SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the Systems Portfolio of

Illinois Valley Community College

September 27, 2007
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EXECUTIVE SUMMARY FOR ILLINOIS VALLEY COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Illinois Valley Community College’s achievements and to identify challenges yet to be met.

- IVCC has developed a diverse set of educational offerings that provide its stakeholders with a unique and meaningful educational experience. IVCC has an opportunity to strengthen its impact in this area by exploring how it can further assist students to identify and select programs and careers.

- IVCC has developed a dynamic Strategic Planning Process which will help the college chart a course for the future. This process is in its infancy but appears to be an outstanding tool that makes sure goals and objectives are aligned with the mission and vision of the college. IVCC has a tremendous opportunity to use the same kind of creativity and structure found in the Strategic Planning Process to “mine” the wealth of information found in data that the college collects.

- IVCC has collected a great deal of data that will assist it in implementing its improvement processes. As this data is tracked over multiple years and trend analysis is conducted it will provide good evidence on the improvements that have been achieved.

- Data collection and analysis regarding valuing people at IVCC, and utilizing this data for planning can be a growth area and provide significant information for the college.

- IVCC processes for leading and communication are well established and are closely tied to the college’s mission, vision and values. The continued evolution of these processes with the emphasis on data collection and analysis will ensure the college will continue to provide a high quality educational experience.

- Helping Students Learn is at the center of student and administrative services at IVCC. IVCC continues to show positive results when compared to Illinois Consortium and CCSSE Cohort performance metrics. IVCC has a tremendous opportunity to use the same kind of creativity and expect the same kind of performance found in administration and stakeholder support to “mine” the wealth of information found in the data that the college collects.
• IVCC recognizes that developing processes for collecting, analyzing and sharing data relating to process improvement is critical to institutional effectiveness. IVCC has identified some measurement processes that have potential for improvement. As these processes mature, and new processes are introduced the College’s continuous quality improvement initiative has the potential to gain momentum.

• Illinois Valley’s first environmental scan and five new strategic goals will facilitate its planning for continuous improvement. Planning will be effective if the college utilizes the data it collects for future planning.

• Illinois Valley demonstrates robust collaborative relationships and has the opportunity to put measurements in place for understanding its results in building and maintaining collaborative relationships.

Accreditation issues and Strategic challenges for Illinois Valley Community College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Institution]’s FEEDBACK REPORT

The Systems Appraisal Feedback Report provides AQIP’s official response to your Systems Portfolio by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your Systems Portfolio to guide their analysis of your institution’s strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them
in your Systems Portfolio, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution’s attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you’ve already tackled an area, no harm is done.

**Executive Summary.** Summative statements agreed upon by the Systems Appraisal Team based upon the institution’s achievements and challenges in regards to each of the nine AQIP Categories. Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution’s ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission’s *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your Systems Portfolio. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report’s key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio’s Organizational Overview provides context for the team’s knowledge of your institution’s identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution’s mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.
Category Feedback: The Report’s feedback on each of AQIP’s nine Categories specifically identifies strengths and opportunities for improvement. An S or SS identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by O, with OO indicating areas where attention may result in more significant improvement. Comments, which are keyed to your Systems Portfolio, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team’s findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team’s consensus assessment of the institution’s stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers’ assessment of the institution’s current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic and Accreditation Issues

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution’s strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission’s accreditation expectations.

Issues Affecting Compliance with the Criteria for Accreditation. An important goal for the Systems Appraisal was to review your institution’s compliance with the Higher Learning Commission’s Criteria for Accreditation. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission’s Criteria, and the Systems Appraisal process they followed included careful steps to ensure the team used the Criteria as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the
team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Illinois Valley Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team’s conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission’s next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Illinois Valley Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP’s expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Illinois Valley Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- IVCC needs to establish a formal process to identify the needs of internal and external stakeholders and then translate the needs into strategic goals with measurable outcomes. With each outcome, data collection methods need to be determined and scheduled. The data that is collected for each measure should then be applied to the strategic goal to ascertain if the desired outcome was achieved.

- IVCC has an opportunity to introduce an integrated and formal process to establish direct measures of student learning outcomes at the program and course level. By doing so it will help students in the general student population select programs that match their needs, interests, and abilities and to communicate expected program and course level outcomes.
to students. In addition, a formal process will aid IVCC in the development of future courses and programs.

