## Appendix A: KPI Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>2006 CCSSE Cohort</td>
<td>CCSSE uses a three-year cohort (2004-2006) in all of its data analysis in the 2006 Institutional Report.</td>
</tr>
<tr>
<td>Cr Hrs</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>E²C</td>
<td>Early Entry College</td>
</tr>
<tr>
<td>FT/FT</td>
<td>First-time/Full-time</td>
</tr>
<tr>
<td>FT/PT</td>
<td>Full-time/Part-time</td>
</tr>
<tr>
<td>HERI</td>
<td>Higher Education Research Institute</td>
</tr>
<tr>
<td>IBEW</td>
<td>Illinois Brotherhood of Electrical Workers</td>
</tr>
<tr>
<td>ICCB</td>
<td>Illinois Community College Board</td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicator</td>
</tr>
<tr>
<td>NLSSI</td>
<td>Noel-Levitz Student Satisfaction Inventory</td>
</tr>
<tr>
<td>OCC</td>
<td>Occupational</td>
</tr>
<tr>
<td>PACE</td>
<td>Personal Assessment of the College</td>
</tr>
<tr>
<td>PCCS</td>
<td>Partnership for College and Career Success</td>
</tr>
<tr>
<td>SCC</td>
<td>Sheridan Correctional Center</td>
</tr>
</tbody>
</table>
Appendix B: Rationale for KPI Goal Targets for FY09

Overall:

When selecting to compare against a statewide/national or peer comparison group, the more diverse, statewide/national group is selected to eliminate the possibility of comparing to a small, homogeneous group that is not necessarily like IVCC.

CCSSE data is collected less frequently. We considered comparisons to a) the CCSSE cohort, b) IVCC’s past CCSSE responses, or c) the total possible score.

It was also noted that significant changes in comparing recent data to past performance could be problematic if the change was the result of an improvement initiative.

1a1) Adopted targets established by Health Professions Department.

1a2) Adopted targets established by Health Professions Department.

1a3) Adopted targets established by Health Professions Department.

1b) IVCC’s three year average is higher than the comparison group. Rounded average to nearest whole percentage.

1c) IVCC’s three year average is higher than the comparison group. Rounded average to nearest whole percentage.

1d) Three year average rounded to nearest whole percentage.

1e) Three year average rounded to nearest whole percentage.

1f) Average of available data (ave = 67.69%).

1g) Average of available data (ave = 48.08%).

2a) IVCC’s three year average is higher than the comparison group. Rounded average to nearest whole percentage. (IVCC 3-yr ave = 87.87%)

2b) Use FY05 and FY08 as baseline; 3 yrs out the total % Pursued Additional Ed at IVCC & Transferred = 95.9%; 1 yr out: Total % Pursued Additional Ed at IVCC & Transferred = 75.4%
3a) IVCC results exceed that of small colleges or the CCSSE Cohort. The numeric score of 2.96 represents a 74% rating. Therefore, each 1/100th on the 4 point scale = .25%. We elected to increase by 2/100ths.

3b) The numeric score of 5.70 on a 7 point scale represents a 81.43% rating. Each 1/100th = .14%. Trying to be consistent with the target in 3b, and considering that our response was not greater than comparison groups, we elected to increase the target by 5/100ths.

3c) The target 4/100ths greater than the current data is both consistent with 3c and helps close the gap between IVCC and the small college responses.

3d) Service Excellence is a strategic goal of great importance to the college. Several of the individual service areas of the Service Excellence Scale were rated higher than the target of 5.48; therefore we believe this to be an attainable target.

3e) Data over three years of graduate follow-up studies saw the highest rating from FY05 graduates for the financial aid area of 3.44. The library attained a rating of 3.42 from FY06 graduates and a 3.39 from FY07 graduates. A target of 3.44 was set for all areas to strive for since this has been attained in the recent past.

4a) The 2007 data shows a dip following two years with 8+ percent. The target of 8% aims to bring the percentage back in line with past performance.

4b) IVCC performs well in this category, averaging 29% over the past three years. Striving for 30% will put IVCC in the 90th percentile nationally.

