

Systems Portfolio

Kaskaskia College

5/30/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

Kaskaskia College's mission of providing quality comprehensive lifelong learning is at the heart of all education offerings made available by the College. As a comprehensive community college, Kaskaskia College offers programming that ranges from personal interest courses in our community education department to post-associate's technical certificates in our diagnostic medical sonography department. Each of these programs includes learning outcomes at the course and credential level. Common learning outcomes are established for all associate's degree programs at the college and are communicated to students through the College Catalog (see page 65). These common learning outcomes are then supplemented by program learning outcomes for all other credentials and for career and technical associate's degrees.

Kaskaskia College determines its common learning outcomes by convening a committee of faculty and administrative staff, the General Education Core Assessment Committee, from across the many instructional and academic services departments at the College. This committee was established as part of an AQIP action project that was conducted from 2006 - 2010. This committee is comprised of more than 10% of the College's full-time faculty as well as the Dean of Arts and Sciences. Due to changes in assessment instrument selected as part of the 2006-2010 action project, the College decided to launch a new action project in 2016 to update and improve its general education assessment processes. As part of this current action project, the General Education Core Assessment Committee is currently updating its common outcomes, and developing a new system of assessment for those outcomes to improve teaching and learning.

The General Education Core Assessment Committee uses many processes to align the common outcomes to the institution's mission and offerings. First, the committee members consider the requirements for degree offerings established by the Illinois Community College Board to which Kaskaskia College is accountable and the Illinois Articulation Initiative guidelines with which the College complies. These requirements embody the expectations of the associate's degree level of learning provided by the College. Degree level expectations are also determined by reviewing the stated learning objectives of similar institutions in our region. This comparative study is completed to generate further ideas for how the College's learning objectives may be improved and better aligned to the degree-level expectations of our regional stakeholders.

After discussing the strengths and weaknesses of the learning objectives of other institutions, the committee members propose specific revisions to the prior learning objectives of the College. The committee then discusses the proposals and comes to consensus on each specific proposal's adoption or rejection. The revised objectives are then approved by consensus as a whole.

These outcomes are communicated in the Kaskaskia College Catalog. In addition, every student who earns a degree from Kaskaskia College must complete, pursuant to Illinois Public Act 87-581, coursework on topics of race, ethnicity, gender and other issues related to improving human relations. This underscores the College's commitment to addressing diversity in the curriculum of every degree program. The College has planned improvements, as part of its current General Education Outcomes Assessment Action Project, for better articulating and communicating these common learning outcomes with all faculty and staff to build a stronger culture of outcomes-based, mission-centered education that extends to all College employees and, subsequently, to students and community stakeholders.

The College's common learning outcomes emphasize critical thinking and cultural understanding as well as communication, computational, and research skills. These outcomes ensure that intellectual inquiry and the acquisition, application and integration of knowledge occurs in the learning of every degree-seeking student at the College. These outcomes are met through the College's associate's degree programs that require students to complete a general education sequence of 21-51 credit hours of distributed requirements in mathematics, natural sciences, social sciences, humanities and fine arts (see pages 143-148 of the College Catalog). Degrees in applied and technical fields have general education requirements nearer the minimum of 21 while degrees designed primarily for transfer have general education requirements nearer the maximum of 51 credit hours.

In addition, the College's General Education Core Assessment Committee recently developed a crosswalk that connects each learning outcome to the distributed requirement which includes as a central objective for the course the furthering of that outcome. This crosswalk provides a clearer understanding of the purpose of each portion of the College's degree requirements while further expressing the content of the common learning outcomes to students, faculty, staff, and community members.

To ensure that the outcomes remain relevant and aligned with student, workplace, and societal needs, the College conducts a series of community engagement meetings. These community engagement meetings are convened in five of the College's largest communities and provide an evaluation of College outcomes relative to the needs in each respective community. The insight gleaned from these engagement meetings is supplemented with the evaluations provided by program advisory boards which are convened for each career and technical degree program. These advisory boards have regularly underscored the importance of the College's common outcomes and have suggested continuing emphasis on communication and critical thinking. These timeless skills continue to be in demand among both employers and community leaders.

Student needs are closely aligned with those workplace and societal needs as well as the requirements of 4-year colleges and universities which help many students complete their educational goals. Continuous assurance of compliance with Illinois Community College Board standards and a 5-year review by the Illinois Articulation Initiative of all transfer courses ensures that student needs relative to transfer success are maintained.

Co-curricular activities at Kaskaskia College are designed to promote learning and enhance the overall student experience. The College maintains a formal process for designing student clubs and organizations. Each proposed club must complete a formal charter that demonstrates its alignment with the College's mission and learning goals. This charter is reviewed by the College's Student Life department and the Vice President of Student Services before being presented to the College's Board of Trustees for approval.

In addition to student clubs, the College strives to offer students diverse opportunities for cocurricular learning through regional and international competitions where possible. To that end, the College has long supported competitive teams in the areas of business, accounting, and agriculture as well as supporting student entry in the SkillsUSA competitions through financial support and faculty mentoring for students who choose to compete. These competitions provide an outstanding opportunity for students to extend their learning beyond the classroom and have their performance measured against their peers from around the country.

Still more co-curricular opportunities are designed and supported by dedicated committees who oversee annual learning opportunities that go beyond the classroom experience. These include an annual performing artists' series, visiting writers' series, Veteran's Day event, celebration of diversity

event, and Martin Luther King Day ceremony. Each of these events has a dedicated committee that works to design and deliver their respective events in accordance with the long-term learning goals of the College as well its current emphases within its curricula. In addition, the Kaskaskia College Friends of the Fine Arts organization provides mini-grants for enrichment activities. These grants have provided students with the opportunity to attend performances and other extra-curricular events to enhance their learning.

The General Education Core Assessment Committee is tasked with selecting assessment instruments and methods for the College's common learning outcomes. This task is completed by considering each learning outcome and the instruments best suited to assessing that outcome given its particular nature. In the past, the College has employed a standardized test to measure general education outcome achievement but has found that instrument unsatisfactory. As part of the General Education Core Assessment Action Project, the College is currently selecting new instruments for general education outcome assessment.

Overall, the College is satisfied with the results in this area but would like more direct measures of general education outcome attainment than are currently available. Current measures of general education outcome attainment are indirect measures based on success rates in core general education courses. The College is confident, based on the alignment of core general education course outcomes with the overall general education outcomes of the College, that these indirect measures are reliable but is continuing the process of developing direct assessment measures of general education outcomes to confirm this belief and provide additional insights.

The indirect measures of general education outcome attainment indicate that students are succeeding in their general education core courses at rates higher than other community colleges. The National Community College Benchmark Project (see the 2015 report here, 2014 report here, and 2013 report here) provides comparative data on enrollee and completer success in composition, speech, and college algebra courses. The latest report data shows Kaskaskia College exceeding its internal benchmark of 75% completer success in each of those areas with Comp I having a completer success rate of 89.9%, Comp II at 78.43%, Algebra at 92.74%, and Speech at 93.5%. These values place Kaskaskia College, when compared to other community colleges participating in the National Community College Benchmark Project, at percentile ranks of 96% for Comp I, 30% for Comp II, 97% for Algebra, and 89% for Speech.

The comparatively low rates of completer success in Comp II are a cause of concern. The 2015 value is, however, significantly lower than the prior two years (values of 86.55% and 81.43% respectively and percentile ranks of 82% and 51% respectively). The College plans to monitor upcoming reports carefully to ensure that these low values in the 2015 report are not an outlier. If a trend is revealed, the College will work to investigate causes of that trend and to develop strategies to reverse it.

The most significant improvement initiative in this area is the General Education Core Assessment Action Project. This project has worked to improve the communication of general education outcomes, has developed new general education assessment instruments, and is currently launching a process to implement a new general education assessment process. Direct assessment data of general education outcomes should be available in early 2018.

One significant change produced by the General Education Core Assessment Action Project has been the revision of the General Education Outcomes. The committee agreed that some of the items listed as outcomes in the past were not outcomes of the general education program at the College but prerequisites that students are expected to have achieved prior to enrolling in the general education program at the College. As such, the committee settled on these general education outcomes. These

newly adopted learning outcomes will be reflected in the College catalog beginning in the 2017-2018 academic year. The College's general education programmatic commitment to understanding diversity is expressed both in the cultural understanding general education learning outcome and the College's statement of diversity published in the College Catalog (see page 3).

Sources

- Community Engagement Meeting Notes 2016
- General Education Core Assessment 08-31-2006 to 05-31-2010
- General Education Learning Outcomes
- Kaskaskia College 17-18 College Catalog
- NCCBP2013
- NCCBP2014
- NCCBP2015

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

This process mirrors the one described above in 1P1. Program faculty and administrators meet to discuss prior program learning objectives, the overall program goals, the requirements set by the Illinois Community College Board and any relevant discipline-specific accrediting or approval agencies. Many programs also consult with transfer institutions with which they have 2+2 and other curricular agreements to ensure that objectives meet the needs of the transfer institutions. Revisions are finalized and objectives are approved by consensus of the program faculty and administrators. The College Catalog details the specific focus of each degree program which imparts its own unique set of skills and knowledge to students as appropriate for the field of study (see pp. 65-128).

The respective program faculty, program coordinator, and dean are included in this process. Often, representatives from transfer institutions participate as well. Career and technical programs also welcome participation from their advisory boards and accrediting agencies whenever possible. These advisory boards consist of representatives from business and industry as well as educational partners such as high schools and transfer institutions. Advisory boards meet on an annual basis to review program performance and to advise the program about developments in the field and needed changes to the program to accommodate these developments. Advisory boards are formed during the development of new career, technical and allied health programs to engage these constituencies in the initial setting of program learning objectives. Program objectives are then reviewed and updated through the annual monitoring of these advisory boards.

Students are made aware of the required preparation for programs and courses through several sources. Course prerequisites and program admission criteria are publicized in the College Catalog, website, and program brochures. Course prerequisites are also communicated through course syllabi which are available for all students to view by accessing an online database through our student portal. Students are also provided personal explanations of these requirements through recruiting

visits and advising sessions. In addition, consumer information related to program costs is included on each program's website. Each program's website also includes a dedicated Student Right-to-Know page which presents required consumer and safety information as well as a detailed Gainful Employment disclosure document that exceeds federal requirements for communicating this information to the public.

The learning and development objectives for programs of study are primarily communicated through the publication of program curricula via the same sources listed above: Catalog, website, and program brochures. Many program websites also publicize their program goals and learning outcomes on their program website and present these learning outcomes to students in orientation sessions prior to the start of program coursework. Personal explanations of these are also made available to students through advising sessions with faculty mentors in career and technical fields. These mentors help students articulate their own learning goals, understand the program learning objectives, and develop an educational plan that aligns the student and program goals.

Student support services aid in this process by providing personal explanations of these requirements in recruiting and advising visits. In addition, they aid students in prior learning assessment and placement testing as well as transcript evaluation for students transferring in from another institution. Student support services also work to monitor and assure the accuracy of the portions of the website where students access the various documents that communicate these requirements to students. This is done in collaboration with the Instructional Services division which reviews curriculum and academic information on an annual basis to ensure its accurate documentation. This is essential for facilitating accurate communication with students and the public.

Kaskaskia College has a number of processes in place to ensure that course and program outcomes are up-to-date. Faculty work continuously to update and improve course materials and content using their disciplinary knowledge. Faculty also review their progress on these activities as part of their professional development self-evaluation. This evaluation occurs on an annual basis for full-time, non-tenured faculty and every three years for tenured and adjunct faculty.

Any credit transferred in to Kaskaskia College from another institution is evaluated by the College's Registrar to ensure that the quality of the credit being transferred is equivalent to that of Kaskaskia College. This includes transfer credit, proficiency credit and credit awarded for military service according to the policies described in the College Catalog (see pp. 42-43) and also on the College's website.

All new programs and credit courses must be submitted to the Illinois Community College Board and Illinois Board of Higher Education for approval. New programs outside the College's traditional disciplinary offerings also receive approval from HLC. Programs are then reviewed every five years as part of the required ICCB Program Review process. Courses are reviewed every five years as part of the Illinois Articulation Initiative in addition to the regular faculty review and maintenance of the master course syllabus for each course. All of these processes check programs and courses for currency and comparability with similar programs and courses from across the state of Illinois. See the full program submission document from the College's Criminal Justice Program as a representative sample of the full report and associated process completed by each program area.

Prior to the creation of a new program, an advisory board is created consisting of professionals in the career field, faculty, and instructional deans. Advisory boards are essential for helping to determine the initial program goals and outcomes. By including industry and community representatives, advisory boards ensure that initial program outcomes are aligned to industry and community needs. With the program learning outcomes established in this collaborative manner, program faculty then

work with their respective instructional deans to codify those learning outcomes and to develop instruments and metrics for assessing student achievement of those outcomes. The result is a system of assessment that is unique to each program and individually tailored to the assessment methods most appropriate for the types of skills required for successful program completion. Once a program has been approved by the Illinois Community College Board, the program advisory board meets annually to ensure that program goals, outcomes, and curricula adhere to the latest developments in and needs of the industries for which they prepare students.

These individually tailored program assessment systems are part of an annual program review process at the College. Each degree program at the College reviews student enrollment, retention, persistence, and completion data along with program outcome completion data and advisory board input on an annual basis. This annual program evaluation ensures that all programs meet internal standards for meeting institutional goals while also demonstrating student achievement of program learning outcomes. This annual internal program review process is complemented by a five-year program review process undertaken in accordance with Illinois Community College Board guidelines. This 5-year review adds employment and graduate survey data to the metrics reviewed on an annual basis. This 5-year review is used to identify major program changes that are necessary to maintain programs of the highest quality.

Many program learning outcomes are also aligned to discipline specific accreditation requirements and certification exams. The table below describes the programs in which Kaskaskia College maintains specialized accreditation and the accrediting or approval agencies associated with each. Faculty in these areas and their respective instructional deans review changes in accreditation and certification standards on an annual basis to ensure that program learning outcomes are properly aligned to professional standards for certification.

Accrediting or Approval Body	Program Area
Commission on Accreditation in Physical Therapy Education	Physical Therapist Assistant
Commission on Dental Accreditation of the American Dental Association	DentalAssisting
IL. Dept. of Financial and Prof. Regulations (ADN)	Nursing
IL. Dept. of Financial & Prof. Regulations (Cosmetology)	Cosmetology
IL Dept of Financial and Public Regulations (LPN)	Nursing
Joint Review Comm. On Ed for Radiologic Technology	RadiologicTechnology
Committee on Accreditation for Respiratory Care (CoARC)	Respiratory Therapist
Accreditation Commission for Education in Nursing	Assoc. Degree Nursing
National Automotive Technicians Education Foundation (NATEF)	Auto Technology
Illinois Dept. of Public Health	Certified Nurse Assistant
American Welding Society	Welding
CISCO Networking	CISCO
Commision on Accreditation of Allied Health Education Programs	Parmedicine
HVAC Excellence Accreditation	HVAC

The College also evaluates each program's quality by evaluating the success of program graduates. The College conducts an annual job-placement survey in which all graduates in career, technical and allied health fields are queried about their success in finding employment or pursuing further education. The College also conducts an annual survey of its graduates in transfer associate's degree programs. The data from these surveys is used to evaluate the success of all Kaskaskia College programs in preparing students for their next phase of life, be it employment or further education.

The processes for designing, aligning, and delivering co-curricular activities to support programspecific learning objectives is similar to the general process of the College described in 1P1. Many programs maintain discipline-specific student clubs which serve as the primary hub for the program's co-curricular learning activities. The table below summarizes the program specific clubs offered at the College.

Student Club	Program Affiliation
Accounting Club	Accounting
Agriculture Club	Agriculture
Alpha Delta Nu	Associates Degree in Nursing
Automotive Technology Student Organization	Automotive Technology
Child Care Club	Early Childhood Education
CNET	Computer Networking
Cosmetology Club	Cosmetology
Criminal Justice Club	Criminal Justice
Dental Assisting Club	Dental Assisting
Kaskaskia Engineering Association	Pre-Engineering
KC Culinaires	Culinary Arts
Physical Therapist Assistant Club	Physical Therapy Assistant
Respiratory Care Club	Respiratory Therapy
Student Nursing Organization	Associates Degree in Nursing
Student Practical Nurse Organization	Licensed Practical Nursing
Student Radiology Club	Radiological Technology
Student Sonography Club	Diagnostic Medical Sonography

As described above, each program has its own unique process for assessing program learning outcomes. This process is designed by program faculty to ensure that the assessment methods

employed are ideally suited for the skills and activities being measured. The assessment plan sample below from the Kaskaskia College Associate's Degree Nursing program is an example of one such assessment process of one set of program learning outcomes at Kaskaskia College. See their recent accreditation self-study (especially pages 50-80 and 109-119) for a representative sample of program level assessment processes at the College.

The College is satisfied with the overall level of achievement of program learning outcomes across the College. While individual programs have occasional struggles in achieving a particular learning outcome, the process of developing and implementing improvement plans is usually successful at remedying any observed deficiencies. Program advisory boards are uniformly complimentary of the programs' success at producing graduates with the knowledge and skills needed to succeed in their respective professions. Suggestions for improvement from program advisory boards usually center on the introduction of new technologies to keep students up to date with developments in the profession.