**USING THE FEEDBACK REPORT**

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution’s, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team’s findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP’s core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization’s *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report’s chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded
are its major strategic priorities for the next few years. AQIP’s goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

**CRITICAL CHARACTERISTICS ANALYSIS**

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Illinois Valley Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Illinois Valley Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>O1a</td>
<td>For the past 80 years Illinois Valley Community College (IVCC) has served its rural community of over 2000-square miles as cultural and higher learning center and is the only post-secondary institution within a 50-mile radius.</td>
</tr>
<tr>
<td>O1b</td>
<td>IVCC has experienced extensive change in recent years, including a nearly complete turnover of the seven member Board of Trustees and a new president in the fall of 2006.</td>
</tr>
<tr>
<td>O1c</td>
<td>IVCC began implementing a new Strategic Plan in 2004, which includes a Technology Plan and a Facilities Plan.</td>
</tr>
<tr>
<td>O1d</td>
<td>IVCC has five core values; responsibility, caring, honesty, fairness, and respect.</td>
</tr>
<tr>
<td>O2a</td>
<td>Academic offerings include: three transfer degrees, an Associates of General Studies, 23 AAS degree programs, 47 certificate programs, developmental and adult education, continuing education, customized training for business &amp; industry, and of these offerings, eight AAS degree programs and 14 new certificates were developed since 1996.</td>
</tr>
<tr>
<td>O2b</td>
<td>Educational programs meet specific community needs, including displaced worker programs and a Small Business Development Center.</td>
</tr>
</tbody>
</table>
O3a  IVCC 2007 student characteristics show: 73% attended part-time/27 % full-time, 56% 
female/44% male, average age 27.33, headcount enrollment was 4,527 with FTE of 2,187, 
65% work while attending school, and student ethnicity is primarily Caucasian with growth 
in Hispanic and African-American populations.

O3b  IVCC has an Early Childhood Education Center available for 3-5 year olds.

O4  IVCC has collaborative relationships with 17 area school districts, Franklin University, six 
area hospitals, and six local chambers of commerce and is a member of the Illinois Valley 
Online Consortium.

O5  IVCC has a staff of 233 faculty (90 FT/143 PT), 204 support staff (127 FT/77 PT), 19 
administrators, and has two negotiated bargaining units representing its constituencies.

O6a  IVCC operates two primary campuses, with seven buildings on its main campus. Of these, 
two are old temporary buildings that need to be replaced. Funding for new construction is 
expected in the near future.

O6b  There is a broad-based set of offerings for staff development through a Center for 
Excellence in Teaching, Learning and Assessment, staff retreats, training, and a Faculty 
Facilitator.

O7  IVCC must compete for students with several other community colleges on the border of 
its district, three nearby four-year institutions, online offerings, and courses offered by 
corporations, professional organizations, and non-profit groups.

O8a  The IVCC district’s economy, based on manufacturing, agriculture, and small businesses, 
is fluctuating, which has the potential to impact enrollment.

O8b  The district is losing revenue because of declining state funding, loss of property tax and 
revenue income, local government Tax Increment Finance districts, and the creation of 
enterprise zones and sees limited opportunities to offset the loss of $222,500 in operating 
funds.

O8c  The College recently conducted a study of its opportunities and is preparing a 
strategically-focused marketing plan that will: attract the growing Hispanic population,
increase the percentage of population that it serves (8.2% which is below its peer group average of 12.2 %), and shift its focus to fast growth markets like healthcare and tourism.

O8d By integrating a Strategic Planning process IVCC should become a data driven institution which will enable it to make more informed decisions and take more decisive action for the betterment of all of its stakeholders.

**CATEGORY FEEDBACK**

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for outstanding strength (SS), strength (S), opportunity for improvement (O) and pressing or outstanding opportunity for improvement (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

**AQIP CATEGORY 1: HELPING STUDENTS LEARN**

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.
Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 1, Helping Students Learn:

**Item**  **Critical Characteristic**

O1a  For the past 80 years Illinois Valley Community College (IVCC) has served its rural

O1c  IVCC began implementing a new Strategic Plan in 2004, which includes a Technology Plan and a Facilities Plan.