5a) The suggested target is no more than IVCC’s 3 year average compared to the state 3-yr average, but no greater than the state unit cost. IVCC 3-yr ave = 192; State 3-yr ave = 207; 192/207 = 92.75 ~ 93%

5b1) Actual revenues ≥ 100% of budgeted revenues.
5b2) Actual expenditures ± 2% of budgeted expenditures.

5c) The lowest possible tuition that will still allow IVCC to receive equalization.

5d) Fiscal Year Total Reimbursable Credit Hours: Need almost 3% increase to keep up with rising salaries and benefits. Haven’t achieved this in the past so decided on 2% increase.

6a-c) The increase of .02 on a PACE’s 4 point scale for each category is consistent with increases in CCSSE targets.

6d) FY05 data only represents responses of FT faculty. FY08 and future years will include PT faculty. Since F/T faculty responses in both 2005 & 2008 exceed the corresponding results for Public 2-yr Colleges, we look to comparison with ourselves. Since we were able to achieve a 2% increase between 2005 & 2008, it seems reasonable to consider a 2% increase for 2011. P/T faculty response in 2008 exceeded responses for P/T faculty @ public 2-yr Colleges by a large amount, therefore, we set target at 2008 result = 92%.
6e) Same rationale as 6e. Team believes a 90% + rating is excellent. Therefore, we will set F/T target @92%. Since P/T IVCC results are less than results for Public 2-yr Colleges will set target @ 2% increase to 87%.

7a) The increase of .03 on a PACE’s 5 point scale for each category is consistent with increases in CCSSE targets.

7b) F/T = 2% increase similar to others previous. P/T is already over 90%. Set P/T at current percentage = 92%.

8a [used email] IVCC results exceed that of small colleges or the CCSSE Cohort. Each 1/100th on the 4 point scale = .25%. We elected to increase by 2/100ths.
8b [emphasize using computers] IVCC results exceeds that of small colleges or the CCSSE Cohort. Each 1/100th on the 4 point scale = .25%. We elected to increase by 2/100ths.
8c [experience contributed to knowledge] IVCC results exceeds that of small colleges or the CCSSE Cohort. Each 1/100th on the 4 point scale = .25%. We elected to increase by 2/100ths.
8d [computer lab use] IVCC results exceed that of small colleges or the CCSSE Cohort. Each 1/100th on the 4 point scale = .25%. We elected to increase by 2/100ths.
8e [online credit hours] The target represents the difference between FY07 and FY08, but not less than 10%.
8f [labs adequate] Increased by .02.
8g) FY05 data only represents responses of FT faculty. FY08 and future years will include PT faculty. F/T = 95%

9a) The target of 2.39 draws IVCC ½ way to equaling the cohort.

9b) On a 7 point scale, consistency would dictate a target of 5.44, but that exceeds national performance. This target is equal to the current national rating.

9c) 95% P/T faculty rated these at 95% or higher, so will try to achieve this next time by both full & part-time faculty.
Appendix C: FY 09 KPIs Associated with Each Strategic Goal

Strategic Goal 1: Enable all students to identify and achieve their educational and career goals

- **KPI 1:** STUDENT ACADEMIC SUCCESS
- **KPI 2:** PLACEMENT OF GRADUATES IN EMPLOYMENT OR CONTINUING EDUCATION

Strategic Goal 2: Promote the Value of Higher Education

- **KPI 2:** PLACEMENT OF GRADUATES IN EMPLOYMENT OR CONTINUING EDUCATION
- **KPI 4:** DISTRICT POPULATION SERVED

Strategic Goal 3: Grow and nurture college resources

- **KPI 3:** SERVICE EXCELLENCE
- **KPI 5:** FISCAL RESPONSIBILITY/AFFORDABILITY
- **KPI 6:** JOB SATISFACTION
- **KPI 7:** PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ALL EMPLOYEE GROUPS

