information is collected for the purpose of reviewing unit cost & revenue data, program completer trends, course completion & success data, occupational workforce trends, which occupations should be included in data about labor and workforce trends, surveys of students currently enrolled in program and if applicable, dual credit information.

The Illinois Community College Board (ICCB) coordinates a statewide system for the review of instructional programs. The Program Review Manual 2012-2016 provides guidelines and describes reporting methods for statewide review of instructional programs by community
colleges. This manual is intended for use with program reviews submitted in years 2012 through 2016.

The purpose of Statewide Program Review is to:
1) support strategic campus-level planning and decision-making related to instructional programming and academic support services; and
2) demonstrate accountability of the community college system in maintaining locally responsive, cost-effective programs, high quality programs and services.

5.D.2 The Enrollment Management Committee’s Mission Statement as noted in their meeting minutes is to respond to and manage the enrollment needs of the college. Meeting minutes detail initiatives that are geared towards their FY15 Goal: Increase FY14 enrollment totals by 7.5% (an increase of 268 students for Fall ’14 and 369 students for Spring ’15).

The college provides a number of faculty workshops and programs dedicated to the support and enhancement of instructional offerings. A faculty development program is given each year with a primary focus on excellence in teaching and student learning. Participants are surveyed to assess the efficacy of each program element, and continuous improvements are made to each iteration of the offering.

Additionally, a faculty led committee plans and develops bi-annual in-service days in which a wide variety of workshops and presentations are provided. These programs dedicate time for both faculty improvement and planning for divisions and committees. A follow up survey is delivered and used by the committee to inform future in-service topics. The Teaching Squares program gives instructors another opportunity to learn effective classroom techniques through peer observation and reflection.

2014-18 strategic goals
- Student development and student success, scorecards provide information related to advising survey and student services as compared to national averages.
- Promote an environment of excellence and innovation, provides completion rates of first-time, first generation students (correlation with Student Success Coach program launched Fall 2015), KCC experience met students' expectations, Students' overall satisfaction with KCC experience and if/would a student enroll at KCC again.
- Develop career pathways in target industries, provides information on job placement rates of KCC graduates.
- Take a convening leadership role to strengthen and sustain community partnerships, provides information on annual unduplicated enrollment (all divisions), % of area high school graduates enrolled at KCC in fall following spring graduation (market share, and Dual Credit Enrollment data.
Redesign foundational coursework, provides information on % and number of spring semester HS grads who enroll in foundational courses in their first year (Math, English, Reading) versus national averages, course success rate in foundational math course (MATH 0974, 0983, 0993, 1213, 1414, 1424 & 1453), course success rate in foundational writing course (WRIT 0983, 0993 & ENGL 1413), course success rate in foundational reading course (READ 0984, 0994 & 1484), Course success rate in gateway courses by first-time students (ENGL 1613 & MATH 1814), and % students in foundational courses who complete certificate/degree within 150% of time.

Example of Success for the Redesign

The Foundational Coursework Committee has combined two courses as co-requisites: Accelerated Writing Instruction (English 1422) and English I (English 1613). Qualified students can now simultaneously fulfill developmental and general education composition requirements by scheduling the two classes back-to-back.

Three sections of the course combination were offered for the first time this semester. Students spend 50 minutes of classroom time in Accelerated Writing Instruction and 50 minutes in English I. Both classes are taught by the same instructor, allowing for a continuity of instruction and faculty/student interaction.

Enrolling in the co-requisite courses eliminates the need for students to take Fundamentals of Writing (English 1413) as a prerequisite to English I. Because English 1422 is one less credit hour than English 1413, this also saves tuition costs. In addition, students only need to purchase one set of textbooks.