O3a  IVCC 2007 student characteristics show: 73% attended part-time/27 % full-time, 56% female/44% male, average age 27.33, headcount enrollment was 4,527 with FTE of 2,187, 65% work while attending school, and student ethnicity is primarily Caucasian with growth in Hispanic and African-American populations.

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

**Item**  **S/O**  **Comment**

1C1  S  IVCC’s general education goals and requirements as reflected in course outlines demonstrate thorough attention to the value of general education across curricular boundaries.

1C2  S  IVCC’s Teaching and Learning Committee and the Strategic Leadership and Planning Council play an active role in reviewing and assessing college courses and programs to insure alignment of general education, course syllabi, and programming with the College’s mission and vision.

1C3  S  IVCC students can select from a variety of courses and programs delivered through a variety of delivery methods affording students the opportunity to match the instructional delivery to their individual learning style.
1C5  S  The College has revised its academic freedom policy to clearly state its expectations about academic freedom. This and associated actions will better support the college’s core values.

1P1  S  IVCC should be congratulated for determining common learning objectives and for identifying assessment strategies for its occupational programs. The data collected by IVCC will help improve its teaching and learning process. The work done in the occupational programs will be of value to replicate the process across the entire college curriculum.

1P2  SS  To ensure that courses and programs met labor market demands, new courses and programs are developed through a well-defined and data-driven process that identifies needs from college stakeholders through environmental scanning.

1P3  S  It is the opinion of the team that IVCC’s assessment for placement in English and math courses is a move in the right direction. Continued evaluation of the process will benefit students at the institution.

1P4  O  IVCC’s communication of its expectations may benefit from evaluating the effectiveness of the current system and consider integrating a formal process.

1P5  OO  IVCC has an opportunity to introduce an integrated and formal process to help students in the general student population select programs that match their needs, interests and abilities and to communicate program-level outcomes to students.

1P6  O  It remains unclear how data is used to evaluate the effectiveness of teaching and learning at the course level.

1P7  S  IVCC utilizes a two-year Master Schedule developed through consultation with key stakeholder groups to refine their course delivery systems. It also provides ample opportunity to develop a course delivery structure that meets both student and institutional needs.

1P9  O  IVCC indicates that it does not currently have a comprehensive system to identify the learning support needs of individual students. Data collected
from the CCSSE and Noel-Levitz surveys will help determine what, if any, shortcomings exist and what improvement projects can be developed.

1P11 OO IVCC has the opportunity to implement, centralize, and formalize a system of assessment of students’ general education goals.

1P12 S IVCC has an effective process gathering information from employers and advisory committee members to assess the preparedness of students.

1P13 O IVCC has not been successful in implementing a comprehensive system to assess student academic achievement. It is unclear if measures of student learning are collected for programs other than the academic disciplines and if performance targets are being established.

1R1 O IVCC could benefit from expanding the number of measures related to student learning. The inclusion of direct student learning measures could assist in both long and short range planning.

1R1, 1R3-4 S IVCC appears to have an effective process for gathering data on student performance measures.

1R2 O IVCC has an opportunity to investigate the drop in GED pass and completion rates.

1I1 S Once the Student Success and Teaching and Learning Committees are effectively practicing data collection and program evaluation IVCC will see a marked improvement in student learning processes.

1I2 O It is unclear how data are utilized and how results are integrated into college decision-making and processes.

**AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution’s major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution’s character, it examines your
institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 2, Accomplishing Other Distinctive Objectives:

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<thead>
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<tbody>
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<td>O1a</td>
<td>For the past 80 years Illinois Valley Community College (IVCC) has served its rural community of over 2000-square miles as cultural and higher learning center and is the only post-secondary institution within a 50-mile radius.</td>
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<tr>
<td>O1c</td>
<td>IVCC began implementing a new Strategic Plan in 2004, which includes a Technology Plan and a Facilities Plan.</td>
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<td>O3a</td>
<td>IVCC 2007 student characteristics show: 73% attended part-time/27 % full-time, 56% female/44% male, average age 27.33, headcount enrollment was 4,527 with FTE of 2,187, 65% work while attending school, and student ethnicity is primarily Caucasian with growth in Hispanic and African-American populations.</td>
</tr>
<tr>
<td>O4</td>
<td>IVCC has collaborative relationships with 17 area school districts, Franklin University, six area hospitals, and six local chambers of commerce and is a member of the Illinois Valley Online Consortium.</td>
</tr>
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</table>