Strategic Goal 4: Determine and respond to technological needs

- **KPI 8:** UTILIZATION OF TECHNOLOGY FOR TEACHING AND LEARNING

Strategic Goal 5: Promote understanding of diverse cultures and beliefs

- **KPI 9:** DIVERSITY AWARENESS
Appendix D: KPI Measures by AQIP Category

AQIP Category 1: Helping Students Learn

- Measure 1a1, 1a2, 1a3: Pass Rates on Professional/Occupational Licensure Examinations
- Measure 1b: Graduation Rate
- Measure 1c: First-time, Full-time Cohort Graduated, Transferred or Still Enrolled
- Measure 1d: All Full-time Success Rate
- Measure 1e: All Part-time Success Rate
- Measure 1f: Persistence Fall to Spring
- Measure 1g: Persistence Fall to Fall
- Measure 2a: All Occupational Graduate Placement in Employment or Continuing Education
- Measure 4a: Population Served
- Measure 4b: Percent of High School Graduates Enrolling
- Measure 8a: Using Email to Communicate with an Instructor
- Measure 8b: Using Computer in Academic Work
- Measure 8c: Using Computing and Information Technology
- Measure 8d: Using the Computer Lab
- Measure 8e: % of Online Credit Hours
- Measure 8f: Computer Labs are Adequate and Accessible

AQIP Category 2: Accomplishing Other Distinctive Objectives

- Measure 1a1, 1a2, 1a3: Pass Rates on Professional/Occupational Licensure Examinations
- Measure 1b: Graduation Rate
- Measure 2a: All Occupational Graduate Placement in Employment or Continuing Education
- Measure 5c: Tuition and Basic Fee Rates
- Measure 8b: Using Computers in Academic Work
- Measure 8c: Using Computing and Information Technology
- Measure 9a: IVCC Encourages Contact Among Students from Different Backgrounds
- Measure 9b: Noel-Levitz Diversity Scale
- Measure 9c: All Faculty Perception that Members of Three Groups are Treated Fairly

AQIP Category 3: Understanding Students’ and Other Stakeholders’ Needs

- Measure 2a: All Occupational Graduate Placement in Employment or Continuing Education
- Measure 2b: Percent of IVCC Transferable Degree Grads Who Pursued Additional Education at IVCC or Transferred
Measure 3a: How much does IVCC emphasize…providing support you need to help you succeed at this college?

Measure 3b: Quality of Student Relationships with Instructors

Measure 3c: Quality of Student Relationship with Administrative Personnel and Offices

Measure 3d: Service Excellence Scale on Noel-Levitz Student Satisfaction Inventory

Measure 3e: Career and Technical Program Graduate Satisfaction

Measure 5c: Tuition and Basic Fee Rates

Measure 5d: Reimbursable Credit Hours

Measure 6d: Overall Faculty Job Satisfaction

Measure 8e: % of Online Credit Hours

Measure 8f: Computer Labs are Adequate and Accessible

Measure 9b: Noel-Levitz Diversity Scale

AQIP Category 4: Valuing People

Measure 6a, 6b, 6c: PACE Employee Survey Categories

Measure 6d: Overall Faculty Job Satisfaction

Measure 6e: Want to be a College Professor

Measure 7a: Availability of Professional Development/Training Opportunities

Measure 7b: Adequate Support for Faculty Development

Measure 8g: Adequate Support for Integrating Technology in My Teaching

Measure 9c: All Faculty Perception that Members of Three Groups are Treated Fairly

AQIP Category 5: Leading and Communicating

Measure 6a, 6b, 6c: PACE Employee Survey Categories

Measure 6d: Overall Faculty Job Satisfaction

Measure 9a: IVCC Encourages Contact Among Students from Different Backgrounds
AQIP Category 6: Supporting Institutional Operations

- Measure 5a: Net Unit Cost
- Measure 5b1: Budgeted Revenues vs. Actual Revenues
- Measure 5b2: Budgeted Expenditures vs. Actual Expenditures
- Measure 5d: Reimbursable Credit Hours
- Measure 7a: Availability of Professional Development/Training Opportunities
- Measure 7b: Adequate Support for Faculty Development
- Measure 8a: Using Email to Communicate with an Instructor
- Measure 8e: % of Online Credit Hours
- Measure 8f: Computer Labs are Adequate and Accessible
- Measure 8g: Adequate Support for Integrating Technology in My Teaching
- Measure 9b: Noel-Levitz Diversity Scale

AQIP Category 7: Measuring Effectiveness

AQIP Category 8: Planning Continuous Improvement

The overall process of setting measures and targets relates to AQIP Categories 7 and 8.

AQIP Category 9: Building Collaborative Relationships

- Measure 6a, 6b, 6c: PACE Employee Survey Categories