Some recent areas of improvement include the expansion of advisory boards to include more members as well as the standardization of the advisory board process to ensure that quality feedback is received from all advisory boards. Also, the College's ongoing expansion of program-level accreditation has succeeded in adding accreditation for the HVAC and paramedicine programs. The College is currently working to achieve accreditation for its construction project management program with expected receipt of accreditation in 2020.

Another recent improvement in this area was motivated by changes to the Illinois Community College Board's 5-year review process. As this process changed by asking for different data and input from the College, the College made changes to its internal program review process to ensure its alignment with the State-level process. The College's internal program review process is described in detail in 1P4.

Sources

- Kaskaskia College 17-18 College Catalog
- Nursing ACEN Report Complete
- PQP Combined
- PQP Submission Complete Criminal Justice

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary
(4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

The process of ensuring that new and current programs meet the needs of the College's stakeholders begins with the identification of programming needs that align with community and student interest. President's Cabinet maintains regular engagement with regional community, business, and industry leaders to identify new program opportunities. The College's Institutional Effectiveness department also reviews regional employment projections provided by the Illinois Department of Employment Security to ensure that the College meets the needs of the district's local and regional labor markets.

When opportunities are identified through regional contacts or data analysis, those opportunities are shared with the College's Enrollment Management Team. The Enrollment Management Team is comprised of administrators and faculty from across the College's divisions. Together, they explore opportunities and program suggestions by designating sub-committees which develop feasibility studies for new programs on an ad hoc basis. Such feasibility studies consider the financial viability for the College, the strength of prospective student interest, and the strength of the employment market for graduates of the proposed program. Feasibility studies are reviewed by the Enrollment Management Team as a whole and when approved by Enrollment Management, then presented to President's Cabinet for final approve. This process ensures that Kaskaskia College is creating new programs to meet the needs of our community. See the feasibility study for the proposed LPN-RN Bridge Program as a representative example for evidence of this process.

Student stakeholder groups are identified through a variety of surveys and focus groups that identify their education needs. Some programs at the College engage in regular focus groups of active students to identify current needs and attempt to address them on a short term basis. More long term student needs are identified by the College's survey of graduates. At approximately six months after graduation, all Kaskaskia College graduates are surveyed about their current employment status and how they evaluate the program they completed and their educational experience at the College. The results of these surveys are reviewed by the appropriate program coordinators and academic deans. As trends emerge that indicate opportunities for program improvement, these same persons work to develop an improvement plan and implement it in their area of responsibility. Such opportunities, plans for improvement, and the results thereof are documented as part of the 5-year review process submitted to ICCB.

Special educational needs of stakeholder groups not defined by program affiliation are identified in two ways. The student admissions form is used to identify students of certain special subgroups: transfer students, veterans, etc. Students who are members of other subgroups are self-identified as they access student support services relevant to their particular needs.

Undergraduate students who self-identify as having special academic or physical needs meet with the College's Disability Services Coordinator. The Disability Services Coordinator works with students to develop a special needs plan. That plan is then supplied to faculty members at the student's discretion and serves as the basis of student-faculty conversations about how to address the student's special needs in each particular class. The student then completes a contract with each of their faculty members and files the contract with the College's advising department. These contracts often enlist the assistance of the Academic Center for Excellence in helping to meet student needs such as notetaking assistance and extended time testing.

In addition, the College maintains a laboratory with special technology, including Kurzweil assistive learning software for the visually and learning impaired, to meet the needs of students with disabilities. The College's Student Services division offers training to faculty members on how to accommodate students with special needs and the TRiO department provides special assistance to their students in receiving accommodations. The College employs a veteran's coordinator to address the special needs of current and former members of the armed services.

The College addresses the special needs of athletes through its Excel Student Athlete Monitoring Program. This program is used to track the academic progress of student athletes every four weeks of each academic term. The educational and enrichment needs of senior citizens are met via a series of specially tailored course offerings and a tuition waiver that allows them to continue their education at a very low cost. Finally, the College maintains five dynamic education centers spread across the district to better serve the needs of our rural commuting population. The offerings at these education centers, as well as online and interactive television offerings, are all designed to meet the special needs of our population in our expansive rural district.

To ensure that new program development and modification of existing programs are in accordance with the needs of both student and community stakeholders, the College's career and technical programs are all monitored by an advisory committee consisting of experts in the field including both professionals in the field and educators. As part of the submission process to the Illinois Community College Board, all career and technical programs must include labor market data which provide evidence of market realities and to justify the need for the program being proposed. Programs outside of the traditional offerings of the College are also submitted to the Higher Learning Commission for review and approval. See these program submission documents for the College's Library Technology degree and certificate programs as evidence of this process.

In addition, the College often offers specialized programming on a contractual basis for business and industry in the district. In such instances, the College's business and industry representative meets with the leaders of the organization seeking specialized training and, together, they develop a course of study that meets the needs of the students and employer.

Kaskaskia College understands the relationship between its mission and the diversity of society. This understanding is articulated in the College's official Commitment to Diversity (see the College Catalog, page 3), the cultural understanding general education learning outcome, and its annual Celebration of Diversity event that provides cultural experiences for students and community members. In addition, the College's New Student Orientation integrates themes of diversity awareness. These practices demonstrate the College's commitment to ensuring an appropriate level of respect for diversity.

When designing new programs and courses, the College begins by forming a committee consisting of the Vice President of Instructional Services, the supervising Dean and faculty from related program areas. This committee begins by researching similar programs and courses from other institutions. Next the committee develops a program advisory board, as described in 1P2, to facilitate collaboration with employers and educational partners to determine program/course goals and learning objectives. When appropriate, discipline-specific accrediting agencies are also consulted. These steps ensure that all program offerings are competitive.

Once the committee finalizes a set of proposed program/course goals and learning objectives, a curriculum or course syllabus is developed that will further those goals and objectives while also complying with the guidelines of the Illinois Community College Board and any relevant disciplinespecific accrediting agencies. The finalized curriculum/course syllabus is then submitted to Curriculum Council, a board of faculty and staff that approve all curricula, and then to the Board of Trustees for approval. Once approved by both Curriculum Council and the Board of Trustees (for new programs only), the program/course is submitted to the Illinois Community College Board for approval. Degree programs whose primary aim is to prepare students for transfer must also be approved by the Illinois Board of Higher Education. Any programs that extend beyond the traditional disciplinary offerings of the College are also submitted to the Higher Learning Commission for approval. Finally, any courses that can be articulated as part of the Illinois Articulation Initiative, an initiative that works to ensure transferability between public universities and community colleges, are submitted for approval. These processes all work together to ensure that every program at the College facilitates student learning and success.

The selection of evaluation methods for program currency and effectiveness is performed by the respective program coordinators and their academic deans. They work together to set program effectiveness goals and develop methods of assessment that are individually tailored to the program area and its unique goals.

All transfer courses are reviewed each five years through the Illinois Articulation Initiative. This process includes a review of the standard course syllabus by the Illinois Articulation Initiative subject panel. That panel then approves, rejects, or requires resubmission of revised course documents. These subject panels are comprised of university and college faculty and administrators from across the state. This review ensures that all transfer courses at Kaskaskia College are viable and current.

Courses within career and technical disciplines are reviewed by program faculty and their academic dean to ensure that they are current and viable. This review occurs on a continuous basis with courses being adapted as soon as opportunities for improvement are identified.

The College conducts regular community engagement meetings to gain qualitative information on how the College is serving its district. The community members in attendance at these meetings often provide feedback on academic programming and its service to the community. Recent community engagement meeting attendees have praised the College’s allied health programming and its impact on the community by providing a large number of well-qualified professionals. Praise has also been offered for the College’s partnerships programs. These include dual-credit in partnership with high schools, 2+2 programs in partnerships with universities, and many technical programs in partnerships with businesses and correctional facilities. Community members have requested additional career and technical offerings in the outlying communities of the district. Given the financial difficulty of offering these programs at several locations, the College is developing more career and technical programs for online delivery so that these outlying communities can be better served.

The College also measures the success of its programs at meeting the needs of their diverse stakeholders through the employment rates of program graduates. The table below summarizes job placement data approximately 6 months after program completion from the most recent years surveyed.

	2012 Survey	2013 Survey	2014 Survey	All
Employment Rate	90%	91%	90%	90%
Continuing Education	8%	5%	12%	7%
Adequately Prepared for Job in Field	N/A	94%	95%	95%
Inadequately Prepared for Job in Field	N/A	6%	5%	5%

More detailed data by program are available [here](#).

Reviews of programs by profession specific accrediting agencies also serve as a measure of the College's program success at meeting stakeholder needs. The table below summarizes the programs which are subject to such external reviews.

Accrediting or Approval Body	Program Area
Commission on Accreditation in Physical Therapy Education	Physical Therapist Assistant
Commission on Dental Accreditation of the American Dental Association	DentalAssisting
IL. Dept. of Financial and Prof. Regulations (ADN)	Nursing
IL. Dept. of Financial & Prof. Regulations (Cosmetology)	Cosmetology
IL Dept of Financial and Public Regulations (LPN)	Nursing
Joint Review Comm. On Ed for Radiologic Technology	RadiologicTechnology
Committee on Accreditation for Respiratory Care (CoARC)	Respiratory Therapist
Accreditation Commission for Education in Nursing	Assoc. Degree Nursing
National Automotive Technicians Education Foundation (NATEF)	Auto Technology
Illinois Dept. of Public Health	Certified Nurse Assistant
American Welding Society	Welding
CISCO Networking	CISCO
Commision on Accreditation of Allied Health Education Programs	Parmedicine
HVAC Excellence Accreditation	HVAC

The results of these reviews has been overwhelmingly positive with no programs having their accreditation status downgraded during the last four years. Specific suggestions for improvement have included new equipment purchases to ensure that a specific program is technologically current, curricular recommendations to ensure that a specific program has adequate human resources to deliver the program, and professional development recommendations to ensure that existing program faculty and staff maintain currency in their field.

The College is generally satisfied with its processes for academic program design. The use of program advisory boards has proven particularly helpful and those advisory boards are uniformly positive about the academic program design process. The overall job-placement results are good for programs suggesting that programs have been well-designed to prepare students for work in their

chosen professions. The high levels of those who report being adequately prepared for their job in the profession, see the table above, are particularly indicative of the success of the academic program design process.

The oversight and guidance provided by the Illinois Community College Board has also been a strength in the academic program design process. Though this process has been largely unchanged of late, the standards for program approval have undergone an informal shift with the ICCB approval board now looking at proposed career and technical degree programs of more than 60 credit hours with greater scrutiny. Until this change, the College's program submissions to ICCB were consistently approved with only minor revisions required. The College is currently considering how to adapt its program design and approval processes to comply with this shift in standards at ICCB.

Other recent improvements in academic program design include changes in the College's Curriculum Council submissions which now require comparison of the proposed program to similar programs at other colleges to be presented to the Council. In addition, the full program approval form for ICCB must now go to curriculum council for approval prior to submission to ICCB.

Sources

- 2015 Job Place Survey Program Summary
- Dental Assisting Advisory Board Notes
- General Education Learning Outcomes
- Kaskaskia College 17-19 College Catalog
- Library Tech Program Submission and Approval
- LPN to RN Program Feasibility Study
- PQP Combined

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Program faculty, program coordinators and their respective academic deans meet to discuss course prerequisites as part of the course development process discussed in 1P3. These prerequisites are periodically revisited and reviewed in departmental meetings. When faculty decide that a change in prerequisites is required, they seek the assistance of Institutional Effectiveness staff in finding correlations between placement test scores and successful completion rates of the courses in question and other related information that can help them make an informed decision about what the appropriate prerequisites should be. Any prerequisite changes that are decided upon by the program

faculty are then approved by Curriculum Council, the College's approval body for all major course and curriculum changes consisting of a faculty majority and representatives from several administrative departments across the College.

Though Kaskaskia College is an open access community college, the high demand for some programs necessitates that students go through a selective process of admission. These selective admission processes are designed both to ensure that the program admits no more students than it can support and that the students who are admitted to these programs are well prepared and suited for the course of study. See the current Practical Nursing Program Worksheet as a representative sample of the admissions criteria for such programs. Program faculty, coordinators and Deans of these selective admissions programs review the admissions criteria for their programs on a regular basis. These criteria define the prior learning and skills that students must have to be accepted into the program and also provide a basis for ranking applicants. These criteria are also reviewed by the program advisory boards to ensure that external stakeholders such as employers and transfer institutions are satisfied with the knowledge and skills of students entering the program. See the recent advisory board minutes from the Dental Assisting Program as a representative sample of the program advisory review results.

Certain programs, adult education programs in particular, have state mandated levels of entry that define the knowledge and skills necessary for admission into programs and courses. Thus, such programs do not determine the academic preparation required for their programs and courses but must comply with external standards.

Communicating the required preparation to students occurs in several ways. Course prerequisites which define formal preparation required for course entry are listed in the College Catalog. Program prerequisites which may include the taking of specific courses, the proficiency in specific skills, or the holding of specific credentials are listed in the College Catalog for all programs. For those programs that have a selective admissions process, the special admission worksheets communicate program prerequisites. Less formal program preparation is communicated to students in program orientation sessions. These sessions are presented by the program coordinators, faculty, and staff with the purpose of providing students a full understanding of required preparation that goes beyond formal education, skills, or certification. Such topics include program costs, clinical site travel requirements, study expectations, and success strategies for the program.

Programs are evaluated in a state-mandated five-year process, and an internal annual process has been developed. The new internal annual process evaluates programs for effectiveness at meeting institutional targets with respect to enrollment, retention, persistence, completion, and cost-effectiveness as well as program specific targets for learning outcome achievement. This process is as follows. Each spring the College's Institutional Effectiveness Department compiles enrollment, retention, persistence, completion, and cost-effectiveness for each program. This data is then presented to each program's coordinator. The program coordinator compiles evidence of the achievement of program learning outcomes. The program coordinator then develops improvement plans with respect to any deficiencies in performance. The improvement plans and learning outcomes assessment are then submitted to the appropriate instructional dean and the Vice President of Instructional Services. Together, these administrators review the program improvement plans and outcomes achievement and work with the program coordinators to finalize the improvement plan and ensure proper resource allocation and institutional support to make the improvement plan successful. See the annual review process data for both degree programs and academic disciplines at these links.

The five-year process is coordinated with the Illinois Community College Board. Through this process, each program coordinator conducts a review of the program enrollment, retention, and

completion data as well as program learning outcomes and objectives. On the basis of this review, the program coordinator, their respective instructional dean, and the Vice President of Instructional Services make a consensus judgment about the continued status of the program. Most programs are continued with minor improvements with a minority of programs requiring major changes for continuation. This review is then summarized and reported to the College's Curriculum Council for approval before being submitted for approval to the Illinois Community College Board. All submissions to the Curriculum Council and the Illinois Community College Board have been approved. See the collective submission of 5-year program review to the Illinois Community College Board from the past four years as evidence of the results of this process.

To ensure that appropriate levels of rigor and achievement occur for all modalities, locations, and dual credit offerings, the College engages in a number of independent processes. Online course offerings are subject to special review to ensure the quality and rigor of online course offerings. Each course undergoes a review by a committee of other online faculty, staff from the College's distance education department, and the respective academic dean. As part of this review, the course creator presents the course to the committee before each committee member views course materials and completes a standard online course evaluation rubric. This facilitates a sharing of best practices among online faculty in addition to the formal review. Those courses that fail to meet the minimum average score on the rubric are returned to the creator for improvement and resubmission to the review committee. See this completed online course rubric as evidence of this online course review process.

Dual credit offerings are evaluated by full-time college faculty through regular site visits at each dual credit location. During these visits, full-time faculty review dual credit faculty syllabi and instructional methods to ensure program rigor. See the dual credit site visit form as evidence of this process. When a site is determined to be below the College's standards for a particular course or program, the full-time faculty work with their respective academic dean to present the dual credit site with steps necessary to improve rigor and, thus, maintain that particular dual credit affiliation with the College. If a site cannot, or will not, take the required steps, that particular dual credit affiliation is cancelled. Recent examples of such cancellations include the elimination of word processing coursework at a school district which would not maintain current software and other required course materials. See this email documenting the process of requiring compliance from the school offering this word processing course, compliance which they failed to provide and for which their dual credit offering was cancelled.

These dual credit site visits complement a rigorous approval process for all dual credit courses. All dual credit faculty undergo a credentialing review to ensure that they are acceptable under the College's faculty credentialing policy. Each dual credit course undergoes a master syllabus review to ensure that the dual credit offering meets the standards set forth in the College's master syllabus for the course. See this email detailing the rejection of one such master syllabus as evidence of this process. This initial review process coupled with the ongoing site visit process ensure that all dual credit offerings meet program standards for rigor and quality. Full-time College faculty also conduct regular visits with existing dual-credit faculty to review their courses and to ensure consistency in curriculum and standards. See this documentation from one dual credit site visit as a representative example providing evidence of this process.

Transfer credits are awarded automatically for any course approved by the Illinois Articulation Initiative (IAI) in which Kaskaskia College participates. This initiative identifies transfer courses with an IAI course number in addition to the College's subject designation and course number. A student who has successfully completed a course with an IAI course number at another institution is

automatically awarded transfer credit at Kaskaskia College for its course of the same IAI course number.