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
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<tbody>
<tr>
<td>2C1</td>
<td>S</td>
<td>IVCC has identified five institutional objectives expressed in its strategic goals that provide a clear direction for the future.</td>
</tr>
<tr>
<td>2C2</td>
<td>S</td>
<td>IVCC should see positive returns from the alignment process developed by the action project team</td>
</tr>
</tbody>
</table>
2P1  S  IVCC reviews its other distinctive objectives in a timely and comprehensive manner, including budgeting of objective costs and communication to stakeholders.

2P2  S  IVCC effectively communicates expectations to the college community through the Strategic Planning Committee and Strategic Goals.

2P3  S  Faculty and staff needs relative to the college’s distinctive objectives are addressed at the departmental level when departments develop their own objectives and through the budget request process.

2P4  O  IVCC is in its first three year planning cycle and has the opportunity to formally evaluate the effectiveness of its objectives measurement.

2R1-3  O  IVCC is currently still evolving this system and it has not collected data at this time. The best time to develop performance measures for any process is during the development phase.

2I1  O  IVCC has the opportunity to evolve its processes by developing a systematic method for improvement of other distinctive objectives.

**AQIP CATEGORY 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS**

*Understanding Students’ and Other Stakeholders’ Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution’s processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students’ and Other Stakeholders’ Needs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
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</table>

©2007 Academic Quality Improvement Program, The Higher Learning Commission. All rights reserved.
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O2b Educational programs meet specific community needs, including displaced worker programs and a Small Business Development Center.

O3a IVCC 2007 student characteristics show: 73% attended part-time/27 % full-time, 56% female/44% male, average age 27.33, headcount enrollment was 4,527 with FTE of 2,187, 65% work while attending school, and student ethnicity is primarily Caucasian with growth in Hispanic and African-American populations.

O4 IVCC has collaborative relationships with 17 area school districts, Franklin University, six area hospitals, and six local chambers of commerce and is a member of the Illinois Valley Online Consortium.

O7 IVCC must compete for students with several other community colleges on the border of its district, three nearby four-year institutions, online offerings, and courses offered by corporations, professional organizations, and non-profit groups.

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students’ and Other Stakeholders’ Needs.

<table>
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<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3C1-3C2</td>
<td>S</td>
<td>As an AQIP Action Project, IVCC identified stakeholders and their subgroups and defined the needs, requirements and expectations of each of the subgroups.</td>
</tr>
<tr>
<td>3P1</td>
<td>O</td>
<td>IVCC has identified that it currently has no system in place to regularly evaluate, communicate or respond to student needs. The college has the opportunity to continue to improve this process in future action projects.</td>
</tr>
<tr>
<td>3P2</td>
<td>S</td>
<td>IVCC has integrated multiple actions into its day to day operations to improve its relationship with students.</td>
</tr>
<tr>
<td>3P3</td>
<td>O</td>
<td>IVCC collects information from multiple sources on the needs of stakeholders, but it is unclear how this information is analyzed or how courses of action are developed.</td>
</tr>
</tbody>
</table>
3P4  S  The college utilizes key leadership and staff and external and internal partnerships to maintain relationships with key stakeholders and involve them in college planning.

3P5  S  IVCC determines necessary actions regarding new stakeholder groups by monitoring student and community demographic profiles and emerging industries, which enables it to provide for students’ needs.

3P6  O  IVCC demonstrates concern about student complaints and acts on the data, including its self-identified need to look for long-term trends.

3P7  S  The college has made significant strides in the determination and measurement of stakeholder satisfaction and will roll out a Service Excellence Initiative in August 2007; IVCC is in the process of implementing the supporting processes.

3R1-3R2  S  The college has the opportunity to expand measurements. The two current tools they are using provide meaningful data on student satisfaction.

3R3  O  IVCC has collected campus climate data using the PACE instrument from 57% of its 456 employees regarding the quality of the work environment but has not yet developed methods for collecting similar data from other key stakeholder groups.

3R4  O  IVCC has not developed a system for collecting data from all key stakeholders.

3R5  S  The college has and uses data that compares its performance favorably with other colleges.

3I1-2  O  IVCC does not appear to have a process in place to set improvement targets to address the needs of stakeholders.
AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution’s commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>O1b</td>
<td>IVCC has experienced extensive change in recent years, including a nearly complete turnover of the seven member Board of Trustees and a new president in the fall of 2006.</td>
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<tr>
<td>O1d</td>
<td>IVCC has five core values; responsibility, caring, honesty, fairness, and respect.</td>
</tr>
<tr>
<td>O2b</td>
<td>Educational programs meet specific community needs, including displaced worker programs and a Small Business Development Center.</td>
</tr>
<tr>
<td>O6b</td>
<td>There is a broad-based set of offerings for staff development through a Center for Excellence in Teaching, Learning and Assessment, staff retreats, training, and a Faculty Facilitator.</td>
</tr>
</tbody>
</table>

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People:

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O Comment</th>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>4C1</td>
<td>S</td>
<td>IVCC is a community of teachers and learners as evidenced by its recruitment and retention, recognition of staff and students’ accomplishments and the resources and support it provides.</td>
</tr>
<tr>
<td>4C2</td>
<td>O</td>
<td>IVCC’s rural district, with a small pool of skilled workers and small proportion of its population having a higher education, presents challenges in communicating the value of higher education and in hiring from within its district.</td>
</tr>
<tr>
<td>4C3</td>
<td>S</td>
<td>The institution has identified a number of trends that will impact the college now and in the future and can leverage this data to develop proactive strategies.</td>
</tr>
<tr>
<td>4C4</td>
<td>S</td>
<td>The CQI initiative, including training opportunities, is all inclusive.</td>
</tr>
<tr>
<td>4P1</td>
<td>S</td>
<td>IVCC uses a systematic and straightforward process of determining credentials, skills, and values of its faculty. The hiring process for full-time faculty and administrators is rigorous and comprehensive. IVCC strives for its employment processes to result in a more diverse faculty.</td>
</tr>
<tr>
<td>4P2</td>
<td>S</td>
<td>Recruitment and training of personnel is an organizational strength as measured in the student satisfaction index. Hiring involves commendable cross-sections of the college community.</td>
</tr>
<tr>
<td>4P3</td>
<td>S</td>
<td>The College administration uses interest-based bargaining with its two unions, which improves clear communication, cooperation and empowerment. All staff completed state mandated ethics training during the fall of 2006.</td>
</tr>
<tr>
<td>4P4</td>
<td>S</td>
<td>The College has excellent opportunities for staff development. It collects data on a regular basis which will result in excellent opportunities for staff development.</td>
</tr>
<tr>
<td>4P5</td>
<td>S</td>
<td>IVCC has a formal process to identify the training needs of staff and faculty, which makes the training relevant.</td>
</tr>
</tbody>
</table>
IVCC has a well defined personnel evaluation system that aligns individual goals with the college’s mission and goals. Evaluations are performed for both tenured and non-tenured employees.

IVCC has the opportunity to make this a formal process aside from acknowledging performance and contributions to the college and community.

The college collects information about employee motivation through exit interviews, and an Organizational Culture Index survey which led to the creation of four action projects to address perceived internal communication issues.

As additional PACE data is compiled, key factors can be evaluated and tracked to aid in improvement efforts.

The PACE data provides significant opportunities to identify potential improvement factors.

IVCC has the opportunity to develop quantifiable measures that aid them in defining the productivity and effectiveness of faculty and supports and correlates with existing measures.

Embracing and integrating CQI into college processes is a priority for IVCC, and there are plans to ensure integration into the strategic planning process, to routinely review compensation practices and to review the Employee Development Process.