For courses not covered by the Illinois Articulation Initiative, the College's Registrar coordinates a review process to identify course equivalents at Kaskaskia College. This process begins by reviewing the accreditation status of the origin institution. Credits from institutions that are not regionally accredited are not accepted for transfer credit at Kaskaskia College. For institutions that are regionally accredited, the process continues by contacting the origin institution and requesting a course description and representative syllabus. The Registrar then shares this information with the lead faculty member in the course's discipline area. The lead faculty then approves the course for transfer equivalency with a Kaskaskia College course or as general transfer credit at the appropriate level.

Prior learning and proficiency credit is awarded in accordance with the College's Non-Traditional Credit Opportunities Policy (See page 183 of the Policies and Procedures Manual). In accordance with this policy, students request the award of prior learning credit and submit a portfolio of prior work demonstrating that they have successfully met the learning outcomes of the course for which they are applying to receive credit. This portfolio is then reviewed by a lead faculty member in the course discipline who judges whether or not it demonstrates satisfactory achievement of the course learning objectives. For proficiency credit, students make a request to the appropriate instructional dean for permission to take a proficiency examination approved by the College for a particular course. Students who then take a proficiency exam must earn a designated minimum score that has been set respective to each course for which proficiency credit may be earned.

The College is proactive in selecting, implementing, and maintaining specialized accreditation for its programs. During feasibility studies of new programs, the need for specialized accreditation is considered. When a new program is selected for development and implementation, the academic dean responsible for that area works with affiliate faculty and program coordinators to review possible accrediting bodies and select the most appropriate option by comparing competitor institutions, accreditation costs, and service benefits of each option. This ensures that any new programs have the specialized accreditation that is necessary for the success of the program.

For existing programs that do not maintain specialized accreditation, program coordinators regularly review accreditation options for their program areas. Those that do not maintain specialized accreditation review the options, benefits, and costs of accreditation on an annual basis and recommend accreditation to their academic dean and the Vice President of Instructional Services when they deem it appropriate. A recent example of this is the accreditation of the College's paramedicine program by the Committee on Accreditation of Allied Health Programs. This successful implementation of specialized accreditation was achieved through the process here described.

For existing programs that do maintain specialized accreditation, program coordinators lead the maintenance process with the assistance of their academic dean, program faculty, and the support of the College's Institutional Effectiveness department. Program coordinators are responsible for managing the annual outcomes assessment data collection and evaluation process for their program. That data and evaluation is compiled with enrollment, retention, and persistence data provided by the College's Institutional Effectiveness department. This serves as the foundation for each program's annual accreditation reporting to their respective accrediting body. See the 2017 accreditation selfstudy from the College's Radiologic Technology Program as a representative sample.

Program coordinators also work with their academic deans to manage the reaffirmation of accreditation process with each of their respective bodies. This includes authoring and publishing master accreditation documents as well as coordinating site visits by accrediting bodies as required by each. A recent example of this process is the reaffirmation of accreditation for the College's Associate's Degree in Nursing program by the Accrediting Commission for Education in Nursing in 2015. By following this process, the Associate's Degree in Nursing program was able to achieve another decade of accreditation by this highly respected national organization.

Kaskaskia College assesses the levels of outcomes attainment by graduates through several related processes. At the adult education level, student performance on the High School Equivalency exam is monitored by adult education staff. Graduate progress in college-level coursework is then subsequently tracked with the assistance of the College's Institutional Effectiveness Department.

At the undergraduate level, outcomes attainment assessment is undertaken for both the general education outcomes and program specific outcomes. General education learning outcomes are assessed according to the process described in 1P2. Other general education outcomes, such as transfer and employment success, are measured by an annual survey of general education Associate's Degree earners. Students are surveyed by the College's Institutional Effectiveness department which then compiles the survey data and shares it with the Vice President of Instructional Services and the College's academic deans. Together, they evaluate this data and use it to identify opportunities for improvement in the College's general education program. See the summary results of the transfer graduate survey for the past several years. These results indicate that the College's general education program is serving its students well with 90% of respondents consistently indicating a positive or very positive experience at Kaskaskia College and 70% of students consistently reporting being wellprepared for their continued education. The College would like this latter number to be higher with a goal of 80%. To drive improvements in general education preparedness, the College initiated an AQIP Action Project on General Education Core Assessment. The changes driven by this assessment project in the general education program should improve transfer student preparedness for their continued education.

Program specific outcomes such as licensure exam pass rates, post-graduation employment rates, and others defined by each respective program are monitored by each program with the assistance of the College's Institutional Effectiveness department. Each program monitors its own licensure pass rates and other program specific outcomes. See the program effectiveness report from the College's Radiologic Technology Program as a representative sample of monitoring of this data by career and technical programs. The College's Institutional Effectiveness department surveys all graduates for employment and continuing education status at approximately six months post-graduation. This data is then aggregated by program and presented to all program coordinators. Program coordinators then review this data and use it to assess program outcome attainment and to identify opportunities for improvement within their specific programs.

The selection of evaluation methods for program currency and effectiveness is performed by the respective program coordinators and their academic deans. They work together to set program effectiveness goals and develop methods of assessment that are individually tailored to the program area and its unique goals.

Academic program quality is reviewed using both qualitative and quantitative methods. The most significant qualitative measure is the feedback gained from program advisory boards. Each program convenes an annual advisory board. These advisory boards make a wide range of recommendations. The professionals that serve on these boards are highly positive in their evaluation of Kaskaskia

College's programs. See the program advisory board minutes from the College's Dental Assisting Program as a representative sample of these minutes. The most common recommendation offered by program advisory boards is an emphasis on the skills of writing, communication, mathematics, and critical thinking. Each program develops its own action plans in response to such recommendations and then monitors progress by the subsequent annual review of their advisory board.

The College participates in the Community College Survey of Student Engagement (CCSSE) each four years. This provides the College with insight into the success of its program in engaging students in practices that have been shown to promote high levels of learning. See the College's 2013 CCSSE results [here](#) and 2017 CCSSE results [here](#). Those results indicate that Kaskaskia College is lagging in measures of academic engagement, effort, collaborative learning, and student-faculty interaction. To improve in these areas, the College created its Teachership Academy in which faculty receive instruction, and conduct research, in active learning and pedagogy. This program has had high levels of enrollment by full-time faculty and the College anticipates that the instructional improvement it has promoted will be reflected in future CCSSE benchmark results.

Quantitative measures from the College's annual program review [_](#) are also used to evaluate program quality. Program review metrics were established as follows:

Enrollment Headcount: a three-year average enrollment of at least 30 students for an associate's degree program; 15 for a certificate

- Financials: a gain, rather than a loss, per credit hour for the previous fiscal year
- Program Completers: a three-year average of at least 12 per year
- Fall-Spring Retention: a three-year average of at least 70%
- Regional Job Growth in Profession: at or above 6%.

The latest annual program review data indicates that most programs were able to meet enrollment, completer, retention, and job growth metrics while few were able to meet the financial metric. As a result of this, the College has placed an emphasis on improving the efficiency of its program delivery in many areas. Some programs that were able to meet no, or only one, metric have been suspended or significantly revised as a result of this process. The Horticulture program, which met no metrics, has been suspended. The Industrial Technology program, which met two metrics, is undergoing significant revision in both curriculum and delivery modality to encourage program growth. All programs which fail to achieve one of these metrics are required to develop an improvement plan in collaboration with their respective dean.

Academic disciplines are also quantitatively evaluated on an annual basis. The metrics for academic disciplines are as follows:

- Average Class Size: at least 12 students per section
- Financials: a gain, rather than a loss, per credit hour for the previous fiscal year
- Satisfactory Course Completion ("C" or better): at least 75%

The latest annual discipline review data indicates that most disciplines were able to meet the average class size and satisfactory course completion metrics. Just under half were able to meet the financial metric. This has led to an increased emphasis at the College on the efficiency of course offerings.

The data from the College's transfer graduate survey is also used to evaluate programs, especially arts and science programs. The results of this survey are generally positive. The College would like to see increases in the percentage of graduates indicating they felt "well prepared" for their transfer

coursework. The College is encouraged, however, by the recent improvement in this area as well as recent improvement in the percentage of graduates indicating a "very positive" experience at Kaskaskia College.

Recent improvements in this area include changes to the 5-year review process which now differentiates data by delivery modality. Also, the Illinois Articulation Initiative submission documents now include online as well as face-to-face syllabi to improve consistency across delivery modalities.

The College has also launched a standing online course review committee. In the past, courses planned for online delivery were reviewed by an ad hoc committee. Now a standing committee will review all online course offerings. The College believes this will encourage consistency in the delivery of online courses.

Sources

- CCSSE2013 ExecSum
- CCSSE2017 ExecSum
- Dental Assisting Advisory Board Notes
- Discipline Review Data
- Dual Credit SiteVisit Form
- Dual Credit Visit Documentation Blanchard MATH
- General Education Core Assessment 08-31-2006 to 05-31-2010
- Lit Dual Credit Rejection CORLHS LITO 139
- Office technologies Classes Centralia Email
- Online Course Rubric PHLE-120
- Paramedicine CAAHEP accreditation Letter
- Policies Procedures Manual 9-14-17
- PQP Combined
- Program review Data
- RadTech Pass Rates
- RadTechProgramSelfStudyReport
- Spring 2018 LPN Worksheet
- Transfer Grad Survey Results Summary

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

The College ensures academic freedom by adhering to the statement of academic freedom in the collective bargaining agreement with the College's faculty union. This statement reads,

“Within the scope of their duties and responsibilities, the Board, the Federation [faculty union], and the Federation members covered by this Agreement recognize their responsibility to protect and encourage the search for knowledge and its dissemination. Federation members have both the right and obligation to adequately investigate and to present to their students, based upon their professional judgment, available information related to the subject and course being taught. Federation members shall at all times strive to be accurate, show respect for the opinions of others, present various facets of controversial issues, identify their own personal persuasion on controversial issues where necessary to present an unbiased presentation on such issues, and make every effort, where appropriate, to indicate that they are not institutional spokespersons. When speaking or writing as private citizens on institutional issues, Federation members shall indicate that they are not institutional spokespersons.”

A formal grievance procedure provides an outlet for adjudicating any purported violations of this statement.

The integrity of research and scholarly practice is ensured by respecting the Statement of Professional Ethics in the collective bargaining agreement with the College's faculty union. The relevant section reads,

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. This duty requires a commitment to academic pursuits beyond the scope of the classroom teaching experience. Professors accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.”

This statement is enforced by the College’s faculty review and, as necessary, disciplinary processes.

The College ensures ethical learning and research practices of students by enforcing the College’s statement on academic integrity. This statement is shared in the Student Handbook, and is required on all course syllabi, and states,

“Acts of Academic Dishonesty include: plagiarism, preparing work for another that is to be used as that person’s own work, cheating by any method or means, knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly research, knowingly furnishing false information to a college official relative to academic matters, and solicitation, aiding, abetting, concealing or attempting conduct in violation of this code. Sanctions for academic dishonesty are at the discretion of the instructor and subject to appeal as provided in the Student Code of Conduct.”

This statement is enforced by individual faculty members as they teach their courses. Systemic or flagrant violations of this statement are reported to the faculty member’s respective dean and are shared with the Vice President of Student Services to determine if additional communication with, or sanctions on, the violators are warranted.

To complement this process, the College recently passed a more expansive policy and procedures document relating to academic dishonesty. See the revised Student Code of Conduct Policy in the Policy and Procedures Manual, pages 273-276.

The College ensures that all students, faculty and staff engage in ethical practices and exhibit the highest levels of responsibility in their conduct. All College faculty and staff are provided training in, and held accountable to, the College’s Core Values of Honesty, Fairness, Compassion, Respect and Responsibility. This is reinforced by the requirement that all degree completers complete a course of study in core values and ethical decision making.

Issues related to academic honesty and integrity are covered by the statement of Student Rights and Responsibilities in the Student Handbook (see pp. 109-110) and the Statement of Professional Ethics in the faculty collective bargaining agreement. The former prohibits:

"Plagiarism: Representing the work of another as one’s own work.

Preparing work for another that is to be used as that person’s own work.

Cheating by any method or means.

Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly research.

Knowingly furnishing false information to a College Official relative to academic matters.

Solicitation, aiding, abetting, concealing or attempting conduct in violation of this Code."

Students receive guidance in the proper and ethical use of information through the staff of the Learning Resource Center as well as their course faculty. Students may also take a designated course, RESK 125: Research Skills, which provides detailed guidance in the ethical use of information.

The Statement of Professional Ethics in the faculty collective bargaining agreement states that:

“Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.”

“Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect their true merit.”

“Professors accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.”

These policies are enforced through the College’s processes for student discipline as well as faculty and staff evaluation.

Results of these processes have been generally positive. Formal tracking of academic integrity violations by students has not been conducted in the past. Informal reporting of cases by faculty to their respective deans helped motivate the development of the new policy and procedures on academic integrity, which includes a tracking mechanism so the College can now measure the frequency of violations of this policy as a means of evaluating the success at ensuring academic integrity.

Faculty compliance with the statement of professional ethics is monitored through the faculty evaluation process. In the past four years, some isolated incidents were identified and appropriate action taken to ensure future compliance. See the summary report on faculty movement for evidence of these actions. Such infractions are infrequent with the frequency appearing to be consistent over the long-term leading the College to believe that these policies and procedures are effective and with no improvements planned for the near term.

Recent improvements in this area include significant revisions to the College's faculty credentialing system to comply with changing standards by state and regional accreditation oversight bodies. See pages 151-155 of the Policy and Procedures Manual. As well as enhancing the faculty review process for tenured faculty, which is a three-year process, by adding an annual self-evaluation for tenured faculty.

The revised Student Code of Conduct Policy discussed above is an improvement in itself by providing added clarity on these matters for faculty as well as students and implementing institutional penalties for infractions of the policy. In conjunction with this, the College has improved communication about academic integrity to students during its New Student Orientation. The College believes this will encourage increased levels of academic integrity at the College.

Sources

- KCFT Faculty Union Contract 12-16
- Policies Procedures Manual 9-14-17

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

211: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Individualized identification of students needing support services is provided by the College's Student Services division in partnership with faculty and staff throughout the College. The College identifies at-risk learners by using placement and demographic data. All degree seeking students must submit ACT or SAT scores or take a placement test to determine readiness for college-level work. These results are then reviewed by advising staff to ensure that students are placed into proper developmental coursework as necessary. Those developmental courses are buttressed with increased faculty and academic support so that the individual needs of at-risk learners can be met. See [the](#) College Catalog, pages 30 - 32, for evidence of, and standards for, this process.

The College also maintains a TRiO program that identifies at-risk students by demographic data. Students that are first-generation, low-income, or who have a diagnosed learning disability are contacted by TRiO staff and encouraged to join the TRiO program. The TRiO program then provides specialized tutoring, academic planning, and advising to those students who elect to join the TRiO program. See the application and evaluation checklist forms of evidence of this process as well as the latest performance results of the TRiO program.

Students not identified through these identification processes who still need special learning support are identified by faculty and staff through the retention alert process. Faculty or staff who recognize an individual student need report that need through the College's internal retention alert system. Retention alerts provide information to identify the student, the reason for issuing the alert, and recommended support to provide the student. These retention alerts are then reviewed by Student Services staff who contact the student and work with them to provide the individual learning support necessary for that student's success.

The College also identifies students in need of additional learning support through its Standards for Academic Achievement (SAA) process. Through this process, students who fail to progress academically due to a low GPA or failing to complete courses are identified at the end of each semester and contacted. These students are provided with information about learning support services at the College that can improve their performance.

Students who are placed on academic warning status are contacted by a KEEP Liaison who encourages the student to meet with them to review their status and discuss strategies for future classroom success. Students who are placed on academic suspension status must sit out for one semester or they can appeal to continue. All suspended students must complete a learning contract that identifies required action throughout the semester directed toward improving academic performance. Examples of actions students would agree to complete are meetings with liaisons and attending tutoring sessions. Upon return, a student who has had an academic suspension is limited to seven credit hours the first semester after suspension. See these representative sample KEEP contracts as evidence of this process.

The College's Academic Center for Excellence (ACE) provides tutoring, library, and research services to all students. The Academic Center for Excellence is the centerpiece of the College's student support infrastructure. It complements the College's strong technological and facilities infrastructure that serve student learning needs in furthering the College's instructional mission. In addition, College faculty provide individualized tutoring and support to those students in their classes with all full-time faculty offering 10 or more office hours for open student access each week. See the KCFT Contract, page 21, for evidence of this requirement. Both the staff in the Academic Center for Excellence and all faculty provide individualized education in ethical research practices and knowledge acquisition. This complements the generalized instruction in academic integrity described in 1P5.

The process of determining if new student or stakeholder groups should be targeted with educational offerings builds on the processes of stakeholder need analysis and relationship building discussed above in 1P3, New Program Design. Suggestions for new educational programming or special targeting of new populations with current programming first emerge through these processes. Next, the Vice President of Instructional Services works with the academic Deans and Directors. Major obstacles to implementation are discussed as well as opportunities for enrollments, employment and service to the community. This research is then summarized and presented to the Enrollment Management Team for further discussion with a more diverse group of people from across the College. If the program is deemed favorable through a consensus of the Enrollment Management Team, then it is implemented.