Although IVCC has recently built key performance indicators into its strategic planning process and identified areas for improvement in the Employee Development plan, faculty review system and employee satisfaction, currently there are no targets for improving effectiveness.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution’s leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions,
seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision-making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>O1b</td>
<td>IVCC has experienced extensive change in recent years, including a nearly complete turnover of the seven member Board of Trustees and a new president in the fall of 2006.</td>
</tr>
<tr>
<td>O1d</td>
<td>IVCC has five core values; responsibility, caring, honesty, fairness, and respect.</td>
</tr>
<tr>
<td>O5</td>
<td>IVCC has a staff of 233 faculty (90 FT/143 PT), 204 support staff (127 FT/77 PT), 19 administrators, and has two negotiated bargaining units representing its constituencies.</td>
</tr>
<tr>
<td>O8c</td>
<td>The College recently conducted a study of its opportunities and is preparing a strategically-focused marketing plan that will: attract the growing Hispanic population, increase the percentage of population that it serves (8.2% which is below its peer group average of 12.2 %), and shift its focus to fast growth markets like healthcare and tourism.</td>
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</table>

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>5C1</td>
<td>S</td>
<td>IVCC identifies key communications mechanisms and key leadership groups that are responsible for clear communication throughout the organization to ensure clear lines of communication at all levels.</td>
</tr>
</tbody>
</table>
5C2 S A special interest is the alignment of employee performance and development plans with the institutions strategic goals.

5C3 SS IVCC has a strong sense of ethics and responsibility. The College’s core values and its rigor in training all constituents to understand, abide by, and apply them reflect a high degree of integrity.

5P1 S IVCC’s Strategic Planning Process and Master Plan provide alignment of college goals with the declared mission, vision and values. These valuable planning processes are used by the leadership to explore future opportunities.

5P2 O IVCC developed a thoughtful Strategic Planning process. An opportunity exists to monitor the plan and have meaningful conversation regarding measurement of goals and objectives in an effort to enhance institutional performance.

5P3 S IVCC uses a broad array of committees to provide input for decision-making. This ensures an inclusive communication process.

5P4 OO It is unclear how data is used in day to day or long term planning.

5P5 O IVCC may have an opportunity to improve College communications and share information throughout the organization instead of waiting for data requests.

5P6 S The Strategic Planning Committee provides college-wide communication about the planning process which maintains continuity and understanding.

5P7 S IVCC has a formal training program that leads to a Leadership Certificate for employees and has other professional development opportunities that promote best practice and communication.

5P8 O With the rate of retirements and transition of administration, faculty and staff identified in the environmental scan, an opportunity exists for IVCC to develop a succession plan.

5P9 OO IVCC has the opportunity to develop a formal system to measure, review and analyze leading and communicating factors.
5R1-2 O IVCC has no formal means of evaluating communicating and leading initiatives or benchmarking with other entities in higher education.

5I1-2 5I2 O IVCC has an opportunity to develop a process to collect and analyze data that supports the effectiveness of leading and communicating processes for the College.

**AQIP Category 6: Supporting Institutional Operations**

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

**Item Critical Characteristic**

O1a For the past 80 years Illinois Valley Community College (IVCC) has served its rural community of over 2000-square miles as cultural and higher learning center and is the only post-secondary institution within a 50-mile radius.

O1c IVCC began implementing a new Strategic Plan in 2004, which includes a Technology Plan and a Facilities Plan.

O3a IVCC 2007 student characteristics show: 73% attended part-time/27 % full-time, 56% female/44% male, average age 27.33, headcount enrollment was 4,527 with FTE of 2,187, 65% work while attending school, and student ethnicity is primarily Caucasian with growth in Hispanic and African-American populations.
O4 IVCC has collaborative relationships with 17 area school districts, Franklin University, six area hospitals, and six local chambers of commerce and is a member of the Illinois Valley Online Consortium.

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

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<tbody>
<tr>
<td>6C1</td>
<td>S</td>
<td>Helping students learn is at the center of student and administrative services. As a result of Action Project III the College has identified key student and administrative processes and their components.</td>
</tr>
<tr>
<td>6C2</td>
<td>SS</td>
<td>Examples provided in this section demonstrate clearly the manner in which these services reinforce student learning and accomplishment of other distinctive objectives.</td>
</tr>
<tr>
<td>6P1</td>
<td>O</td>
<td>IVCC has multiple measures and sub-processes that have the potential to form the nucleus of a more formal needs evaluation and integration system.</td>
</tr>
<tr>
<td>6P2</td>
<td>S</td>
<td>IVCC has developed and implemented a committee structure that facilitates cross functional representation, including the administration, faculty and staff.</td>
</tr>
<tr>
<td>6P3</td>
<td>O</td>
<td>IVCC identifies a lack of documentation to assess the effectiveness of student support services. This provides an opportunity to better understand the performance of the existing processes and develop a more unified system.</td>
</tr>
<tr>
<td>6P4</td>
<td>O</td>
<td>While individual units use information and survey results to modify their practices, the opportunity exists for the college to develop an overarching method which includes all individual units for this practice.</td>
</tr>
<tr>
<td>6P5</td>
<td>O</td>
<td>As IVCC implements its KPI’s in 2007 the ability to measure performance of student and administrative support functions will improve.</td>
</tr>
</tbody>
</table>
Through surveys and data collection, IVCC has identified baseline information about enrollment in credit and non-credit programs, factors related to retention, academic support processes, lifelong learning services, and tuition comparators.