For targeting of new populations with current programming, implementation is immediately delegated to faculty and staff who work on marketing, recruiting and curriculum development. For new educational offerings, the proposal approved by the Enrollment Management Team must then be submitted to the College's Curriculum Council before being submitted to the Board of Trustees (new programs only, not courses are submitted to the Board of Trustees) and, finally, to the Illinois Community College Board. While moving through this approval process, the College works on implementation with full offering of the program possible only after it has been approved by all of these groups.

Kaskaskia College identifies support service needs of students and other stakeholder groups through a variety of means. First, the College administers three student surveys, one per year on a rotating schedule, that provide an indication of student behaviors, preferences and needs. For example, the College administers an internal student satisfaction survey in the fall semester that provides data on student preferences with respect to a wide range of academic and support services at the College. In the past, the College distributed this survey in paper format but now distributes the survey online via a link on the College website and the College's Blackboard login page to improve student accessibility. See the latest results from the Kaskaskia College Student Satisfaction Survey [here](#). These results are analyzed by each department with special emphasis on the questions relevant to each respective area of responsibility. Individual comments as well as aggregate data are considered as a means of identifying student service needs as well as evaluating current service offerings.

The College also administers the Community College Survey of Student Engagement and the Noel-Levitz Student Satisfaction Inventory every three years. See the National Community College Benchmark Report for comparative Noel-Levitz Data from the last survey period. These surveys provide quantitative data that is analyzed by the President's Cabinet and institutional planning teams to identify support services needs of students.

In addition to those quantitative means of identifying student support service needs, the College employs a number of qualitative methods of identification. Student forums are held annually to allow

students to share their concerns with the administration. Suggestion boxes are placed around campus for students to share their needs and concerns. Student focus groups are held periodically to gain student input on specific issues that arise. The results of all these qualitative means of gathering information from students are shared with members of President's Cabinet and follow-up is delegated to an appropriate responsible party who addresses any identified needs by forming a committee to further research the issue and develop a plan for addressing it.

The support service needs of other stakeholders are identified by means similar to the qualitative means employed for student support service need identification. Community engagement forums with the President and Board Chairperson are held annually at each of our education centers. Advisory boards are convened annually for each career, technical and allied health program. See the representative meeting minutes from the last cycle of community engagement events here. Information collected in these settings is shared and analyzed by President's Cabinet to identify the support service needs of each stakeholder group with follow-up action being delegated to the appropriate responsible administrator.

In addition, major support service needs are communicated to the various planning teams that are active at the College. Institutional, facilities and equipment planning teams are all provided the relevant data from the collection methods described above. These teams then work to plan for addressing identified needs through long-term planning and resource allocation. These efforts also serve as means of identifying stakeholder needs by including representation on the planning teams from various stakeholder groups. Institutional planning teams include representatives from stakeholder groups who help identify needs of their respective groups through the planning process. Other College organizations, such as the Friends of the Fine Arts and the Kaskaskia College Sports Association also have broad stakeholder representation to facilitate the identification of stakeholder needs in the respective areas of concern for these organizations

In reviewing the results of these processes, the student satisfaction survey results (see especially pages 9-15) are quite positive. Students report high levels of satisfaction with all student services and the registration experience. The College recognizes the registration experience at high schools as an opportunity for improvement. Recent improvements in this area include developing educational plans for each high school student prior to their in-school registration meeting. Another area of emphasis for the College is the limited utilization of career services as nearly 66% of respondents report not using the service. The College recently implemented a faculty mentoring process in career and technical programs with steps involving career services. The College anticipates an increase utilization of this vital service as a result.

The Noel Levitz data, as reported in the National Community College Benchmark Project Data (see especially page 4), is also very positive. Student satisfaction percentile ranks, compared to other community colleges that participate in the National Community College Benchmark Project, for each satisfaction scale are as follows:

- Academic Advising/Counseling 96%
- Academic Services 91%
- Admissions & Financial Aid 84%
- Campus Climate 81%
- Campus Support Services 84%
- Concern for the Individual 97%
- Instructional Effectiveness 90%
- Registrations Effectiveness 91%

- Responsiveness to Diverse Populations 97%
- Safety and Security 88%
- Service Excellence 95%
- Student Centeredness 89%

These results are uniformly positive and indicate high levels of success at serving student needs of all types through many different processes at the College.

Recent improvements in this area include the centralizing of advising on main campus. Earlier results of student satisfaction surveys showed that satisfaction with advising was an opportunity for improvement. To address this, the College worked to eliminate the process of having remote education center staff offering academic advising. Now all academic advising is handled by a fulltime, professional advisor on main campus. The improvement in satisfaction with academic advising suggests that this change has had positive effects.

Similarly, to ensure consistent processes and service levels at remote education centers, the College recently began using main campus staff to back-fill at education centers and developed standardized process manuals for use at all education centers as well as main campus. These changes have helped to improve communication between locations which, in turn, has improved the quality of service throughout the College.

The College has also recently updated its placement testing instruments and has improved its testing environment to allow for greater isolation and focus of those taking placement tests. See the College Catalog (pages 28-32) for details on the College's placement standards. The College anticipates that this will produce an increase in satisfaction with placement testing in upcoming student satisfaction surveys.

The College also recently improved its processes for identifying and responding to diverse student needs by developing its Student Wellness Intervention and Facilitation Team (SWIFT). The SWIFT team was formed to provide threat assessment, early identification of needs, and assistance to persons on campus and facilitation of referrals. The SWIFT team is comprised of College administrators and staff members who meet at least every other month to discuss behavioral incidents and concerns occurring on campus, and discuss, plan and implement intervention strategies. Members come to the team with experience in managing student services and safety aspects of the campus experience and may, therefore, spot trends and provide early intervention as they evaluate behaviors from a variety of campus perspectives. The team meets as needed, outside of the regular schedule, to discuss students demonstrating behavioral concerns. The primary purpose of the team is to provide an early intervention resource for Kaskaskia College faculty, staff and students to consult on student behaviors identified as distressing, disruptive or threatening. When the SWIFT team identifies, or is alerted to, a particular student in distress, the team works to ensure campus safety and to connect the distressed students to community resource partners who can provide for the student's mental health, medical, social, or other needs.

Sources

- Community Engagement Meeting Notes 2016
- Fall 2014 Student Satisfaction Survey Results
- Kaskaskia College 17-18 College Catalog
- KC Instructional Space Inventory

- KCFT Faculty Union Contract 12-16
- KEEP Contracts
- NCCBP2015
- TRiO Application FORM July 2017
- TRiO CHECKLIST and Score 7.12.17
- TRiO SSS 2016017 Preliminary APR 10.09.17

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

Student retention, persistence, and completion data is collected, aggregated, and presented by the College's Institutional Effectiveness department through College's ERP system. Data sets include all student data from targeted demographics rather than samples of populations to ensure the greatest possible accuracy for descriptive statistical analysis. The Institutional Effectiveness department then presents this data to the Vice President of Instructional Services, the academic deans, and program coordinators to facilitate achievement of institutional goals for student retention, persistence, and completion.

Targets for retention, persistence, and completion are established through the College's continuous quality improvement and planning process. As part of this process, teams from the Instructional Services and Student Services divisions collaborate to set college-wide targets for these measures. These teams include Vice Presidents, deans, directors, staff, faculty and students to ensure a diversity of perspectives and considerations in the deliberations of the teams. The College's current aspirational retention (non-course withdrawal rate) goal is 90%; its aspirational term-to-term persistence goal is 85%, and its completion goal is 60%. To set these goals, the continuous improvement and planning teams began by considering the national goal of having a workforce with 60% or greater attainment of a quality post-secondary credential. Calculations were then performed to identify average rates of persistence and retention necessary to maintain a pipeline to completion that would result in a 60% completion. The continuous improvement and planning teams then reviewed Kaskaskia College's historical performance as well as comparative data from the National Community College Benchmark Project and comparisons to our cohort group in the IPEDS Data Feedback Report to validate that these goals were challenging yet attainable.

These institutional goals are then distributed as minimum thresholds for program goals as well. These program goals are then adopted by each respective program coordinator and the associated program faculty. While some programs have set goals that exceed these institutional goals, most program goals are equivalent to the institutional goals. See the annual program and discipline review data for evidence of this process. The specific institutional goal for each metric are delineated in 1P4.

Data relative to these goals are analyzed at the institutional level by the Instructional and Student Services continuous quality improvement and planning teams. They meet each year to review the prior three year's performance data and to both identify opportunities and develop plans for improvement in retention, persistence, and completion. This review and improvement planning is fully integrated with the College's institutional planning process to ensure that those teams engaged in planning are fully engaged in analysis of retention, persistence, and completion data analysis. This also ensures that the deans and directors responsible for implementing improvements and ensuring that targets are met are fully engaged in the planning process. Tasks from improvement plans are then assigned to the appropriate dean or director who is then responsible for implementing those plans. This ensures that future targets are met and, if they are not, that continuous improvement efforts are maintained to work toward meeting those targets in the future.

The College's completion data are below the College's internal goals while generally exceeding comparison groups. The National Community College Benchmark Project Data (see 2015 report here, 2014 report here, and 2013 report here). Three-year completion for full-time students is trending upward with a value of 42% in 2013, 46% in 2014, and 49% in 2015. Though below the College's aspirational goal of a 60% value for this metric, these numbers place Kaskaskia College among the top 4% in each of these report years. Comparison with Kaskaskia College's regional peers

is also favorable, as evidenced by the IPEDS Data Feedback Reports from 2016, 2015, and 2014 all indicate that Kaskaskia College's completion rates exceed those of its regional peer group.

The College's persistence numbers, however, lag behind its peers and behind institutional goals. The College has set an aspirational term-to-term persistence goal of 70%. In recent years, the College has been near this goal but not attained it and this value has been trending negatively with values of 68% in 2013, 65% in 2014, and 61% in 2015. These values place Kaskaskia College well into the bottom quarter of community colleges in each of those years. Comparison with Kaskaskia College's regional peers are similarly negative with the College lagging behind its peer group in the IPEDS Data Feedback Reports from 2016, 2015, and 2014.

Retention rates at the College are satisfactory, overall. The College is regularly in the upper half of community colleges, nationwide, in its retention rates with a college-level credit retention rate of 91% in the 2013 NCCBP Report, 92% in the 2014 NCCBP Report, and 93% in the 2015 NCCBP Report. These values are below the College's internal goal of 95% retention but are favorable in comparison with both national and regional comparison groups.

The relative discrepancy between completion rates and persistence rates suggest that the College struggles to connect with students early in their educational process but succeeds at guiding students to completion who make it through their first-year at the College. The College recognizes this as an opportunity for improvement and has developed improvement initiatives to build stronger initial relationships with students by revising its New Student Orientation and implementing its faculty mentoring process.

Several improvement initiatives have been implemented in the past five years in efforts to improve completion and persistence. These include a faculty mentoring program in which new students work with advisors to develop full educational plans that map out the path to completion of their chosen program. These students then work with their faculty mentor each semester to monitor progress toward these educational goals as mapped out by the educational plan. This process has been fully implemented in career and technical programs with plans to implement it in arts and sciences in the near future. The College believes this system will help to improve the College's, comparatively strong, completion numbers and persistence numbers that are in need of improvement.

To better engage students early in their educational experience with Kaskaskia College, the College has restructured its New Student Orientation while also expanding its reach to a greater percentage of incoming students. This, coupled with the faculty mentoring process that gets students engaged in their program of study more quickly, is expected to improve the College's term-to-term persistence rate.

The development of the College's annual program review process described in IP4 is also an important effort aimed at improving retention, persistence, and completion. The process facilitates the alignment of college-wide retention, persistence, and completion goals with program-level goals and improvement initiatives. The multi-level approach to improving retention, persistence, and completion at the College is recent improvement that the College believes will result in significant improvements in these areas.

In addition, the College is currently revising its college-wide retention plan with a full-launch in 2018. That plan will fully integrate the improvements just mentioned so that institution-wide initiatives to improve retention, persistence, and completion can be fully integrated with program level improvement initiatives.

Sources

- Discipline Review Data
- IPEDS 2014 Data Feedback Report
- IPEDS 2015 Data Feedback Report
- IPEDS 2016 Data Feedback Report
- NCCBP2013
- NCCBP2014
- NCCBP2015
- Program review Data

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Consistent with its mission of commitment to lifelong learning and quality comprehensive education, Kaskaskia College engages a broad range of stakeholders in its activities. As such, the College analyzes the needs of a wide range of stakeholder groups including, but not limited to:

- Current and prospective students,
- Faculty and staff,
- The general public,
- Local employers,
- Local governments and
- Community service organizations.

With the student stakeholder group addressed in 2P1, we will focus on other internal and external stakeholder groups in this response.

The College maintains a number of processes for collecting stakeholder input and for better understanding changing needs of stakeholder groups. Internal stakeholders are addressed in much the same way that students are addressed. Presidential forums with staff, periodic staff surveys, and broad participation from faculty and staff on campus committees provide a wealth of input from internal stakeholders.

The College's Institutional Effectiveness Department monitors changing demographics of external stakeholders by regularly reviewing federal labor statistics, population demographics and projections. The College also coordinates a number of groups through which external stakeholders provide input. These groups include program advisory boards, the Kaskaskia College Alumni and Friends Association, the Kaskaskia College Friends of the Fine Arts, and the South Central Illinois Growth Alliance (a regional economic development alliance) among others.

Regular community engagement events are also held at each of the College's educational centers to solicit information from the public. See the meeting minutes from the last round of community engagement meetings as evidence of this process. Information collected from these groups is summarized by the staff liaisons to those groups and provided to the appropriate Vice President. From there, the process of analysis mirrors that described in 2P1 with each Vice President delegating responsibility for further study and response.

Each academic program at the College maintains an advisory board of regional professionals, program graduates, employers, and community members. These advisory boards provide meaningful feedback from these various stakeholder groups with respect to the particular profession for which the program prepares students. The program advisory board process is described in detail in 1P2 and 1P3. See those responses for more details on this process. See the representative sample of program advisory board meeting minutes for evidence of this process here.

The Kaskaskia College Alumni and Friends Association provides a mechanism for identifying external stakeholder needs as well. With a diverse group of members from recent graduates to longterm supporters of the College, coordination of the Alumni and Friends Association allows the College to solicit the interests of alumni and community members. During meetings and events of the Alumni and Friends Association, members express their interests and the College then works to

research and respond to those expressed interests. See the compiled minutes from recent Alumni and Friends meetings for evidence of this process and a sampling of the feedback provided by this group.

The Kaskaskia College Friends of the Fine Arts works to support the fine and performing arts at Kaskaskia College. This group consists of community supporters, fine and performing arts faculty members, and College administrators. Together, they explore stakeholder needs relative to arts and culture in the College and community and to help meet those needs through fundraising, event sponsorship, and other activities as appropriate. See the compiled minutes from recent Friends of the Fine Arts meetings for evidence of this process and a sampling of the feedback provided by this group.

The South Central Illinois Growth Alliance (SCGIA) is the College's economic development arm. It works with governmental bodies and major employers throughout the region to improve the local business climate and encourage regional collaboration, rather than local competition. With a membership consisting of business leaders, mayors of local communities, county officials, and many other governmental leaders, SCIGA provides a mechanism for assessing public governmental interests as well as private business interests. Through monthly meetings of SCIGA, the interests are identified and discussed. These interests are then shared with the College's President's Cabinet where research and response are delegated to the appropriate department. See the compiled minutes from recent SCIGA meetings for evidence of this process and a sampling of the feedback provided by this group.

Finally, changing demographic and employment data as well as key suggestions from advisory groups are shared with the College's planning teams. These teams review this input as well as the courses of action implemented through the administrative hierarchy of the College and develop more long-term and strategic courses of action. This planning process is described in more detail in response 4P2 of this *Systems Portfolio*.

Results from the processes have been positive. These processes have succeeded in building high levels of community support for the College while providing valuable guidance to the College for its planning efforts. Community engagement groups have provided valuable feedback on local programming needs in their respective communities. The Alumni and Friends association has provided insight into how we may improve outreach and communication to alumni of the College. The Friends of the Fine Arts organization has provided important opportunities for cultural development to the local and College communities. SCIGA has emphasized the need to engage employers in general and the manufacturing sector more particularly. As a result, the College has begun holding summits of human resource directors of major employers in the region as well as a manufacturers summit to strengthen lines of communication with these important external stakeholders.

Sources

- Alumni Friends Minutes
- Community Engage Meeting Notes 2016
- Dental Assisting Advisory Board Notes
- FoFa Meeting Minutes
- SCIGA Minutes

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

The College has a formal complaint process and a complaint officer in charge of coordinating this process. This process is as follows. Persons with complaints are first encouraged, if possible, to resolve the complaint informally by dealing directly with the primary subject of the complaint. If the complainant chooses to not attempt informal resolution or the informal resolution is unsuccessful, then the complaint is formally documented by the complaint officer, any Dean or Vice President, the President, or the Director of Human Resources. Formal complaint activity is reported monthly to the Board of Trustees by the Vice President of Student Services who receives the data from the complaint officer. By allowing the complainant to document the complaint with any of these administrators,

potential conflicts of interest can be avoided. Once complaints are formally documented, these administrators work together to resolve the complaint in the manner most appropriate given the nature of the complaint. The complaint log is monitored on a weekly basis to ensure that all complaints are being handled in a timely manner. All logged complaint activity is subjected to trend analysis on an annual basis to screen for recurring sources of complaints.

As evidenced by the College's complaint log, formal complaints have been few with no recurring themes or trends in need of systematic improvement efforts.