Results for administrative support services show the attainment of a number of milestones, including the award of a Certificate of Excellence in Financial Reporting, gains in using tax increment financing and capital improvements.

IVCC continues to show positive results when compared to Illinois Consortium and CCSSE Cohort performance metrics.

IVCC has the opportunity to develop a comprehensive system for improving core student and administrative processes.

IVCC has an opportunity to improve its success in this area by setting targets for improvement of institutional operations.

**AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution’s processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
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©2007 Academic Quality Improvement Program, The Higher Learning Commission. All rights reserved. This report may be reproduced and distributed freely by Illinois Valley Community College.
O1a For the past 80 years Illinois Valley Community College (IVCC) has served its rural community of over 2000-square miles as cultural and higher learning center and is the only post-secondary institution within a 50-mile radius.

O1c IVCC began implementing a new Strategic Plan in 2004, which includes a Technology Plan and a Facilities Plan.

O3a IVCC 2007 student characteristics show: 73% attended part-time/27 % full-time, 56% female/44% male, average age 27.33, headcount enrollment was 4,527 with FTE of 2,187, 65% work while attending school, and student ethnicity is primarily Caucasian with growth in Hispanic and African-American populations.

O4 IVCC has collaborative relationships with 17 area school districts, Franklin University, six area hospitals, and six local chambers of commerce and is a member of the Illinois Valley Online Consortium.

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<table>
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<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>7C1</td>
<td>O</td>
<td>IVCC has an opportunity to expand data management which will support decision-making more effectively.</td>
</tr>
<tr>
<td>7C2</td>
<td>OO</td>
<td>IVCC has identified goals and indictors but does not have specific measures for their indicators. Indicators that are specific and measurable will facilitate their continuous improvement process.</td>
</tr>
<tr>
<td>7P1</td>
<td>S</td>
<td>The President recently appointed a committee to review data reports and identify trends and issues for review by the Strategic Planning Committee.</td>
</tr>
<tr>
<td>7P2</td>
<td>O</td>
<td>IVCC has an opportunity to develop a monitoring system to determine how well the data needs are being met at department and unit levels.</td>
</tr>
<tr>
<td>7P3</td>
<td>S</td>
<td>Since joining AQIP, IVCC has implemented processes to learn more about gathering comparative data from internal, state and national data collection agencies.</td>
</tr>
</tbody>
</table>
IVCC is currently developing processes for analyzing and incorporating data regarding overall performance and has established a Strategic Enrollment Management Committee. Various planning committees report their findings and recommendations to IVCC leadership groups.

An opportunity exists for IVCC to develop a system for ensuring that data analysis aligns with strategic goals at the department and unit levels.

IVCC has self identified a need to develop measurement targets on which to act.

IVCC does not have measures of effectiveness that support its system of measuring effectiveness.

An opportunity exists for IVCC to develop a system for ensuring that data analysis aligns with strategic goals at the department and unit levels.

An opportunity exists for IVCC to continue developing an inclusive system that supports institutional effectiveness.

An opportunity exists for IVCC to develop measures and targets for their Key Performance Indicators and utilize these measures for improvement.

**AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

Planning Continuous Improvement examines your institution’s planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 8, Planning Continuous Improvement:
**Item** | **Critical Characteristic**
--- | ---
O1c | IVCC began implementing a new Strategic Plan in 2004, which includes a Technology Plan and a Facilities Plan.
O8c | The College recently conducted a study of its opportunities and is preparing a strategically-focused marketing plan that will: attract the growing Hispanic population, increase the percentage of population that it serves (8.2% which is below its peer group average of 12.2 %), and shift its focus to fast growth markets like healthcare and tourism.
O8d | By integrating a Strategic Planning process IVCC should becoming a data driven institution which will enable it to make more informed decisions and take more decisive action for the betterment of all of its stakeholders.

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8C1</td>
<td>S</td>
<td>IVCC has recently identified and reached consensus on a new mission, vision and five strategic goals based upon its core values and has only just begun to plan for the next 5-10 years.</td>
</tr>
<tr>
<td>8C2</td>
<td>S</td>
<td>IVCC has identified five long-term strategic goals and the Strategic Planning Committee insures that goals are aligned with the mission and values.</td>
</tr>
<tr>
<td>8P1</td>
<td>S</td>
<td>IVCC has developed a continuous improvement process planning process that is comprehensive and detailed and should assist in its future quality journey.</td>
</tr>
<tr>
<td>8P2</td>
<td>S</td>
<td>IVCC’s five strategic goals are the long-term strategies around which all departmental and financial planning is focused and tied back to the institution’s core values.</td>
</tr>
</tbody>
</table>
IVCC has developed key action plans through its strategic planning process that are aligned with one of its five strategic goals and supports the institution’s strategies.

As each institutional strategy and action plan is developed a tracking spreadsheet is completed to capture the measures and resource requirements for each.

The strategic planning process is inclusive and faculty and staff are developed and nurtured to ensure their understanding of changing institutional strategies and involve them in developing objectives at the departmental level.

IVCC is planning on implementing measures of effectives of its planning process that will aid in ensuring improvements are achieved over time.

**AQIP Category 9: Building Collaborative Relationships**

*Building Collaborative Relationships* examines your institution’s relationships – current and potential – to analyze how they contribute to the institution’s accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Illinois Valley Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>O4</td>
<td>IVCC has collaborative relationships with 17 area school districts, Franklin University, six area hospitals, and six local chambers of commerce and is a member of the Illinois Valley Online Consortium.</td>
</tr>
</tbody>
</table>
O7 IVCC must compete for students with several other community colleges on the border of its district, three nearby four-year institutions, online offerings, and courses offered by corporations, professional organizations, and non-profit groups.

O8a IVCC’s district’s economy that is based on manufacturing, agriculture, and small businesses is fluctuating, which has the potential to impact enrollment.

O8c The College recently conducted a study of its opportunities and is preparing a strategically-focused marketing plan that will: attract the growing Hispanic population, increase the percentage of population that it serves (8.2% which is below its peer group average of 12.2%) and shift its focus to fast growth markets like healthcare and tourism.

Here are what the Systems Appraisal Team identified as Illinois Valley Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

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<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
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<tbody>
<tr>
<td>9C1</td>
<td>S</td>
<td>IVCC has identified key collaborative relationships that are critical to its role in its 2,000 square mile district.</td>
</tr>
<tr>
<td>9C2</td>
<td>S</td>
<td>IVCC has built strong collaborative relations that reinforce its mission.</td>
</tr>
<tr>
<td>9P1</td>
<td>S</td>
<td>IVCC has developed relationships with institutions and employers who rely on IVCC graduates to develop new programming that addresses their needs and provides new opportunities for students.</td>
</tr>
<tr>
<td>9P2</td>
<td>S</td>
<td>IVCC collects data and conducts surveys and effectively tracks student success.</td>
</tr>
<tr>
<td>9P3</td>
<td>O</td>
<td>The opportunity exists for IVCC to create and build relationships among potential collaborators which is an imperative task for providing quality education.</td>
</tr>
<tr>
<td>9P4</td>
<td>O</td>
<td>There is no systematic process in place to measure the effectiveness of building collaborative relationships. Such a process and relevant data could strengthen these collaborations and maximize their impact.</td>
</tr>
</tbody>
</table>
IVCC has some measures of its existing key collaborative relationships that are functional.

IVCC has the opportunity to develop a set of comparative measures that compares its performance with other higher education institutions.

IVCC has identified opportunities to partner with other organizations and institutions to review standards and improve related processes.

IVCC has not yet established performance targets for measuring the success of such collaborative relationships.