In addition to this formal complaint process, the College maintains many other venues for informal and anonymous complaints. These include forums, surveys, suggestion boxes (online and at all College locations), customer comment cards and word-of-mouth reporting of complaints. Complaints received in these venues are reported to the appropriate Vice President who then shares them with the President and Cabinet. These complaints are then analyzed and a course of action selected according to the process described in 2P3.

Recent improvements in this area include the development of the College's new Sexual and Genderbased Misconduct Policy. This policy and associated procedures provide for more rigorous investigation of sexual assault, gender discrimination, and related complaints. For full-details on this policy, see pages 260-263 of the College's policy and procedures manual.

Sources

- Complaint Log 2015-2017
- ComplaintInfoForm
- Policies Procedures Manual 9-14-17

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Kaskaskia College creates relationships with institutions and organizations from which we receive students by first identifying potential partners through the Institutional Planning and Enrollment Management processes described in 1P3 as well as the various stakeholder organizations described in 2P3. These groups use their particular processes to identify potential partners for collaboration and interest and opportunities arise. Once a potential partner is identified, an administrative liaison is designated to reach out to the potential partner. The College and the potential partner then meet to form a relationship that furthers the interests of the college, the partner institution and, most importantly, the College's students and community.

Once a relationship has been created in this manner, the College gives formal responsibility to a member of the faculty or staff for building and maintaining that relationship. For example, the College has staff designated to build relationships with high schools in the district with whom we offer dual credit opportunities. As another example, the College has designated responsibility to our Director of Adult Education and Literacy to build relationships with local Workforce Investment Boards and other social service organizations that serve the under- and unemployed as persons in these categories often become students at Kaskaskia College. These are two examples of the many staff members charged with building relationships with the College's feeder organizations.

In addition, a number of other efforts are used to build relationships with feeder organizations. The following is a representative, but not an exhaustive, list of events held on a regular basis to cultivate relationships with feeder institutions.

- Annual meetings with high school superintendents and principals throughout the district,
- Recruitment visits each semester to local high schools,
- The College Now program which coordinates dual-enrollment with high schools during regular school hours,
Annual meeting with guidance counselors throughout the district,

- Hosting multi-school events such as science fairs and scholastic bowl tournaments and Annual athletic camps and regional all-star games.

The same processes for identifying and creating relationships described in 2P3 apply to this question. Once a relationship has been created, the College assigns responsibility for the development and maintenance of that relationship to a faculty or staff member.

With respect to educational institutions, for example, the College maintains a University Affiliations program that coordinates academic offerings from universities and bachelor's degree granting colleges at Kaskaskia College locations. As another example, the College has a designated transfer coordinator that works with the institutions to which a majority of our transfer students matriculate. Additionally, several academic departments at Kaskaskia College maintain active 2+2 agreements with universities and have university representatives as members on their program advisory boards. See list of current articulation agreements as evidence of this process.

With respect to employers, all career and technical programs maintain an advisory board which includes employers from the region. The College's regular community engagement events are often attended by local employers. The South Central Illinois Growth Alliance (a regional economic development organization) serves as a hub for maintaining relationships with local employers. In addition, program directors of specific academic programs often maintain professional relationships with employers and professional organizations in their fields. Finally, the College's Student Engagement department maintains a regional job board which coordinates the posting of openings with employers in the region and also assists students with building individual relationships with the employers in whom they are interested. These are many of the persons, groups and processes that the College has in place to build relationships with employers and transfer institutions.

The process for identifying and creating community partners who provide services to our students mirrors that described in 2P3. Relationships are also built on an ad hoc basis as the College becomes aware of specific student needs through its many ways of relating to, and communicating with, students. The inclusion of community members in major institutional committees is a great help in identifying potential services organizations with whom we should create relationships. A recent partnership with the S.A.F.E. (Sexual Assault and Family Emergencies) organization is one example of a partnership that was created through this process. As the College worked to develop a responsive Title IX reporting and complaint process, the College recognized that it lacked the resources to provide support for students affected by this process. The Title IX coordinators thus considered community organizations with an appropriate mission that could serve our students well. S.A.F.E. was contacted and agreed to provide requested services to students on a referral basis.

The College maintains an Alumni and Friends organization which includes many member organizations who serve our students. These organizations include commercial and non-profit organizations that provide services to students as well as alumni. The leadership of this organization regularly builds and enhances relationships with new and existing community organizations and businesses that serve our students.

Additionally, the College supports an active Foundation with a large board comprised of community leaders and friends of the College. As an independent 501c3, this foundation works to serve students through fundraising and the provision of scholarships. By providing administrative support to the foundation, the College cultivates relationships that serve our students both by removing financial barriers to education but also by engaging persons from across our district who are involved in many public, commercial and non-profit organizations that serve students in other ways.

See the compiled meeting minutes from the Kaskaskia College Foundation for evidence of this process.

Kaskaskia College ensures that our partnership relationships are mutually satisfactory by personally engaging those partners in processes of assessment and improvement. By involving these partners in our own community engagement and planning processes, we create opportunities for evaluation of our relationships and for collaboration on the improvement of those relationships. Similarly, by having faculty and staff that are actively engaged as members in many of our partner organizations, we are given the opportunity to evaluate and improve those relationships from within our partner organizations' processes.

The results of these processes have been generally positive and productive. Feedback from high school superintendents has focused on changes to dual credit faculty credentialing in recent years. The updated faculty credentialing policy of the Higher Learning Commission was communicated to superintendents well in advance of the implementation of that policy to significant objection from those superintendents who were concerned about the effect of those changes for their students. The subsequent delay in implementation of that policy by the Higher Learning Commission generated further anxiety from superintendents who then questioned both the timeline and likelihood of implementation. This issue has been the central concern expressed to the College by superintendents during the past several years. Fortunately, the College's process for engaging superintendents through these annual meetings has proven an effective venue for dialogue about these important issues.

Similar dissatisfaction with dual credit credentialing changes was frequently expressed by guidance counselors in their annual meeting but they also provide detailed questions about more specific registration and advising processes at the College. Again, this forum has proven a highly effective way of opening communication channels with this important group and improving relationships with high schools so that we may better serve our students.

A recent improvement in this area has been the increase in financial aid staff visits to local high schools. The Illinois Student Assistance Commission (ISAC) has suffered significant financial pressure and staffing turnover due to the recent budget impasse in the State of Illinois. Previously, this group served as a state-wide resource for financial aid information. The College has actively worked to fill the gap in our region as ISAC's presence has been weakened with local high schools now relying on College staff as their primary resource for financial aid information.

An upcoming improvement in this area is related to the annual superintendent meetings. The College has noticed an increase in retirements among superintendents in the region and that relationships with local districts that were strong often weaken with a change in leadership. To combat this, the College is working to develop a plan for reaching out to new superintendents as soon as possible after they are hired so that the strength of our relationship with each of the 17 high schools in our community college district may be maintained during a transition in leadership at those high schools.

Sources

- Articulation Updates as of 4-4-17
- Foundation Minutes
- Guidance Counselor Meeting Agendas

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and nonclassroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

For regular full- and part-time positions, save the hiring of the College President, the following practices are in place.

Recruitment

Recruitment is conducted through the advertising of vacancies. All new and replacement vacancies are announced by one or more of the following means:

1. Locally—advertising and announcement of position vacancies are printed in local newspapers covering the College district.
2. Regional/National—position vacancies are advertised regionally and through national publications.
3. Internet Services—all position vacancies are listed on various job posting sites to which the College subscribes.
4. On campus—all position vacancies are posted at various sites throughout the campus, on the College web site, and other internal publications.
5. Union Contracts—position vacancies are posted in accordance with any agreed to contract language.
6. Other Means—position vacancies are posted at other appropriate sites such as trade publications, other colleges or agencies, etc.

The hiring of the President is conducted at the discretion of the Board of Trustees with procedures determined by the Board of Trustees, in consultation with the Director of Human Resources, as the need arises.

Irregular staff and adjunct faculty positions are advertised through many of the same means listed above as determined by the supervisor for the position.

Hiring

The hiring process for all regular positions at Kaskaskia College is as follows.

All applicants are required to submit a cover letter, resume, a completed Kaskaskia College application for employment, and an unofficial copy of transcripts (where applicable). Other qualifying credentials are requested as appropriate for each search. Official transcripts are sent directly to the HR office from each issuing institution for the recommended candidate, ideally prior to action.

A special ad hoc committee is created for each vacancy. The composition and role of each committee is as follows:

1. Each respective Vice President and the HR director jointly agree on the composition of the committee.
2. Each committee is representative of the area in which the vacancy exists. Also, whenever possible, additional areas of the College are added to the committee: such as administrative/professional staff, faculty or instructional services, and support staff.
3. Each committee has a charge to: review applicant credentials in accordance with the position criteria that is listed in the job description, determine finalists to be interviewed, conduct interviews, and determine a recommendation.

4. All applicant materials, including letters of recommendation on behalf of a candidate, are available to be reviewed by the committee during the search/screening process. Qualified candidates' application materials are distributed to committee members.
5. Each committee member completes an evaluation form using a point system in evaluating the credentials to the criteria. This process is used both for the initial screening and also for the interviews.

Each committee has a chairperson identified. The chairperson is responsible for preparing the recommendation, including a rationale for the selection to be presented to the President and the Board of Trustees as appropriate.

Those candidates being interviewed must all meet or exceed the criteria listed, unless circumstances warrant a waiver of the criteria. The committee forms a recommendation that is based on experience, education, interview results, and in general, who is the overall best individual for the position. Thus, the interview process determines attitude, verifies abilities, confirms philosophy, determines human relations, teamwork, communication, and problem solving skills, self-starter abilities, and other position specific criteria as it assists the committee to determine the best qualified candidate for the position.

The Human Resources department facilitates this process by assuring all candidates are considered fairly and evenly, making sure Equal Employment Opportunity and other legal requirements are adhered to, and ensuring all College procedures and policies are followed. The Human Resources representative is an ex-officio member of each committee and is neutral relative to all applicants. The Human Resources representative also acts as a resource person regarding the College and fringe benefits.

The President may interview the committee's recommendation at his discretion. If the President approves the committee's recommendation, it will be submitted to the Board of Trustees for consideration where required. If the President does not approve the committee's recommendation, the committee is reconvened to identify and submit a second recommendation. Full-time recommendations require the approval of the Board. Members of the Trustees serve on the search and screening committee for Dean and Vice President positions and any other positions where it is deemed appropriate. Additionally, the full Board may interview candidates for Vice President and Dean positions. See this sample documentation from a recent hiring process.

The supervisor and the Dean or the Vice President of the position vacancy participate with the selection committee process as an equal member of the committee. Thus, the supervisor(s) are a part of the development of a consensus recommendation. See the full roster of full and part-time employees here with job-title, as evidence of this process and the satisfactory staffing levels across all divisions of the College. ***Retention***

The College retains employees by offering an attractive and competitive salary and benefits package. These benefits include not only formal benefits such as health insurance and paid leave, but also include numerous informal benefits such as discounts at the College bookstore, a full-service cafeteria, discounted on-site child care facilities, and reduced prices for a number of services offered by our career and technical programs (e.g., automotive repair and salon services). The College also provides ample opportunities for employee promotion thus encouraging employees to advance with the College rather than by leaving it.

The College strives to develop a sense of community and common vision for campus to which employees want to contribute. Collaborative processes such as the hiring process described above are

important components of this approach to community building which is central to College employee retention efforts. Also, the College provides multiple opportunities for professional development through faculty and staff training days. An informal faculty and staff mentoring program also helps to build community and retain employees

All regular faculty and staff openings are reviewed by the immediate supervisor, Dean or Vice President, and Human Resources department to determine the position functions, as well as the credentials, skills and values required for that position. Faculty positions are also subject to credentialing standards set by the Illinois Community College Board and accrediting bodies, both regional and disciplinary. The College has established formal policies on faculty credentialing that are aligned with both these external requirements and internal values: policy 3.11 in the College's Policies and Procedures Manual (see pp. 167-174).

Job descriptions publicize requirements and preferred skills to ensure that all applicants are aware of the credentials and skills required for each position.

Applicants for adjunct faculty positions have their credentials verified by the Instructional Services division to ensure that all applicants meet the credentialing requirements defined by the College's faculty credentialing policy.

Orientation

All regular employees receive an individual orientation with a Human Resources representative to explain College policies, benefits and practices. Employees also receive departmental orientations where they are introduced to the specific processes and personnel of the department in which they will be working. New full-time faculty members are also required to attend a special new faculty orientation that covers best practices in teaching and learning as well as institutional procedures with respect to assessment and evaluation. Regular refreshers on these and other subjects are provided at the many professional growth and development days throughout the year.

Irregular staff and adjunct faculty positions have not been required to attend a mandatory Human Resources orientation or new employee orientation. They are, instead, provided with a departmental orientation. The College is in the process of developing a mandatory online orientation for all adjunct faculty to introduce them to College policies and procedures as well as best practices in teaching and learning. The College also plans to add a brief in-person orientation emphasizing legal and ethical issues for such positions as well.

Credentialing

Faculty credentialing is governed by Kaskaskia College Policy and Procedure # 3.11 (see pages 153155).

Recent changes in this area were made to comply with the HLC's updated faculty credentialing policy. All faculty - full-time, adjunct, and dual credit - must comply with this policy. See the faculty roster with credentials [here](#).

To ensure it maintains adequate numbers of faculty and staff to fulfill its mission, the College compares its staffing levels to peer institutions using the IPEDS Data Feedback Report. See the data from 2014 [here](#), 2015 [here](#), and 2016 [here](#). These data provide an insight into the relative staffing levels by function for institutions with similar sizes, missions, and locations.

These results indicate that Kaskaskia College maintains staffing levels comparable to its regional peers in all functional areas. This indicates that the College maintains adequate staffing in all areas, including instructional faculty, academic and student services support staff.

Recent improvements in this area include a shift from a week-long group orientation for new employees to an individualized, just-in-time approach conducted by human resources staff. This has increased the participation levels in new employee orientation while minimizing disruption to College services.

These improvements in the orientation process have been complemented by the College's ongoing efforts to update, standardize, and streamline its policies and procedures manual. For evidence of this ongoing updating and improvement of the policies and procedures manual, see especially policies 4.151, 4.152, and 4.153 (pages 202 - 211). Policies 4.151 and 4.152 exemplify a terse, perfunctory approach to policy development that was common at the College in the past while policy 4.153 exemplifies the College's new approach which is far more detailed, informative, and is properly crossreferenced with governing regulatory statutes. The College has a plan to continue its revision of the policies and procedures manual so that old-form policies such as 4.151 and 4.152 are updated in the next few years so that they entire manual may be an informative resource for all employees.

Recruiting of employees has been improved through several changes. First, the College has implemented a process of opening all positions to qualified internal candidates at the same time as opening a general search. This is aimed at provided opportunity for advancement for current employees while helping the College better identify the advancement interests of specific employees and, thus, providing valuable insight for planning of staffing levels and organizational structure. Second, the College has shifted its advertising focus from local newspapers to more regional electronic advertising. Finally, recruiting has also been improved by the formalizing of processes for background, reference, and employment checks for all applicants.

Sources

- Faculty Credential Report
- Hiring Process Sample Perkins Coordinator Reduced
- IPEDS 2014 Data Feedback Report
- IPEDS 2015 Data Feedback Report
- IPEDS 2016 Data Feedback Report
- Policies Procedures Manual 9-14-17
- Staff Directory

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
Aligning the evaluation system with institutional objectives for both instructional and noninstructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

The College's personnel evaluation system is designed through a continuous improvement process overseen by the Human Resources department. The process has a long institutional history that was initiated by developing an internal process to comply with both internal and external (from the Illinois Community College Board, accrediting agency, etc.) demands. This process is monitored, evaluated and improved by the College's Human Resources department with any major changes subject to approval by President's Cabinet and the Board of Trustees.

This system is used to evaluate and improve employee performance. The evaluation process is the foundation for recommendations for continued employment or discontinuation of employment for all faculty and staff. The evaluation process is also used to identify opportunities for improvement in employee performance and relationships as well as in institutional processes. The employeesupervisor discussions that are at the heart of the employee evaluation process help build relationships, set a common vision and lay plans for improvement across the institution. Through these discussions, the professional development needs of each staff member are determined. These staff needs are then met through the Professional Growth and Development Committee or through an individualized plan of study agreed to by employee and supervisor.

This system of evaluation is aligned with organizational objectives by making those objectives the primary goals along which evaluation criteria for each employee are aligned and toward which plans for improvement are aimed. The individual goals and objectives of employees are designed to further the organizational objectives of the College.

This evaluation system is used to evaluate all staff and all non-tenured full-time faculty on an annual basis while all tenured and adjunct faculty are evaluated every three years. The faculty evaluation process monitors teaching effectiveness, availability to students through office hours and co-curricular activities. In addition, professional development needs and progress are monitored through the process. For full-time faculty, the accomplishment of professional development goals is rewarded through increased compensation according to the educational attainment categories outlined in the pay scale of the faculty contract.

As evidence of these processes, see the following evidence files:

1. An anonymized sample evaluation of a staff member.
2. An anonymized sample evaluation of a tenure track, but nontenured, faculty member.
3. An anonymized sample evaluation of a tenured faculty member.

Compensation and benefits systems are designed through an interest-based collective bargaining process with the three unions that represent College faculty and staff. New contracts have traditionally been negotiated every four years with each of the unions. Recently, however, uncertainty in the State of Illinois funding for community colleges has led to an annual contract renewal process with minimal change and minimal negotiation. With more stable funding from the State of Illinois, the College anticipates returning to a four-year negotiation cycle. Non-union staff compensation and benefits packages are designed to be consistent with the collective bargaining agreements in place with the unions. For example, regular non-union staff are provided the same benefits package offered to union faculty and staff while also being awarded the same percentage annual raises to base pay negotiated by faculty and staff.

Recognition systems are designed and monitored by a committee led by the Human Resources Director and consisting of Vice Presidents, Deans and other key administrative staff. Recommendations for changes to the types and methods of recognition offered to employees come from across the institution and are considered by this committee.

Issues related to the motivation of faculty, staff and administrators are identified through the College's complaint process, Presidential forums, and the performance evaluation process. These processes all provide opportunities for employees to share information regarding motivation to the complaint officer, College leadership and their supervisor respectively. This information is then used by the appropriate supervising administrator to address the motivational issue in question. When appropriate, aggregate information is shared with President's Cabinet. The Cabinet analyzes this data and decides on a course of action for improving in any areas of concern identified through this process.

The College provides for employee satisfaction by creating a positive campus environment. This environment is created through a wide range of services such as our on-site cafeteria, fitness center, fitness trail and well-maintained facilities. In addition, the participatory, consensus-based democracy model of governance at the College is designed to promote employee satisfaction. The College uses no formal measures to evaluate employee satisfaction. Instead, the College relies on personal

relationships between employees, supervisors and administrators to evaluate and respond to the satisfaction of individual employees on a regular basis.

The College provides for employee safety through a number of integrated processes. Maintenance employees are provided with OSHA training. The Director of Safety and Security manages National Incident Management System training for all administrators. The College also maintains a full staff of safety and security officers with officers stationed at each College location. These officers provide for employee security and identify potential safety concerns and conduct monthly safety checks in their monitoring area. The College also maintains a thorough emergency plan and response system for natural disasters, fire and other threats to student and employee safety. The Director of Safety and Security regularly offers training in these areas to ensure emergency preparedness. The College maintains a safety and security task force comprised of key college staff as well as representatives from local law enforcement and emergency management agencies. This task force regularly meets to evaluate campus safety and security provisions. The College also evaluates employee safety through an insurance audit conducted every two years. This audit includes an inspection of all campus facilities by external insurance auditors who identify any safety concerns and make recommendations for remedying these concerns.

The results of these processes are mixed. The College believes its processes for employee evaluation can be a valuable system. However, the current implementation of that system is not providing a reliable means of improving performance levels. This is, in part, due to lack of regular, timely completion in some departments at the College. This poor participation rate suggests that employees also judge that the evaluation process lacks value. For this reason, the College plans to make significant revisions to its employee evaluation process and evaluation instruments. Frequent turnover in human resources leadership over the past several years has been a challenge for this project. But, with new leadership in place, the College plans to update its evaluation system in the coming few years. The goals of this updating of the evaluation process at the College will be to improve performance levels across the College, increase buy-in from all parties in the evaluation process, increase accountability levels for those who participate in the evaluation process, and to generate more timely documentation of follow-up and performance improvement measures.

Similarly, the College's recognition system has delivered mixed results in the past several years. While many members of the College community appreciate the means of recognition afforded them (e.g., awards, service pins), the interest in these recognition methods has begun to wane. As such, the College will be making some recent improvements in this area, such as shifting from offering only pins as recognition of years of service to an area of items from which the recognized employee may select. The College plans to continue to improve the recognition process by exploring ways to make the process of more interest to employees and, thus, to increase employee engagement in the process.

Sources

- AQIP Probationary Faculty Evaluation Example
- AQIP Staff Evaluation Example
- AQIP Tenured Faculty Evaluation Example

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Training needs for employees are determined through several processes. First, the personnel evaluation process described in 3P2 is used to determine the training needs of individual employees on an annual basis. Through this process supervisors and employees reflect on their performance and the training they need to improve that performance in the coming year.

Second, specific department directors and their staff determine any department wide training needs. For example, the Dean of Information Technology meets with her staff regularly to determine training needs required for the IT staff so that support services can be maintained and improved in light of changing technologies.

Third, the Professional Growth and Development Committee determines college-wide training needs and provides for them through the many professional development days held throughout the year. This committee benefits from wide participation of departments across the College and often surveys faculty and staff about development and training interests. See this recent survey data from faculty and the associated survey data for staff. The Professional Growth and Development Committee reviews such data and uses it to inform its decisions about training and development needs.

Finally, President's Cabinet monitors local, state and federal mandates and determines what training is needed to comply with these mandates. The training needs that are identified are then delegated to specific departments or the Professional Growth and Development Committee as appropriate.

These training plans are aligned with short-term plans by those personnel responsible for identifying the training needs. Long-term plans are aligned via the institutional planning process, described in 4P2, in which the planning teams reflect on the long-term plans of the College and coordinate with the four processes described above to align their training plans with long-term organizational goals, strategies and plans. This strengthens our programs and services by ensuring that the persons responsible for those programs and services are fully equipped to provide these at the highest levels while also integrating continuous quality improvement.

All regular faculty and staff receive mandatory orientation prior to, or shortly after, beginning employment at the College. This mandatory orientation is then reinforced through four mandatory professional development days held throughout the year. Departments also attend conferences and regional meetings on a regular basis to receive training from professionals at other institutions. In addition, the College provides funds and support for individuals and departments to participate in regular webinars and teleconferences. This allows them to receive training that is specific to their needs and interests without incurring increasingly prohibitive travel expenses.

Feedback provided by the Professional Growth and Development Survey provided a number of valuable insights. First, the first professional growth and development day of the year always occurred three working days before the first day of the fall semester. This made it difficult for student services and instructional staff to be fully engaged as urgent student demands often called them away. This is an issue has been addressed by allowing for student services staff, in particular, to conduct training sessions later in the semester than mirror relevant trainings provided at professional growth and development meetings.

Another valuable item of feedback received through this process was the demand for more jobspecific topics, rather than College-wide, to be presented and discussed during breakout sessions. The College has restructured professional growth and development days over the past two years to address this demand.

Some other recent improvements in the development area include the launching of Teachership Academy. This is a year-long faculty-improvement course with tracks for both new and long-time faculty. The new faculty track emphasizes important College processes for curriculum development and assessment while providing expert assistance and peer guidance aimed at supporting new faculty. The long-time faculty track emphasizes action research for improving some teaching skill of each

faculty member. Since its launch, more than a dozen of the College's full-time faculty have participated and have found the process highly valuable.

The College has also increased its emphasis on the use of federal Perkins dollars to provide opportunities for faculty development. In recent years, this emphasis has allowed faculty to attend conferences, take courses, and engage in other professional development activities that have significantly enhanced their teaching.

Finally, the College's recent shift from an in-house legal counsel to a contracted external legal services provided has added additional professional development opportunities. The College's current legal services contract provides for four on-site professional development training sessions annually for faculty and staff. These training sessions are provided by a member of the contracted firm. The first of these sessions was an in-depth presentation on Title IX obligations for all faculty and staff. The legal services contract also provides training and counsel for the College's Board of Trustees.

Sources

- PGD Faculty Training Needs
- PGD Staff Training Needs

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

The College's mission and values are defined by committees of faculty, staff, Trustees, community members and students. One committee focuses on the College's mission and vision and the other on the College's values. These are not standing committees as they are reformed with modifications in structure and membership every seven to ten years. The teams begin with the present statements and discuss the strengths and weaknesses of those statements. Changes are then proposed by the committee. Those proposals that achieve a consensus of the committee are then formally added to the official statement by approval of the Board of Trustees. Through this process, the current mission and vision statements were developed and adopted. These statements are described in the Introduction section of the Systems Portfolio and are consistent with the academic programs and enrollments described in the same location.

The College's current mission and vision were developed as part of a 15 year process that commenced in 2005. The Vision 20/20 process consisted of a series of community meetings, phone surveys of community members, and internal meetings to align community input with internal interests as well as state and federal guidelines. The fifteen year strategic plan that emerged from this process has shaped the College's annual planning process since that time.

The College's stated mission is, "Kaskaskia College is committed to life-long student learning and to providing quality comprehensive education." This mission statement is communicated widely through College publications such as the College Catalog (see page 3) and Institutional Plan (see page 4).

Major directions for the College are established through the annual institutional planning process. This process is guided by four planning commitments:

- I. Kaskaskia College is committed to providing the highest quality, student-centered education in South Central, IL.
- II. Kaskaskia College is committed to growing enrollment.

III. Kaskaskia College is committed to generating greater fiscal stability.

IV. Kaskaskia College is committed to growing regional impact.

These commitments are more specific manifestations of the institution's mission, vision and values. By aligning its planning activities with these commitments, the College's leaders work with community leaders to align the direction of the College with its mission, vision and values. All planning action items are aligned with these four commitments as well as the six AQIP categories that guide the College's continuous quality improvement efforts. See pages 7-33 of the College's institutional plan as evidence of this alignment.

The College's commitment to high performance is then upheld by delegating these directions to the expertise of faculty and staff who then work to meet the goals established through the planning process. The College even elicits further expertise from external stakeholders by hosting advisory board meetings for each of its technical programs as well as annual community engagement events. These and other means of engaging key stakeholders are explained in more detail in 2P3.

All of this is reinforced in the budgeting process as new budgetary requests must be justified by their contribution to the College's mission and planning commitments.

The ultimate decision maker on all major policy, hiring and budgetary considerations is the Board of Trustees while the day-to-day operational decisions are delegated to the administration of the College according to the operational hierarchy outlined in the organizational charts of the College.

The Board consists of seven members elected at-large by the public throughout the district and one student trustee elected by the student body each year. This ensures that the Board of Trustees is accountable to the communities that the College is charged with serving. The trustees must adhere to the standards for all public officials established by of the State of Illinois which include the Open Meetings Act and other policies prohibiting conflicts of interest and similar conditions which would undermine the autonomy of the Board.

As part of its decision-making processes, the Board of Trustees is provided with all the resources of the College with respect to data collection, analysis and information management. This means that they have complete access to survey data and other means of identifying stakeholder needs at their request or the direct provision of the administration.

Kaskaskia College leaders have formally defined the mission, vision and core values of the College. These formal statements are published in numerous venues. The mission and values are published in the College Catalog, Course Finder, on business cards and in all classrooms; these are just a few examples. The College's vision statement projects characteristics of high performance organizations including the following:

- "A national reputation of high quality and excellence with state-of-the-art technology"
- "Comprised of a superb faculty and staff committed to continuous quality improvement"
- "A model AQIP institution for the Higher Learning Commission."

These statements are infused into the life of the College by its leaders. For example, Kaskaskia College leadership motivates faculty and staff to strive for excellence in all areas. Evidence of this includes the receipt of multiple Certificates of Excellence in Financial Reporting from the Government Finance Officers Association, multiple Tree Campus USA awards and multiple designations as a military friendly college.

During the period of the College's fifteen year strategic plan, it has made major progress toward realizing the vision presented in that plan. College program offerings and facilities have increased significantly as has support for the College throughout its district and beyond. This strategic plan is, however, reaching the end of its intended lifespan. The College recognizes the need to initiate a new strategic planning process in the coming years that builds on its past successes while refocusing its mission and vision to adapt to the current interests of all its stakeholders.

Sources

- FY18 College Planning Document
- Kaskaskia College Fifteen Year Strategic Plan
- Kaskaskia College 17-18 College Catalog

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

Engaging internal and external stakeholders in strategic planning (5.C.3)

Aligning operations with the institution's mission, vision and values (5.C.2)

Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

412: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Strategic Planning:

In 2005, Kaskaskia College implemented a rigorous process for establishing its long-term goals and strategies. This Vision 20/20 process was the foundation for the current planning processes and consisted of a series of community engagement events throughout the district and professionally managed phone survey to identify public priorities across the College's district. The results of this process were considered by the leadership of the College and then codified in the College's Fifteen Year Strategic Plan which communicates the mission and vision of the College as well as its core planning commitments around which all shorter-term planning process are centered.

Annual Institutional Planning Process:

In the annual Institutional Planning process, each division's Quality Team works to develop clear goals for the coming five-year period and to identify key action plans for achieving those goals over the coming years. The plans are then monitored each quarter by the Quality Teams and progress is reported to President's Cabinet. See the latest version of the College's institutional plan as evidence of this process.

Other Plans:

More specific planning processes at the College include planning in the areas of marketing, facilities and information technology as well as individual department planning. The Marketing Committee monitors and revises its marketing plan on an ongoing basis. Facilities planning is conducted in compliance with the requirements of the Illinois Community College Board which mandates that all Community College's maintain a facilities plan and recertify that plan every year.

The Director of Information Technology maintains an equipment plan which details a replacement and purchasing schedule for all major equipment at the College and all new equipment needs that are identified through the other planning processes. This plan is aligned to the College's budget each year and is monitored on an ongoing basis. More specific departmental planning coincides with the annual budgeting process at the College. In this process, each department develops an informal plan for the coming year's activities and allocates the resources necessary to execute this plan. These plans, as well as all those mentioned above, are thus all integrated into the resource allocation of the College through their provision in the annual institutional budget that is approved by the Board of Trustees in accordance with Illinois Community College Board regulations.

The alignment of planning processes, organizational strategies and action plans occurs naturally given the participatory leadership structure of the College. The same individuals responsible for developing institution wide goals, strategies and action plans are the individuals that are responsible for divisional and departmental planning activities. This allows for a natural alignment across levels of the

organization which is then reinforced by requiring that budget requests and personnel evaluations be formally connected to the organizations strategies and goals.

Kaskaskia College develops its key action plans through collaborative meetings of faculty, staff, community members and students. The prime example of this is the work of the divisional Quality Teams in the institutional planning process. These teams use their organizational knowledge and professional expertise to suggest and select the action plans that they believe will be most effective at achieving organizational goals. Other teams, such as the Enrollment Management Team, work in a similar fashion but with a membership that is limited to faculty and staff.

This occurs through the transition from the institutional planning process to the budgeting process. The Quality Teams that conduct institutional planning activities are primarily responsible for generating ideas that seem likely to be successful and plausible given the institutional awareness of the team members. Once these action plans are delegated to an individual responsible for overseeing the execution of the plan, this responsible party incorporates into the budget the resources necessary to execute the plan. These budget requests then follow the established process described in 5P2.

This process is facilitated by the Vice President of Administrative Services / College's Chief Financial Officer who has extensive experience in financial, managerial and fund accounting. In addition to guiding the budgeting process, the Vice President of Administrative Services provides ongoing training and support to all budget officers across the institution. This ensures that all faculty and staff who manage budgets are well versed in best practices and institutional policies with regard to budgeting and resource allocation. This is in addition to the qualifications required for their position for which they are screened through the hiring process described in 3P1. These processes work together to ensure that all faculty and staff are well qualified to perform all of their duties including managing day-to-day operations as well as budgeting and financial planning for their area of responsibility.

Prioritization occurs through this process and through a series of budget workshops with the Board of Trustees, and those action plans that are deemed unrealistic given current resources or unnecessary given future needs are removed from the budget and the plan. The Board and the administration work together to support the central educational mission of the College while providing for additional auxiliary and co-curricular activities that enrich campus and community life. All expenses are monitored by the appropriate budget officer. Any major expense must be approved by the budget officer's supervisor. Any budget overages must be accounted for by the completing a budget transfer in consultation with the College's Vice President of Administrative Services. In this way, current resources and future needs are accounted for in the finalization of the institutional plan in its integration with the budget

Sources

- Equipment Plan 2018-20 Total
- FY 18 College Planning Document
- Kaskaskia College Fifteen Year Strategic Plan

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2) Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Kaskaskia College defines the parameters for proper board-institutional relationships in its By-Laws and Policy/Procedure Manual. By Law 1.500 defines the duties of the Board as to:

1. "Select and appoint the President, who serves as the chief executive officer of the College.
2. Consider, review, and take appropriate action on the recommendations of the President regarding the broad, general policies which will govern the operation of the College.
3. Consider and take appropriate action on recommendations of the President in all matters of policy relating to the welfare of the school, including rates of employee compensation, site utilization and facilities improvement, capital outlay, and curricular offerings.
4. Consider and take appropriate action on recommendations of the President concerning appointment, retention, or dismissal of staff members in accordance with applicable law.
5. Approve the annual budget.
6. Approve the expenditures of all funds.
7. Provide ways and means for adequate financial support in accordance with the applicable statutes of the state, federal, and local governments.
8. Function as the policy-making body charged with control of the College, leaving the executive function to the President.
9. Establish temporary Board advisory committees as needed.
10. Exercise the power to purchase, lease, condemn, or in any other legal manner acquire real and personal property deemed necessary for the operation of the College.
11. Serve as the final appellate level in the College for students, employees, and citizens of the Community College District No. 501 on matters of Board policy and College procedure."

It then goes on to define the proper relationship between the Board and the College President in By Law 1.551:

"The President in dealing with the Board of Trustees should:

1. Keep Board members informed fully regarding the state of the institution -- its strengths, opportunities for improvement, and progress toward achieving its objectives.
2. Recommend to the Board for its consideration and approval those policies or policy changes considered important for effective operation of the college.
3. Provide the Board with careful study and advice regarding all policy proposals initiated by the Board.
4. Support Board decisions and exercise maximum effort to implement such decisions, even though they may have been made without or against his/her recommendation.
5. Treat all members of the Board equally. Maintain a professional and evenhanded stance in the unhappy event of a division of the Board, or of unfriendly relations among Board members.
6. Be sympathetic and understanding of the difficult position of Board members in representing the college's many publics, and assist them to the best of his/her ability to discharge their roles in effective fashion.
7. Represent individual members of the Board in a professional and supportive manner to all factions of the public, even though the President may privately disagree with the stand or behavior of a Board member.
8. Provide the Board with a professional and objective assessment of any opportunities noted to improve its operation and general functioning.
9. Maintain strict neutrality regarding Board elections insofar as the public and staff are concerned.
10. Avoid public utterances or actions which will discredit the Board, undermine public confidence, or otherwise serve to damage the image of the College.
11. Work closely with the Board and particularly so with its Chairman so that the District will benefit from a strong and coordinated team approach.

12. Provide maximum assistance to new members in their indoctrination to Board membership.
13. Provide the Board with appropriate advance notice of plans to resign or seek another position.
14. Avoid discussion with the public contractual difficulties or agreements regarding job separation that may have been reached with the Board of Trustees.

The Board of Trustees in dealing with the President should:

1. Be sympathetic and understanding of the difficult position of the President in carrying out his/her leadership responsibilities amid the wants and concerns of students, faculty, staff, and general public.
2. Seek his/her advice and counsel regarding matters of policy before making a final decision.
3. Give him/her full confidence and support realizing that the chief executive needs this assistance if he/she is to perform with maximum effectiveness.
4. Expect its Chairman to work particularly close with the President to promote and facilitate the best possible communication and cooperation between the Board of Trustees and the President.
5. Inform the President immediately of any questions or concerns about the College or District so that appropriate follow-up actions may be taken.
6. Help assure the orderly operation of the College by insisting that employees make use of established channels before bringing their concerns to the Board.
7. Require that the interests and welfare of the entire District be considered before those of any special interest group.
8. Assist him/her by supporting fully all Board decisions once they have been made, even though the vote may be divided.
9. Inform the President immediately of any concerns regarding performance, conduct, or style that, in the opinion of the Board, require attention.
10. Provide the President with adequate time to correct any deficiencies noted.
11. Exert every effort to conduct discussions relating to contract termination in a professional manner, being always sensitive to the potential for damage to both the District and the President.
12. Avoid discussing with the public contractual difficulties or agreements regarding job separation that may have been reached with the President.
13. Give the President a reasonable period of time to find another position.”

These formal statements clearly delegate responsibility of operations to the President and administration of the College while ensuring that the Board of Trustees is sufficiently independent to make major policy and financial decisions.

In addition to these formal statements, Kaskaskia College actively works to educate the Board of Trustees and the administration on appropriate board/institution relationships. New Board of Trustee members are provided with a thorough orientation to the history, structure, and state of Kaskaskia College that includes training in the proper relationships between the publicly elected members of a community college board and the administrators who execute the policy adopted by the board. Board members also receive mandatory training on the Illinois Open Meetings Act upon being first seated as a trustee. See representative samples of orientation materials provide to new Trustees here, here, and here. All training and orientation materials provided to the Board of Trustees are also made available to all senior administrators at the College.

Policy creation and revision is delegated by the President to ad hoc working groups who research best practices in the assigned area. These ad hoc working groups then author the first draft of new policy

or suggest a first round of edits for an existing policy. New and revised policies are presented to President's Cabinet for discussion and editing. Once a suitable first draft has been approved for presentation to the Board of Trustees by President's Cabinet, that draft is offered to the Board as a first reading. See this representative sample of the monthly reports provide to the Board of Trustees in preparation for their regularly monthly meetings.

Upon first reading, the Board discusses any suggested revisions to the draft policy and provides direction to the College President for a second draft of the policy. With these suggested revisions made, the second draft of the policy is shared via campus-wide email. This email encourages all faculty and staff to provide feedback on this second draft. Any feedback is reviewed by the ad hoc working group and then President's Cabinet and edits made as are deemed appropriate by those groups. This second draft is the presented for approval to the Board of Trustees. All policies follow this process, including those regarding oversight responsibilities and policies of the governing board. All policies are scheduled for review on a five-year cycle with those policies ensuring compliance with local, state, or federal regulations scheduled for annual review.

Open communication between College departments is facilitated by President's Cabinet. The Directors of all departments, as well as all deans and vice presidents, participate in President's Cabinet meetings. These provide an avenue for open discussion on College issues and an updating on issues across the College for each department. Each Director then conducts departmental meetings to carry important communication down from communication and then channel staff communication and interests up through President's Cabinet. This ensures that communication is open across the entire College while preserving the managerial and reporting structure of the organization so that effective collaboration between departments is encouraged. To further encourage effective collaboration, the College regularly forms committees with an interdepartmental structure. For example, the College's hiring practices include forming hiring committees with diverse departmental representation rather than including only members of the hiring department. Such collaborative decision making occurs by ensuring that decision making committees are diverse in their makeup.

In addition, the College President provides semi-monthly, if not more frequent, communication to all faculty and staff in the form of updates on monthly Board of Trustees meetings and bulletins about positive developments from around the College. These communications ensure that essential information about finances, policy changes, and achievements are distributed widely. See this representative example of the monthly board update sent to all College faculty and staff and this as a representative example of more frequent bulletins from the College President.

Recent improvements in this area include the creation of the new Mandated Trustee Professional Development Training Policy (see page 61 of the policy and procedures manual) as well as improved distribution of documents to trustees through electronic media. In the past, all board materials were delivered in hard copy. This was less efficient and less reliable. By moving to electronic distribution, the College has been able to improve communication with trustees prior to meetings which has resulted in better dialogue on decision points. Board meetings have also been enhanced by scheduling a guest presentation by a student group, faculty, or staff to connect the board to College activities and persons.

Sources

- Board Report Sample August 2017

- Board Update July 2017
- Policies Procedures Manual 9-14-17
- Q's Good News Example
- Student Trustee Orientation - Bilek
- Trustee Orientation - Holthaus
- Welcometothe Board2017

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

General standards for legal and ethical behavior of faculty, staff, and Trustees are developed through the College's policy approval process described in 4P3 above. This process ensures all policies, including those on legal and ethical matters, receive multiple reviews by both the Board of Trustees and College administration. These standards are then formally communicated to all Trustees, faculty, and staff through the College's By Laws and Policy/Procedures Manual. All faculty and staff receive a copy of this manual upon hiring and are educated in its contents as part of new employee orientation and sign to indicate their reception of, and awareness of obligation to comply with, the Policy and Procedures Manual. Trustees also receive instruction on matters of legal and ethical behavior as part of new trustee orientation and through their mandatory Illinois Open Meetings Act training.

Particular standards for legal and ethical behavior of faculty are developed through collective bargaining with the College's faculty union. See the selections from these statements quoted in 1P6 for details. All faculty receive a copy of the collective bargaining agreement upon hire.

All information about the College programs, requirements, faculty and staff, costs, control, and accreditation are documented on the College's website. Students are directed to this information during new student orientation and in the student handbook.

Financial procedures are developed to ensure legal compliance and integrity in financial matters. These policies and procedures are communicated through the College's Policy and Procedures Manual as well as more specific business forms and personal guidance from business office staff. The College undergoes an annual audit, as does its charitable foundation that provides for student scholarships and education enhancement, to ensure legal and ethical compliance.

The College undergoes financial audits every year on the College's finances in general, as well as its financial aid transactions and grant funds in particular. The audits for the fiscal year ending June 30, 2014 may be viewed [here](#), ending June 30, 2015 [here](#), and ending June 30, 2016 [here](#). These annual audits provide external review to ensure legal and ethical compliance in financial management and business operations. Results from this process return isolated findings but uncover no recurring issues or trends. The College has responded to findings and resolved them in timely, appropriate manners.

Every five years, the College undergoes a review by the Illinois Community College Board known as a Recognition Visit. That visit also checks for statutory compliance on a wide range of areas. See the 2012 ICCB Recognition Report, with annotations of recommending follow-up actions in the margins, as an example of this process. The latest recognition visit report from 2017 is provided [here](#) as well. As with the financial audits, the ICCB Recognition Report identifies isolated findings but has uncovered no systematic or recurring issues in the recent past.

Recent improvements in these areas include increased outreach and education about legal and ethical compliance. For example, the College's Chief Financial Officer provided a presentation to staff on the "Grant Accountability and Transparency Act" to ensure proper compliance with the standards contained therein.

Other recent improvements include the development of the new Fraud Awareness and Whistleblower Protection Policy (see pages 189-191 in the policy and procedures manual) and its new Sexual and Gender-based Misconduct Policy (see pages 260-263 in the policy and procedures manual) as well as

focused training on this policy and Title IX for all faculty and staff. Future revisions of policies are pending, including the College's travel and travel reimbursement policies.

Communication of ethical and legal obligations to all stakeholders occurs through publication of key documents on the College's website and the discussion of these issues during open meetings of the Board of Trustees in compliance with the Illinois Open Meetings Act. These communications processes have been improved recently by making all policies and procedures available to all faculty and staff through the College's intranet site, MyKC. The upcoming redesign of the College website will also facilitate improved communication of legal and ethical obligations and compliance to both internal and external stakeholders.

Sources

- Audit FY14
- Audit FY15
- Audit FY16
- ICCB Recognition Visit - 2017 Report
- ICCB Recognition Visit – Draft Report 2012
- KCFT Faculty Union Contract 12-16
- Policies Procedures Manual 9-14-17

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

Each College Division has a standing Quality Team which identifies assessment measures for key functions, sets goals for each of those measures, implements improvement plans and monitors progress towards those goals. These teams include representation from all other divisions at the College as well as students and community members. See 6P2 for more on the nature and function of the AQIP Quality Teams. The data monitored by these groups is presented to President's Cabinet and Board of Trustees on a regular basis through the division reports in the monthly Board reports. See this as a representative example of those monthly reports.

The data required by these teams is managed by the College's Information Technology and Institutional Effectiveness departments. They use Ellucian Colleague and iStrategy as the primary data management tools. Certain specialized reports are made available through an internal system called "KC Reports" or through MyKC, the College's intranet portal.

Data is distributed primarily through two primary mechanisms. First, common reports are made available by Information Technology through KC Reports, an internally developed system for sharing data to designated users. Second, all other data needs are distributed by Institutional Effectiveness and Information Technology using the preferred method of the requesting department (e.g., email, paper delivery, shared network drive, etc.) Institutional Effectiveness also handles all state and federal reporting and collaborates with Information Technology in managing the data for these purposes.

The data needs for planning and improvement efforts are integrated into the same system described in 4P2. Institutional data needs are integrated into a systematic process of performance improvement. This process includes every division of the College in regular performance evaluation, planning and improvement activities. Institutional performance is documented through federal, state and institutional reporting conducted by the Institutional Effectiveness Department.

Departmental needs for data collection, storage and accessibility are determined via a number of related processes. The Institutional Effectiveness and Information Technology departments make judgments about data needs and accessibility on a report by report basis in collaboration with those departments making the data requests. For example, the Institutional Effectiveness Department has recently developed a dashboard system for distributing key performance indicators to departments across the College. This dashboard system is in the final stages of development and will begin deployment in 2018.

In addition, more systematic determination of data needs is made by the Ellucian Colleague Oversight Committee which consists of key staff from across the College. This committee determines what levels of accessibility are needed for various departments and functions. Human Resources also plays an important role in this process by defining each employee's and department's functional responsibilities.

Once a department has been determined to need access to data or information, the storage needs for that data are determined through collaboration between the Information Technology Department and the department to whom access has been granted.

Timeliness

All Kaskaskia College information systems and related processes are designed to provide essential information to the relevant parties in the most timely manner possible. To do so, key personnel in all

divisions have direct access to essential information through the Ellucian Colleague ERP system, the College's secure intranet information hub known as KCReports as well as the College's internal web portal known as MyKC. Any data unable to be retrieved through these means of access can be requested through the Institutional Effectiveness and Information Technology departments. These information requests are prioritized to ensure that all requests are met within the appropriate time frame for each request.

Accuracy

The accuracy of information systems at Kaskaskia College is ensured through several means. First, all users are trained on data-entry procedures to ensure accurate input to the College's information systems. All financial records are subject to a monthly reconciliation procedure designed to ensure accuracy of financial information. Also, all information requests completed by the Information Technology and Institutional Effectiveness departments are validated before being completed. If, during this validation process, any errors are discovered, these errors are diagnosed and any systematic issues resolved. Finally, regular audits are conducted by state and federal agencies which check for accuracy on all official report submissions. If an audit identifies an error, the reporting department diagnoses the source of that error and corrects any systematic issues that need addressed as a result. This serves as an external validation procedure. See the latest Recognition Report from the Community College Board as evidence of this external validation and timeliness audit (see especially pages 26-33).

Security

Kaskaskia College's technology systems are protected by several layers of security. Users must provide a valid ID and password to log in using the Microsoft security layer. In addition, Ellucian Colleague screens are protected via process-based security classes. Users have the ability to reset their own passwords on the password website. This allows them to correct login problems without the intervention of College staff, which is especially useful during night and weekend hours when College staff may not be available. Employee and student terminations are processed on an as-needed basis.

Reliability

A disaster backup and recovery plan has been outlined by the information technology department that will ensure that data can be recovered in the event of a catastrophic data loss. Mission critical systems are monitored daily and pages are sent to Information Technology staff in the event of a problem. Computer equipment is replaced periodically to ensure that it is up-to-date with the latest technology. Bandwidth issues are being addressed by filtering out access to unnecessary or illegal software and/or websites. Software updates are installed in the Ellucian Colleague ERP system every two weeks to ensure that the software is up-to-date. Reporting forms to request needed data are available to users via the secure KCReports intranet site.

All projects and trouble tickets issued through the information technology department are entered into an online help desk and are assigned a priority of emergency, high, normal, or low. Automatic pages are sent to the Information Technology staff when someone enters a ticket that is marked as an emergency.

The ICCB Recognition Report evaluation of College reporting timeliness and accuracy is quite favorable. Some isolated instances of errors and submission delays are identified by no systematic or

recurring issues uncovered. This suggests that the College succeeds in providing timely and accurate data to its users.

Some recent improvements include the development of dashboards for several departments. In the past, nearly all internal reports were developed on an ad hoc basis. This resulted in delays for the data-user and added time for the College's Department of Institutional Effectiveness. By automating many reports and presenting them in real-time via dashboards, data access has been improved for several departments. Further development of dashboards for other departments is planned for the future.

Also, where dashboards are not available, ad hoc reports are now being generated with higher levels of interactivity. This reduces the number of follow-up report requests and increases the data-user's ability to make use of the data to improve performance. To achieve the needed level of interactivity, the Department of Institutional Effectiveness has also shifted its emphasis from fulfilling data requests to having conversations about data needs prior to developing reports. In the past, many requests were made and completed with the data-user realizing after the fact that the provided data, while what they requested, is not what they needed. This resulted in unnecessary duplication of efforts. Now the Department of Institutional Effectiveness staff interview the data-user about their request prior to fulfilling that request to avoid the generation of reports with no value to the data-user.

To this end, the recently conducted data usage survey consisted of interviews of staff about their data usage practices and needs. Those interviews suggested that staff data needs are currently being met. They also suggest that most departments would benefit from improved recognition of the roles that data play in their local decision-making processes. Many department directors struggled to recognize what data they were using and how it was being used in their process-driven decisions while they expressed greater recognition of the role of data in strategic decisions. This suggests that department directors need further professional development to help them analyze their processes and the roles of data therein. Trainings will be offered during future professional growth and development days to achieve this purpose. Once that greater recognition is developed, the College believes that directors will be able to then better identify and evaluate their data needs.

Other improvements in this area include changes to the way in which course fees are analyzed. Data about course fee receipts and expenditures for individual classes is now being disseminated to lead faculty and program coordinators so they can more accurately establish the fee levels. Similarly, departmental budget requests have been made more detailed to provide additional information to the budget officer making the budget request and then, in turn, the business office personnel processing the request and integrating it into the College's budget. These all aid in more fruitful management of financial knowledge at the College.

Sources

- Board Report Sample August 2017
- Data Usage Survey Results
- ICCB Recognition Visit - 2017 Report
- ICCB Recognition Visit - Draft Report 2012

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2) Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

The College's organizational structure places management responsibility for fiscal, physical, and technological infrastructures in the Administrative Services division with the Vice President of Administrative Services at its head. The departments of Business, Facilities, and Information Technology are responsible for fiscal, physical, and technological resources respectively.

Day to day management of fiscal resources is handled by the College's Business Office, overseen by the College's controller along with a professional staff of business personnel. Together, they manage

the College's processes for payroll, purchasing, and accounts receivable. Payroll processes are managed with the assistance of the College's Human Resources Department to coordinate salary and benefit levels. Salaried employees work on an annual contract basis with monthly payroll disbursements as stipulated by each employment contract. Time worked by hourly employees is tracked by each employee in conjunction with their direct supervisor. These records are then reported to payroll and processed on a monthly or bi-weekly basis to each employee as determined by payroll schedules for each employment classification.

Purchasing processes are overseen by the College's Director of Purchasing and are aimed at ensuring ethical and fiscally responsible acquisitions. Purchase requests are initiated by requisitioners from across the College. Effective November 2016, for purchases less than \$2,500.00, approvals are required by the requisitioner, the designated budget officer of the account from which funds are to be drawn, and a representative from the Business Office. Once approved, ordering is then handled by either the requisitioner or purchasing office staff as is deemed most efficient by the designated budget officer. See the purchase and requisition form for evidence of this process as well as the purchasing policies in the policies and procedures manual, especially pages 214-217. For purchases of \$2,500.00 or more but less than \$24,999.99, the purchasing office obtains three written quotes, when available. After quotations are received, the purchasing office works with the requesting department to evaluate all quotes for compliance with specifications and other criteria. If a vendor other than the lowest vendor is recommended, a justification is attached to the purchase requisition. Once the vendor is identified, the department initiates a purchase requisition that is approved by the requisitioner, the designated budget officer, Dean and/or Vice President, College President and the Director of Purchasing. Upon approvals, the Purchasing Office issues a purchase order. For purchases of \$25,000.00 or more, a formal bid process is required along with Board of Trustees approval. These formal purchasing procedures that were recently updated by the College provide additional details on this process.

Accounts receivable are managed by the College's Department of Accounts Receivable. The College's cashiers and Director of Accounts Receivable work to ensure complete, timely payment by students in order to preserve adequate cash flow for the College while also being compassionate to student financial constraints. Upon enrollment, students are required to either make full payment or enroll in a College sponsored payment plan managed by NelNet. Students who fail to make payment arrangements are dropped from their courses prior to the beginning of the semester. The College's cashiers assist students who are delinquent in their payments by providing them with regular communication and referring students to financial aid for access to emergency financial support that the College makes available to all students on an as needed basis. Students who have a prior term balance are prevented from enrolling for future terms until that balance is paid in full and payment, or enrollment in a plan, for the future term has occurred. The College also participates in a statewide loss recovery program that allows the College to recover unpaid balances. The state diverts income tax refunds or other payments intended for the delinquent party to the College until delinquent balances are paid in full.

Physical infrastructure is maintained by the College's facilities department under the guidance of the Director of the Physical Plant. Routine physical, mechanical, and environmental maintenance are conducted by facilities staff with the aims of providing a safe, reliable, comfortable, and attractive environment for students to learn and employees to work. The College maintains a master facilities plan to coordinate long-term facilities concerns with the routine maintenance conducted by the department under guidance of the College's preventative maintenance plan. See the instructional spaces inventory for evidence that the College maintains adequate physical infrastructure to support its mission and operations.

Technological resources are managed by the College's Information Technology Department. Processes for managing information access are described in 5P1 above. In addition to these

processes, the Director of Information Technology coordinates the College's 3-year equipment plan. To construct this plan, budget officers make equipment requests that extend beyond the College's annual budgeting process. For example, if the College's Automotive Technology Program identifies that its alignment rack will be outdated in 3 years as employers in the region adopt new technologies, it will place a request for a new alignment machine in 3 years. The Director of Information Technology compiles such requests along with planned replacement of hardware across the College to ensure that students have access to current technologies in all departments. This centralized process allows the College to prioritize major equipment purchases and budget accordingly. See the latest equipment plan for evidence of the College's allocation process for essential technology.

These processes are all coordinated by the College's Vice President of Administrative Services in conjunction with the College President. Through monthly departmental meetings, short-term management and prioritization issues are aligned with the College's mission and resources. Longterm alignment and prioritization occurs through the College's AQIP/Planning process. Through this process, representatives from across the College work with leaders from the Administrative Services Division to make decisions about emerging needs and opportunities, the alignment of these to the College's mission, and the allocation of resources for addressing these needs and opportunities. Fiscal and physical resources are also monitored by the Board of Trustees on a monthly basis. See the compiled financial reports to the Board of Trustees for evidence as well as the institutional plan approved by the Board.

Human resource needs are managed by the College's human resources department. Processes for hiring, retaining, evaluating, recognizing, and developing human resources are described in category 3 of this *Systems Portfolio*. That the College maintains adequate human resources in both quantity and qualifications to fulfill its mission are ensured by the hiring, retention, and development processes described there and evidenced by the current faculty roster and staff roster.

One instrument used to evaluate operational effectiveness is the comparative data provided by the IPED's Data feedback report. See the 2016, 2015, and 2014 Data Feedback Reports for detailed data. This data allows the College to compare its expenses, revenue sources, and staffing compared to a group of 13 similar institutions in the Kaskaskia College region.

In interpreting the revenue data, it is important to combine the "State Appropriations" and "Grants" categories, as institutions are not consistent in reporting these categories. For example, while Kaskaskia College reports state grants as "Grants," many other institutions report them as "State Appropriations." With these categories combined, these data indicate that Kaskaskia College's revenues are proportionate to those of its peer group. Tuition is a bit high relative to the College's peer group. Because of this, the College is carefully monitoring its tuition rates relative to its peers. This motivated the decision to have no tuition increase for the 2017-2018 academic year. Given that many of its peers raised tuition during this time, the College expects its proportion of revenues from tuition to be closer to its peer group average in next year's data.

Reviewing the expense per FTE by function data suggests that the College is doing well at fulfilling its mission as an instructional institution in an efficient manner. Its largest expense component, by a large margin, is instructional expense as is warranted by the College's mission. The fact that the College expends less per FTE in nearly every expense function when compared to its peer group suggests that it is succeeding in maintaining fiscal responsibility through the efficient delivery of its instructional mission.

Some recent improvements in this area include the College's implementation of a drop process for failure to establish a payment plan or fulfill payment obligations. In the past, students who were not current in their tuition and fee payments were allowed to remain in classes with the only incentive to pay one's bills being the withholding of transcripts. The College made a decision to adopt Nelnet as a payment plan contractor for students and to require students to either pay their bill in full before beginning classes or engage in a payment plan with Nelnet. This process has resulted in fewer delinquent accounts and improved cash flow at the College. The College remains sympathetic to student fiscal constraints and makes every effort to help locate funding alternatives and notify students of critical deadlines and consequences.

The College has also recently improved its resource management by working with its primary local utility provider to engage in usage and demand monitoring to reduce utility costs. Even if the College realizes no reduction in utility costs, this process is helping the College regulate the timing of its utility usage to periods of lower system demand and achieve lower rates as a result.

Sources

- BOT Financials for AQIP
- Equipment Plan 2018-20 Total
- Faculty Credential Report
- IPEDS 2014 Data Feedback Report
- IPEDS 2015 Data Feedback Report
- IPEDS 2016 Data Feedback Report
- KC Instructional Space Inventory
- Policies Procedures Manual 9-14-17
- PURCHASE REQUISITION 2016-17
- Purchasing Procedures Effective 201611
- Staff Directory

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly

- Managing risks to ensure operational stability, including emergency preparedness
Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

While institutional goals are determined through the College's AQIP/Planning process described in 4P2, the resource allocation required to achieve these goals occurs through an annual budgeting process. This process occurs on two levels, institutional and departmental, through largely distinct processes which are then united in a reconciliation process. The institutional budgeting process begins with the College Controller and Vice President of Administrative Services reviewing fund balances, costs, and revenues from prior year. With the assistance of Institutional Effectiveness, the Controller works to project enrollment and tuition revenues for the coming fiscal year. These broad determinations are then used to outline an institutional framework that estimates overall cost and revenue streams for the College as a whole. This draft framework is then vetted by the President and Cabinet. Next this broad framework is communicated to individual departments for detailed line item budgeting.

Departmental needs are determined through a more "bottom-up" process of budgeting. This process consists of each department developing a budget proposal which is presented to the administration. Budget officers are given general guidance by the College administration to help align individual budget requests with strategic decisions. For example, department heads may be instructed to reduce travel expenses or student worker funds as those general funds have been targeted for reduction in the institutional budget. Budget officers then use this guidance, along with prior year budget data and their knowledge of needs for the coming year, to develop a budget request. This request is then reviewed and edited by supervisors and the Controller. See the sample completed budget form as evidence of this process.

As these departmental budget requests are compiled, the College administration works to accommodate those requests within the broad framework of the institutional budget. Reductions in budget requests are primarily addressed by the Controller and Vice President of Administrative

Services. Additional discussions are held with representatives of areas where significant reductions may be needed.

This culminates in a draft budget which is presented to the College's Board of Trustees at a retreat devoted to fiscal and strategic issues. The College's outside counsel participate in the retreat. The Board's feedback is incorporated into the final budget which is then displayed at the College for public viewing for 30 days. After this period, the budget is officially approved by the Board of Trustees. Once approved, this budget serves as the broad framework for all College resources allocation for the coming year. See the monthly financial updates to the Board as well as the latest annual budget planning materials as evidence of this process. The budget summary is available online for budget officers. Budget details including comments, changes, and justifications are released to each department, and budget officers then use that budget to allocate resources throughout the year.

The College's Vice President of Administrative Services monitors the College's financial position on an ongoing basis and adjusts budgets accordingly. Major variables that require regular monitoring and adjustment are State aid allocations, tuition and fee revenues, and major expenditures. These revenue and cost streams are monitored regularly to identify any deviation from the broad framework of the institutional budget. As major deviations occur, the Vice President of Administrative Services works with the College President to develop strategies for accommodating these deviations. Those strategies are then presented to the President's Cabinet and the College's Board of Trustees for feedback prior to implementation of those strategies. For more minor deviations, the College's business office staff track expenditures from departmental budgets and works to redistribute allocated resources to the actual needs as they emerge throughout the fiscal year.

The College's Information Technology department works to maintain the College's technological infrastructure. In addition to the processes aimed at reliability and security described in 5P1 above, Information Technology maintains a staff user group, the Ellucian Colleague Oversight Committee, that provides end-user input on the College's enterprise resource planning system. This committee is comprised of staff from across the College who are daily users of the College's technological infrastructure. It meets to provide feedback on the user experience and help with proactive planning to address upcoming changes in the system. Since the first implementation of system wide enterprise resource program, Information Technology has been sensitive to the feedback of this group of users to ensure a user-friendly system.

Risk management is addressed by the College through several connected processes. The College maintains a Safety and Security committee that provides strategic guidance, personal safety, and emergency preparedness. This committee meets at least annually to identify strategies for improving safety, security, and emergency preparedness across campus. Recent initiatives by this group include securing grant funds for installation of emergency contact stations around campus and active shooter training for all regular faculty and staff.

The College's financial officers work on an ongoing basis to monitor and manage financial risk. On a weekly basis, cash flow is reviewed to ensure adequate cash on hand to meet College needs. On a monthly basis, balances, expenditures, and revenues are reviewed in each of the College's funding areas. This data is shared with the President's Cabinet and the Board of Trustees to ensure that the moderate and long-term financial risk of the College is being managed in accordance with institutional goals. Risk assessment also occurs as part of the annual financial audit process.

One quantitative measure of operational effectiveness comes from the student satisfaction survey. The latest data from this survey (see especially pages 16-21) indicates high levels of satisfaction with College facilities at all locations. One opportunity for improvement is in the levels of satisfaction

with restrooms on main campus. While many other facilities have been updated in the past 10 years, many of the restrooms on main campus have not yet been renovated. These are scheduled for renovation in the future. Refreshing these spaces should increase satisfaction in this area. Similarly, satisfaction with information technology services (see especially pages 32-34) is also high. These data indicate satisfactory levels of operational effectiveness relative to the instructional mission of the College.

Recent improvements in these areas include the shifting of state capital allocations from new facility development to improving existing infrastructure. While these funds had been used previously for expansion, the growing need to plan for maintenance on aging facilities has motivated the College to direct these funds to existing infrastructure. This focus on existing infrastructure has also included refreshing a number of classrooms in older facilities, an expanded space to accommodate computer networking program growth, and a remodeling of the College's integrated library, computer learning, and testing space: the Academic Center for Excellence. Similarly, the College's aging infrastructure was accompanied by aging maintenance equipment on main campus. The College recently made a major investment to upgrade this equipment so maintenance could be more efficient and effective in its services.

Another recent, and upcoming, improvement is the ongoing redesign of the College's website. Through collaboration with a web-design services contractor, the College has been able to better evaluate its web needs and develop a plan to better meet those needs in the future. This process has provided valuable information about faculty and staff web needs as well as student interests. It will result in a completely redesigned website to be launched in 2018. This new website should improve operational effectiveness in many areas of the College.

A significant change in this area that occurred recently is the move to a four-day summer schedule for all staff. After research concluded that few courses were scheduled on Fridays in the summer term and few students or community members were requesting services on Fridays in the summer, the College decided on a four-day summer schedule. This has resulted in some reduced costs without any loss in services. Thus, this change has been an improvement in efficiency of operations while improving resource management.

Sources

- BOT Budget Workshop FY 2018
- BOT Financials for AQIP
- Budget Form Sample FY 17
- Fall 2014 Student Satisfaction Survey Results
- iFactory Strategic Brief
- Website Survey EmployeeSummaryALL
- Website Survey StudentSummaryData

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

The College's quality improvement program is coordinated by the AQIP Quality Council. It consists of two designated AQIP leaders from each division – Executive, Administrative, Instructional, and Student Services--as well as the Vice President of each division and the President of the College. These Quality Team leaders work with their respective AQIP/Planning Quality Teams to select and deploy quality improvement initiatives through the ongoing AQIP/Planning process. As part of the annual planning process, each team selects a number of improvement initiatives for their respective division. The team then delegates responsibility for completing these initiatives to interdepartmental working groups.

The teams identify major improvement initiatives at the annual planning meeting which the Quality Council organizes and structures based on current needs identified through the continuous quality

improvement process. At these meetings, plans are developed, resource needs identified, and the most significant improvement initiatives are developed into Action Projects. The outlines of such Action Projects are often developed at the annual planning meetings with the full development of the Action Project leadership team and the charter completed thereafter. Evaluation of these projects is conducted by each Quality Team in conjunction with the AQIP Quality Council by applying the metrics defined for each particular initiative.

Alignment of quality improvement initiatives is also conducted by the AQIP Quality Council. This body is responsible for coordinating the writing of the Systems Portfolio, reviewing and assisting in the evaluation of action projects, planning for and participating in the Comprehensive Quality Review, and participating in the Strategy Forums with other key College administrators. This centralization of activities in a group comprised of staff from across the College ensures that quality improvement activities are aligned with goals and activities across the College.

Sources

There are no sources.

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

Kaskaskia College has worked to fully integrate its quality improvement processes with its traditional planning and management processes. When the College began on its AQIP journey in 2005, quality improvement was viewed as an additional obligation grafted onto the existing organizational processes. In the twelve years since, continuous quality improvement has gradually become infused into organizational processes so that its effects can be seen in every department of the College. Initial action projects were selected by high-level administrators with little input from much of the College.

Using a collaborative approach initially led by the College's department of institutional effectiveness, each division of the College designated a team to oversee quality improvement tasks. This immediately generated a widespread engagement with quality improvement activities, though it was still seen as a secondary activity to most of those involved. As these division quality teams matured,

they began the task of integrating evaluation of division processes and services into the AQIP process. Each team developed quality measures related to their specific area of responsibility and that bridged the daily service functions of the division with the evaluation and improvement functions.

For example, this process produced the institution-wide goals for retention, persistence, and completion detailed in 2P2. These goals were developed by both instructional services and student services division teams as each have responsibilities with respect to retention, persistence, and completion. Through collaborative review of historical data and discussion of institutional goals, these teams were able to arrive at consensus goals for retention, persistence, and completion that have since been integrated into regular division processes, such as the annual program review process described in 1P4. This sort of integration of improvement goals and measures with department services, and the subsequent alignment of these high-level goals with departmental goals and evaluation metrics, has been a major recent success of the College's quality improvement program. Additional work remains to more fully develop institution-wide performance indicators that are aligned to department specific goals. Nevertheless, this progress is evidence of the College's culture of quality and the influence it has on each department at the College.

By integrating the institution-wide quality improvement program with regular department level services and evaluation, the College ensures that it is regularly implementing improvement initiatives and is learning from those efforts. Major successes are communicated to the Board of Trustees in monthly board reports, to all faculty and staff during regular AQIP presentations at professional growth and development days, as well as within individual department and division meetings.

The College also maintains an AQIP Quality Council consisting of leaders from each division's quality team. This Quality Council monitors AQIP activities and ensures that each division is actively engaging in improvement activities. It also works to communicate successes and failures of particular improvement efforts to relevant departments who will benefit from the lessons learned. Changes to AQIP processes are reviewed by the Quality Council and the best way for the College to adapt to those changes is considered by this group. In so doing, the Council updates its understanding of AQIP and reaffirms the College's commitment to continuous quality improvement in each of its monthly meetings. See the compiled minutes of these monthly meetings here as evidence of this group's work.

To ensure that the College learns from its experience and applies that learning to improve operations, the Quality Council provides regular updates to President's Cabinet, all regular faculty and staff, and the College's Board of Trustees. See the quarterly updates of the Quality Council to the Board of Trustees here.

The Quality Council also works to document this learning through the College's institutional plan and *Systems Portfolio*. By integrating the planning and continuous quality improvement processes, the Quality Council infuses the learning from the College's quality improvement efforts into both its future plans and its documentation of processes and past results.

Sources

- FY18 College Planning Document
- Quality Council BOT Updates 2017
- Quality Council Minutes